

# **Level 3 Advanced Technical Diploma for Professional Chefs (Kitchen and Larder) (6100-33)**

October 2017 Version 1.1

**Guide to the examination**

## Document version control

Version and date	Change detail	Section
<b>1.1</b> <b>October 2017</b>	<ul style="list-style-type: none"><li>• Amendment to number of resit opportunities</li></ul>	Details of the exam

## Who is this document for?

This document has been produced for centres who offer **Level 3 Advanced Technical Diploma for Professional Chefs (Kitchen and Larder)**. It gives all of the essential details of the qualification's external assessment (exam) arrangements and has been produced to support the preparation of candidates to take the exam/s.

The document comprises four sections:

1. **Details of the exam.** This section gives details of the structure, length and timing of the exam.
2. **Content assessed by the exam.** This section gives a summary of the content that will be covered in each exam and information of how marks are allocated to the content.
3. **Guidance.** This section gives guidance on the language of the exam, the types of questions included and examples of these, and links to further resources to support teaching and exam preparation.
4. **Further information.** This section lists other sources of information about this qualification and City & Guilds Technical Qualifications.

# 1. Details of the exam

## External assessment

City & Guilds Technical qualifications have been developed to meet national policy changes designed to raise the rigour and robustness of vocational qualifications. These changes are being made to ensure our qualifications can meet the needs of employers and Higher Education. One of these changes is for the qualifications to have an increased emphasis on external assessment. This is why you will see an external exam in each of our Technical qualifications.

An external assessment is an assessment that is set and/or marked by the awarding organisation (ie externally). All City and Guilds Technical qualifications include an externally set and marked exam. This must be taken at the same time by all candidates who are registered on a particular qualification. We produce an exam timetable each year. This specifies the date and time of the exam so you can plan your delivery, revision and room bookings/PC allocation in plenty of time.

The purpose of this exam is to provide assurance that all candidates achieving the qualification have gained sufficient knowledge and understanding from their programme of study and that they can independently recall and draw their knowledge and understanding together in an integrated way. Whilst this may not be new to you, it is essential that your learners are well prepared and that they have time to revise, reflect and prepare for these exams. We have produced a Teaching, Learning, and Assessment guide that is you should refer to alongside the present document ([Teaching, Learning and Assessment Guide](#)). If a learner does not pass the exam at their first attempt, there is only one opportunity to resit the exam, so preparation is essential.

## Exam requirements of this qualification

- **Professional Chefs (Kitchen and Larder)** – Theory Exam (2 hours)

The exam is graded and a candidate must achieve at least a Pass grade in order to be awarded the qualification. (In addition to the exam, a synoptic assignment must also be completed and passed). You can find full details of the synoptic assignment in the *Qualification Handbook* and the *Synoptic Assessment Guide* – please see the link to the qualification page at the end of this document.

## When does the exam take place?

The exam is offered on two fixed dates in March or June. The exact dates will be published at the start of the academic year in the *Assessments and Exam Timetable*

<http://www.cityandguilds.com/delivering-our-qualifications/exams-and-admin>.

At the start of the programme of study, in order to effectively plan teaching and exam preparation, centres should know when the exam will be taking place and allocate teaching time accordingly. Section 2 of this document gives a summary of the content that needs to be covered in order to prepare learners for the exam and full details of this are given in the *Qualification Handbook*.

## Form of exam

The exam for this qualification can be taken either on paper (6100-036) or online (6100-536).

## Can candidates resit the exam?

Candidates who have failed an exam or wish to retake it in an attempt to improve their grade, can do so **twice**. The third and final retake opportunity applies to Level 3 only. The best result will count towards the final qualification. If the candidate fails the exam three times then they will fail the qualification.

## How the exam is structured

Each exam has a total of 60 marks and is made up of:

- approximately 10 -12 short answer questions
- 1 extended response question.

Short answer questions are used to confirm **breadth of knowledge and understanding**.

The extended response question is to allow candidates to demonstrate **higher level and integrated understanding** through written discussion, analysis and evaluation. This question also ensures the exam can differentiate between those learners who are 'just able' and those who are higher achieving.

More details about and examples of question types are given in Section 3 of this document.

## Assessment Objectives

The exams are based on the following set of assessment objectives (AOs). These are designed to allow the candidate's responses to be assessed across the following three categories of performance:

- **Recollection** of knowledge.
- **Understanding** of concepts, theories and processes.
- **Integrated application** of knowledge and understanding.

