

6100-036/536 – Level 3 Professional Chefs (Kitchen & Larder) – Theory Exam

March 2020

Examiner Report

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Introduction

This document has been prepared by the Chief Examiner, it is designed to be used as a feedback tool for centres to use in order to enhance teaching and preparation for assessment. It is advised that this document be referred to when preparing to teach and then again when candidates are preparing to sit examinations for City & Guilds Technical qualifications.

This report provides general commentary on candidate performance and highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat the **March 2020** examination series. It will explain aspects which caused difficulty and potentially why the difficulties arose, whether it was caused by a lack of knowledge, incorrect examination technique or responses that failed to demonstrate the required depth of understanding.

The document provides commentary on the following assessment;
6100-036/536 – Level 3 Professional Chefs (Kitchen & Larder) – Theory Exam.

Theory Exam – March 2020

Grade Boundaries and distribution

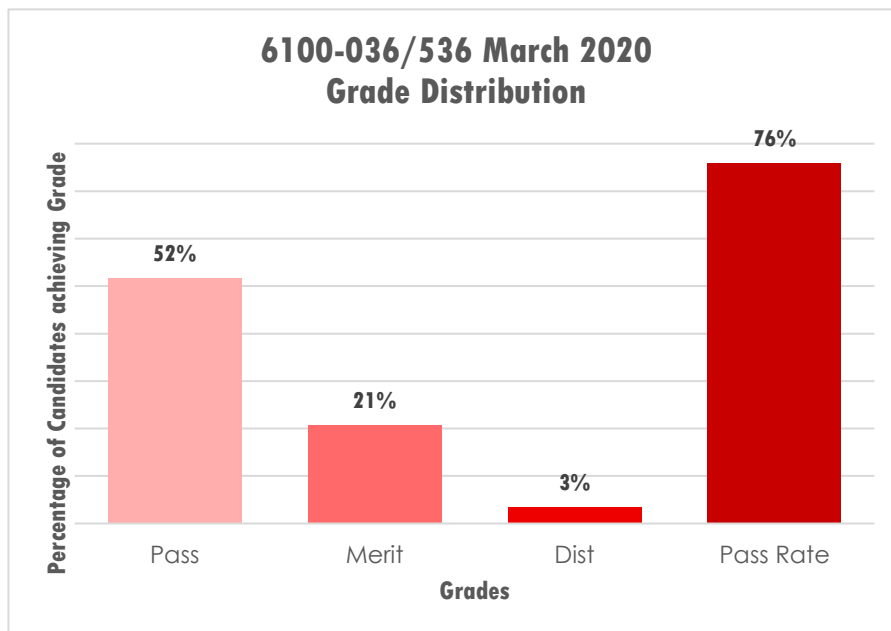
Assessment: **6100-036/536**

Series: **March 2020**

Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

Total marks available	60
Pass mark	24
Merit mark	39
Distinction mark	42

The graph below shows the approximate distribution of grades and pass rates for this assessment:



Chief Examiner Commentary

General Comments on Candidate Performance

Assessment component: 6100-036/536

Series 1 (March 2020)

The March 2020 exam was externally set and marked for the 6100-33 qualification, and included questions from a selected number of units that centres had been informed of previously. The papers were similar to the March and June 2019 series of papers in terms of range, suitability and level. Candidates, on the whole, gave responses which showed a strong level of recall in the areas of industry standards such as monitoring of hygiene practices, and the role of the supervisor in a professional kitchen, but understanding was limited. Overall, candidates' use of industry terminology was hesitant or inaccurate.

Many candidates demonstrated good understanding of the monitoring of food storage practices when linking it to cost. Candidates were also able to demonstrate how sustainability affects purchasing decisions.

Where candidates scored lower marks, it was often because of their answers and inability to address the commanding verb; when questions asked candidates to "explain" or "describe", for example. Some either stated single-word answers or listed responses rather than fully expanding on the identified points. This was the case when asked to explain the importance of monitoring temperatures of meat in a carvery kitchen. Particular areas of weakness included an understanding of preparation methods for poultry, and the influence chefs had on gastronomy within eating and drinking culture.

For the extended response questions, which seek to draw together knowledge and understanding from across the units, candidates were given a brief about actions and systems required to improve a restaurant's ratings. The brief allowed for a range of marks to be awarded for a discussion focused on various areas, including, commutation targets, staff development, delivery/storage/preparation and cooking, and legal requirements documentation. Candidates were awarded higher marks in this question when they described and discussed fully developed knowledge of the relevant issues, and excellent understanding of the course of action required. Some candidates did not make a good attempt (or indeed any attempt) at the ERQ. Higher scoring candidates were able to give linked responses to the scenario with good references to these topics.

Candidates will benefit from practising examination techniques when preparing for this examination. Candidates also need to be prepared for the different types and structures of questions contained within the paper, including the variety of command verbs. They should be ready to read each question carefully and to respond clearly to the question given in the depth required. It is suggested that planning of the extended response question could support candidates in achieving better performance.