In full, the assessment objectives covered by the exam for this qualification are:

Assessment objective	Mark allocation (approx %)
<i>The candidate..</i>	
AO1 <b>Recalls knowledge</b> from across the breadth of the qualification	27%
AO2 <b>Demonstrates understanding</b> of concepts, theories and processes from a range of learning outcomes.	53%
AO4 <b>Applies knowledge, understanding and skills</b> from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	20%

## **Booking and taking the exam**

All assessments for City & Guilds Technical Exams must be booked through Walled Garden. There is a deadline for booking exams, synoptic assessments and any other centre marked assessments, please refer to the time line to check these dates.

The exam must be taken under the supervision of an invigilator who is responsible for ensuring that it is conducted under controlled conditions. Full details of the conditions under which the exam must be taken can be found in the Joint Council for Qualifications (JCQ) document, [Instructions for Conducting Examinations \(ICE\)](#).

## **Special consideration**

Candidates who are unable to sit the exam owing to temporary injury, illness or other indisposition at the scheduled time may qualify for special consideration. This is a post-examination adjustment that can, in certain circumstances, be made to a candidate's final grade. The Joint Council for Qualifications' guide to the special consideration process can be found at [www.jcq.org.uk](http://www.jcq.org.uk).

To make a request for special consideration, please contact: [policy@cityandguilds.com](mailto:policy@cityandguilds.com)

## **Access arrangements**

Access arrangements are arrangements that allow candidates with particular requirements, disabilities or temporary illness to take assessments, where appropriate, using their normal way of working. The Joint Council for Qualifications document, *Access Arrangements and Reasonable Adjustments* gives full details and can be downloaded [here](#).

For further information and to apply for access arrangements please see:

[Access arrangements - When and how applications need to be made to City & Guilds](#)  
[Applying for access arrangements on the Walled Garden](#)

## 2. Content assessed by the exam

### Constructing the Built Environment

The exam assesses:

- **Unit 314: The principles of food safety supervision for catering**
- **Unit 315: Supervisory skills for the professional kitchen**
- **Unit 316: Sustainability for the professional kitchen**
- **Unit 317: Exploring gastronomy**
- **Unit 320: Advanced skills and techniques in producing poultry and game dishes**

Each exam assesses a sample of the content of these units. This means that a single exam will **not** cover 100% of the unit content. The full range of content will be assessed over a number of examination series. Details of the coverage of a particular exam paper will **not** be released in advance of the exam itself. Centres should **not** make assumptions about what will be assessed by a particular exam based on what has been covered on previous occasions. In order to be fully prepared for the exam, learners **must** be ready to answer questions on **any** of the content outlined below.

The table below provides an overview of how the qualification's Learning Outcomes are covered by each exam and the number of **marks** available per Learning Outcome (ie **not** the number of *questions* per Learning Outcome). In preparing candidates for the exam, we recommend that centres take note of the number of marks allocated to Learning Outcomes and to assign teaching and preparation time accordingly.

In preparing candidates for the exam, centres should refer to the Qualification Handbook which gives full details of each Learning Outcome.

The following is a summary of only that qualification content which is assessed by the exam and **not** a summary of the full content of the qualification.

Unit	Learning outcome	Topics	Number of marks per section
314 The principles of food safety supervision for catering	LO1 Understand the role of the supervisor in ensuring compliance with food safety legislation	1.1 Importance of food safety management procedures 1.2 Responsibility of employers and employees in respect of food safety legislation and procedures for compliance 1.3 How legislation is enforced	11

	LO2 Understand the application and monitoring of good hygiene practice	<ul style="list-style-type: none"> <li>2.1 Temperature control</li> <li>2.2 Procedures to control contamination and cross-contamination</li> <li>2.3 Importance of high standards of personal hygiene</li> <li>2.4 Procedures for cleaning, disinfection and waste disposal</li> <li>2.5 Requirements relating to the design of food premises and equipment</li> <li>2.6 Pest control</li> </ul>	
	LO3 Understand how to implement food safety management procedures	<ul style="list-style-type: none"> <li>3.1 Importance of food safety hazards</li> <li>3.2 Controlling food safety</li> <li>3.3 Requirements for monitoring and recording food safety procedures</li> <li>3.4 Food safety controls and procedures</li> </ul>	
	LO4 Understand the role of the supervisor in staff training	<ul style="list-style-type: none"> <li>4.1 Requirements for induction and on-going training of staff</li> <li>4.2 Importance of effective communication of food safety procedures</li> </ul>	
315 Supervisory skills for the professional kitchen	LO1 Understand the role of supervisors in a professional kitchen	<ul style="list-style-type: none"> <li>1.1 Supervisory responsibilities within a professional kitchen</li> <li>1.2 Leadership styles and behaviours</li> <li>1.3 The characteristics and benefits of an effective team</li> </ul>	6



	LO2 Understand supervisory skills in a professional kitchen	2.1 Monitor kitchen practices 2.2 Development of teams and individuals	
316 Sustainability for the professional kitchen	LO1 Understand how sustainability effects purchasing decisions	1.1 Issues related to food from sustainable sources 1.2 Issues related to food miles 1.3 Benefits of sustainable practices	6
	LO2 Understand how to use physical and natural resources efficiently in the professional kitchen	2.1 Physical and natural resources used in professional kitchens 2.2 Reducing resource wastage in professional kitchens 2.3 Benefits of resource efficiency in professional kitchens	
317 Exploring gastronomy	LO1 Understand the influences of gastronomy on eating and drinking culture	1.1 Historical and current influences on eating and drinking 1.2 Effects of science and technology on eating and drinking 1.3 Impact of individuals on gastronomy	9
	LO2 Understand the factors affecting dining experiences	2.1 Types of dining experiences 2.2 The pairing of food and beverage 2.3 The link between customer needs and types of dining experience 2.4 Influencing factors associated with dining experience	
320 Advanced skills and techniques in producing poultry and game dishes	LO1 Prepare poultry and game and associated products using advanced techniques	1.1 Quality points for different types of poultry and game 1.2 Joints, cuts and offal	16

- 1.3 How meat composition influences processes and preparation methods
- 1.4 The effects of different preservation methods on poultry and game
- 1.5 Producing fine and coarse forcemeats
- 1.6 Using advanced skills and techniques to prepare poultry and game
- 1.7 Storage

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LO2 Produce poultry and game dishes and associated products using advanced techniques

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- 2.1 Cooking requirements for poultry and game
  - 2.2 Effect of cooking methods on poultry and game
  - 2.3 Sauces and dressings
  - 2.4 Producing dishes to specification using advanced skills
  - 2.5 Evaluation
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Total marks for sections: 48 marks

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Integration across units\*: 12 marks

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**Total marks for exam: 60 Marks**

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\* *Integration across units.* These marks relate to Assessment Objective 4. These marks are awarded to differentiate between levels of performance by candidates taking the exam. The marks are given for how well a candidate has applied their knowledge, understanding and skills from across the units that make up the qualification in an integrated way to meet the requirements of the exam questions.

### 3. Guidance

#### Vocabulary of the exam: use of 'command' verbs

The exam questions are written using 'command' verbs. These are used to communicate to the candidate the type of answer required. Candidates should be familiarised with these as part of their exam preparation.

The following guidance has been produced on the main command verbs used in City & Guilds Technicals exams.

A more detailed version of this table, which also includes the command verbs used in the assignments is published in *City & Guilds Technical Qualifications Teaching, Learning and Assessment* guide.

Command verb	Explanation and guidance
<b>Analyse</b>	Study or examine a complex issue, subject, event, etc in detail to explain and interpret, elements, causes, characteristics etc
<b>Calculate</b>	Work out the answer to a problem using mathematical operations
<b>Compare</b> (...and contrast) (or <b>describe</b> the similarities/differences)	Consider and describe the similarities (and differences) between two or more features, systems, ideas, etc
<b>Define</b>	Give the meaning of, technical vocabulary, terms, etc.
<b>Describe</b>	Give a detailed written account of a system, feature, etc <b>(..the effect of...on...)</b> the impact, change that has resulted from a cause, event, etc <b>(..the process..)</b> give the steps, stages, etc
<b>Differentiate</b> between	Establish and relate the characteristic differences between two or more things, concepts, etc
<b>Discuss</b>	Talk/write about a topic in detail, considering the different issues, ideas, opinions related to it
<b>Distinguish</b> between	Recognise and describe the characteristic differences between two things, or make one thing seem different from another
<b>Evaluate</b>	Analyse and describe the success, quality, benefits, value, etc (of an end product, outcome, etc )
<b>Explain</b>	Make (a situation, idea, process, etc) clear or easier to understand by giving details <b>(..how..)</b> Give the stages or steps, etc in a process, including relationships, connections, etc between these and causes and effects.
<b>Give example(s) illustrate/</b>	Use examples or images to support, clarify or demonstrate, an explanation, argument, theory, etc

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<b>Give a rationale</b>	Provide a reason/reasons/basis for actions, decisions, beliefs, etc
<b>Identify</b>	Recognise a feature, usually from a document, image, etc and state what it is
<b>Justify</b>	Give reasons for, make a case for, account for, etc decisions, actions, conclusions, etc, in order to demonstrate why they suitable for or correct or meet the particular circumstances, context
<b>Label</b>	Add names or descriptions, indicating their positions, on an image, drawing, diagram, etc
<b>List</b>	Give as many answers, examples, etc as the question indicates (candidates are not required to write in full sentences)
<b>Name</b>	Give the (technical) name of something
<b>Propose</b>	Present a plan, strategy, etc (for consideration, discussion, acceptance, action, etc).
<b>Select</b>	Choose the best, most suitable, etc, by making careful decisions
<b>State</b>	Give the answer, clearly and definitely
<b>Summarise</b>	Give a brief statement of the main points (of something)

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## Question types

The following explains, and gives examples of, types of questions used in City & Guilds Technical exams. In preparing candidates to take the exam, it is recommended that you familiarise them with the requirements of each question type so that they can be effective and make best use of the time available when sitting the exam.

- An effective candidate will gauge the type and length of response required from the question and the number of marks available (which is given for each question on the exam paper).
- Short answer questions may not require candidates to write in complete sentences. Extended response questions will require a more developed response.
- Candidates should read the exam paper before attempting to answer the questions and should allocate time proportionate to the number of marks available for each question or section.

Question type:	Example question	Example question:
<p><b>Short answer questions (restricted response)</b> These are questions which require candidates to give a brief and concise written response. The number of marks available will correspond to the number of pieces of information/examples and the length of response required by the question.</p>	<p>List two food safety requirements that must be considered when purchasing equipment for use in a professional kitchen. (2 marks)</p>	<p>1 mark for each of the following, up to 2 marks</p> <ul style="list-style-type: none"> <li>• Equipment must be easy to take apart</li> <li>• Installed as to allow adequate cleaning of surrounding areas.</li> <li>• Easy to clean.</li> <li>• Impervious, non-tainting, resistant to corrosion.</li> <li>• Suitable work surfaces (e.g. smooth, no crevasses).</li> <li>• Clear understanding of jobs to be completed.</li> <li>• Communication with others.</li> <li>• Wastage is minimised.</li> <li>• Standardisation.</li> <li>• Lower risk of contamination</li> </ul>
<p><b>Structured Response Questions</b> These are questions that have more than one part (eg a), b), etc.). The overall question is made up of linked, short answer questions</p>	<p>a) State <b>two</b> occasions when it would be beneficial for a head chef to use an autocratic leadership style (2 marks)</p>	<p>a) 1 mark for each of the following, up to 2 marks</p> <ul style="list-style-type: none"> <li>• Under tight time constraints/crisis management.</li> <li>• During coaching/with staff with developing skills.</li> </ul>

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which move the candidate through the topic in a structured way. For example, the question will usually start with a 'recall'/'state'/'describe' question followed by an 'explain' to draw out understanding of the topic. They usually have a shared introductory 'stem', and the number of marks may increase through the question.

b) Explain **three** methods that a business can use to encourage staff to minimise natural resource wastage in a kitchen. (6 marks)

Accept any other appropriate response.

- b) Award 1 mark for identification of the method and 1 further mark for an appropriate expansion.
- Written policies and procedures implemented and reviewed on a regular basis (1) will keep staff up to date with changes in technology/legislation. (1)
  - Staff induction programme and continuous reinforcement through the use of visual displays/employee incentives (e.g. Poster / Signage / Notice boards) (1) will ensure good practices are maintained. (1)
  - Regularly recording energy consumption of the kitchen and setting targets for reduction (1) will incentivise staff to monitor and control energy footprint. (1)
  - Appointing an energy warden / champion within the team who feeds information up and down the establishment hierarchy (1) will maintain visibility throughout the business. (1)

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### Extended response questions

Extended response questions are those that require the candidate to write a longer written response using sentences and paragraphs. These usually require candidates to discuss, explain, etc. a topic in some detail. The question is often based on a short case study, scenario or other prompt. The level of detail should be gauged from the question and the number of marks available.

### Example question

The executive chef and owner of a restaurant are looking to improve the customer experience by serving more feathered game dishes to their customers.

Discuss what factors should be considered to determine the viability of using this commodity on the restaurant's menu.

(15 marks)

**Mark scheme**

**Indicative content**

- Cuts and joints of game
- Quality points – season, breed, origin, age, rearing
- Preparation methods
- Staff skills/training
- Quantities
- Timings
- Presentation
- Additional commodities
- Balance of ingredients
- Dish names
- Costs
- Variety for menu
- Locality/Demographics
- Portion size
- Storage

**Band 1 (1 – 5 marks)**

Limited knowledge of game, cuts and joints of game and preparation methods. Little understanding of recipe composition and the balance of ingredients. Demonstrates a basic coherence of menu management. Identified some suitable quality points associated with game. Little justification to answer.

To access the higher marks in the band, the discussion will contain mostly relevant points.

### Example band 1 response

The seasonality of the feathered game e.g. can they have it on the menu all year round (summer, spring, autumn, winter). Availability can effect having feathered game on the menu e.g. are they guaranteed they will always be able to buy it. Feathered game can be used as a sport can that effect it being on the menu. The cost - is it going to be expensive to buy in? Will they make a profit or lose money? Do people like the taste of feathered game? Has the chef researched what cooking methods to use when cooking feathered game? Has the chef considered how much meat there is on the game e.g. a pheasant bird is bigger than a wood pigeon so you would get more meat out the pheasant than the pigeon? Are they going to put it on the menu as a starter or a main so they need to think of the portion control when on the menu? How much are they going to charge for it on the menu because if they put it on the menu and it is expensive are they going to pay that amount? Waste control - have they thought about how much they will have to waste every night if it doesn't sell on the menu. Have the chef and the owner ever tried feathered game? So if customers ask are they able to sell it to the customers to try it?

### Band 2 (6 - 10 marks)

Good knowledge of game, cuts and joints of game and preparation methods. Reasonably well developed understanding of recipe composition and the balance of ingredients. Demonstrates a sound coherence of menu management. Identified suitable quality points associated with game. Best practice referenced throughout. Reasonable justification to answer.

To access the higher marks in the band, the response will be clear, balanced with accurate points made which are supported and justified.

### Example band 2 response

First factor of consideration would be sustainability of the game. The chef and the owner would have to find the suitable season to place more feathered game dishes on the menu. If a game product or any of its garnishes are not in season it's not an effective dish. The next would be trends which is slightly linked to seasonality because if the game dishes were to be introduced in the summer it wouldn't sell well due to most game being very rich and heavy dishes; this does not appeal to customers in a hot climate however if announced closer to autumn/winter time it would suit perfectly because it would be a warming and filling dish for a cold time of year. How would the owner also dress the dish and make it aesthetically appealing. Also a factor would be supply and demand because if selling game the price of game is higher than various poultry due to its increase of flavour. The dish would have to be sold at a higher but suitable price, however regarding how much customers are willing to spend for the dish and also regarding other condiments for the dish. This would all need to be priced for the amount for one dish with how much wastage is used to work



out how much ingredients would need to be brought in. That brings me on to the final factor regarding labour and wastage. The chef and the owner would have to work out how long it takes for their employees to produce enough preparation and how well they can produce the dish quickly and efficiently whilst keeping to food safety regulations. When produced the chef would have to think about what could be used from the dish with regards to wastage to re-use for the same dish or other dishes to maximise money spent to help improve gross profit.

### Band 3 (11 - 15 marks)

Fully developed knowledge of game, cuts and joints of game and preparation methods. Effective understanding of recipes composition and the balance of ingredients. Demonstrates a fully coherence of menu management. Identified all quality points associated with game. Well-structured and comprehensively justified answer.

To access the higher marks in the band, the discussion will be comprehensive, well balanced and presented in a logical way with conclusions and/or recommendations that are fully justified.

#### Example band 3 response

Various game birds are available including;  
Pheasants, 4 portions  
Partridge, 1-2 portions  
Grouse, 1-2 portions

It is important to buy game when it is in season which is mainly over the winter. Pheasants are at their best between October and early February. Origin, age and rearing will have an effect on the flavour. You need to look out for a plump bird and a pliable breast bone. If possible I will be buying from a local supplier so that I can advertise local supplier on the menu.

Game can be purchased either pre-prepared as individual birds or as breast and legs. I would rather buy the game fresh and hang and pluck the birds myself. To be able to do this I would need the space to hang the birds in cool, dry and well ventilated conditions. The birds will need to be hung up to 7 days. Hanging the bird matures flavour. The staff would need to be trained to pluck the birds and this would all need to be done under hygienic conditions.

Game birds are dry so they will need to be barded. This involves covering the bird in a piece of fat before roasting to improve the flavour and to prevent the bird from drying out. One method of preserving game could be smoking. This would allow us to offer a different game flavour on the menu, maybe as a starter.

As game is expensive to buy. I would be producing a “specials” menu with one game starter and two game main courses. I would be changing these dishes depending on the availability and feedback from the customers. The dishes below use different methods of cooking and presentation methods. Various flavours have been used to complement the different game birds and will hopefully appeal to the customer.

#### Starter

Smoked grouse crostini

(Smoked grouse breast slices, served on a crostini spread with goats cheese, garnished with rocket and blackberries)

#### Main

Roast partridge in a cider sauce

(Presented on mashed potato, garnished with julienne of leek and served with a cider sauce)

Braised pheasant in red wine with strips of bacon, mushrooms and button onions

(Served with roasted root vegetables)

As with all dishes it is important that all hygiene and food safety practices are followed. All staff (kitchen and front of house) will need to be fully trained to be able to answer all customers’ questions and to help implement the smooth introduction of game onto the menu.

## Examination technique

Candidates with a good understanding of the subject being assessed can often lose marks in exams because they lack experience or confidence in exams or awareness of how to maximise the time available to get the most out of the exam. Here is some suggested guidance for areas that could be covered in advance to help learners improve exam performance.

### Before the exam

Although candidates cannot plan the answers they will give in advance, exams for Technical qualifications do follow a common structure and format. In advance of taking the exam, candidates should:

- be familiar with the structure of the exam (ie number and type of questions).
- be aware of the amount of time they have in total to complete the exam.
- have a plan, based on the exam start and finish time for how long to spend on each question/section of the exam.
- be aware of how many marks are available for each question, how much they should expect to write for each question and allow most time for those questions which have the most marks available.

### At the start of the exam session

At the start of the exam, candidates:

- should carefully read through the instructions before answering any questions.
- may find it helpful, where possible, to mark or highlight key information such as command words and number of marks available on the question paper.
- identify questions which require an extended written answer and those questions where all or part of the question may be answered by giving bullets, lists etc rather than full sentences.

### Answering the questions

Candidates do not have to answer exam questions in any particular order. They may find it helpful to consider, for example:

- tackling first those questions which they find easiest. This should help them get into the 'flow' of the exam and help confidence by building up marks quickly and at the start of the exam.
- tackling the extended answer question at an early stage of the exam to make sure they spend sufficient time on it and do not run out of time at the end of the exam.

Candidates should avoid wasting time by repeating the question either in full or in part in their answer.

Candidates should **always** attempt every question, even questions where they may be less confident about the answer they are giving. Candidates should be discouraged however, from spending too long on any answer they are less sure about and providing answers that are longer and give more detail than should be necessary in the hope of picking up marks. This may mean they have less time to answer questions that they are better prepared to answer.

### Extended answer questions

Before writing out in full their answer to extended questions, candidates may find it helpful to identify the key requirements of the question and jot down a brief plan or outline of how they will answer it. This will help clarify their thinking and make sure that they don't get 'bogged down' or provide too much detail for one part of the question at the expense of others.

## **Towards the end of the exam**

Candidates should always set aside time at the end of the exam to read back through and review what they have written in order to make sure this is legible, makes sense and answers the question in full.

If a candidate finds they are running out of time to finish an answer towards the end of the exam, they should attempt to complete the answer in abbreviated or note form. Provided the content is clear and relevant, examiners will consider such answers and award marks where merited.

Further guidance on preparing candidates to take the exam is given in the City & Guilds publication, [Technical Qualifications, Teaching, Learning and Assessment](#) which can be downloaded free of charge from City & Guilds website.

## 4. Further information

For further information to support delivery and exam preparation for this qualification, centres should see:

### City & Guilds

Qualification homepage: [www.cityandguilds.com/qualifications-and-apprenticeships/hospitality-and-catering/hospitality-and-catering/6100-professional-cookery](http://www.cityandguilds.com/qualifications-and-apprenticeships/hospitality-and-catering/hospitality-and-catering/6100-professional-cookery) which includes:

- Qualification handbook
- Synoptic Assignment
- Sample assessments

*Technical Qualifications, Resources and Support:* [www.cityandguilds.com/techbac/technical-qualifications/resources-and-support](http://www.cityandguilds.com/techbac/technical-qualifications/resources-and-support)

### Joint Council for Qualifications

*Instructions for Conducting Examinations:* <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>