

# **Level 2 Technical Certificate in Food and Beverage Service (6103-20)**

October 2017 Version 1.0

**Guide to the examination**

## Who is this document for?

This document has been produced for centres who offer **City & Guilds Level 2 Technical Certificate in Food and Beverage Service**. 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

Level 2 Food and Beverage Service - Theory exam **(2 hours and 40 minutes)**

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?

This qualification involves a one year programme of study. 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>.

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 (6103-521) or online (6103-021).

## Can candidates resit the exam?

Candidates may resit the exam once only. If a candidate fails the exam both on the first attempt and when resitting it, that candidate has failed the qualification and cannot achieve it in that academic year.

## How the exam is structured

Each exam has a total of 80 marks and is made up of:

- approximately 12 -14 short answer questions
- 2 extended response questions.

Multiple choice and 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	35%
AO2 <b>Demonstrates understanding</b> of concepts, theories and processes from a range of learning outcomes.	43%
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.	22%

## **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

The exam assesses:

- **Unit 201: Introduction to the hospitality industry**
- **Unit 202: Principles of customer service**
- **Unit 203: Safe working practices for food and beverage service**
- **Unit 204: Menu knowledge**
- **Unit 206: Beverage product knowledge**
- **Unit 208: Finance for food and beverage businesses**

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
201 Introduction to the hospitality industry	1 Understand the scale and diversity of the hospitality industry	1.1 Sectors of the Industry 1.2 Economic importance of the industry	9
	2 Understand career development within food and beverage service	2.1 Departments and job roles 2.2 Methods of career development	

		2.3 Job applications and interview preparation	
	3 Understand employability skills required for the hospitality industry	3.1 Work ethics 3.2 Managing on-line presence	
	4 Understand the impact of the food service industry on the environment	4.1 Impact of the food service industry on the environment 4.2 Responsible sourcing of food	
202 Principles of customer service	1 Understand customer service	1.1 Characteristics and benefits of customer service 1.2 Types of customers 1.3 Customers with specific needs 1.4 Consequences of poor customer service 1.5 Legislation for customer service	9
	2 Understand customer service delivery	2.1 Team working 2.2 Meeting and exceeding customer expectations 2.3 Measuring effective customer service 2.4 Impact of customer service on the business	
203 Safe working practices for food and beverage service	1 Understand customer service	1.1 Characteristics and benefits of customer service 1.2 Types of customers	9

		<ul style="list-style-type: none"> <li>1.3 Customers with specific needs</li> <li>1.4 Consequences of poor customer service</li> <li>1.5 Legislation for customer service</li> </ul>	
	2 Understand customer service delivery	<ul style="list-style-type: none"> <li>2.1 Team working</li> <li>2.2 Meeting and exceeding customer expectations</li> <li>2.3 Measuring effective customer service</li> <li>2.4 Impact of customer service on the business</li> </ul>	
204 Menu knowledge	1 Understand menu styles and service methods	<ul style="list-style-type: none"> <li>1.1 Different menu styles</li> <li>1.2 Food service methods</li> <li>1.3 Impact of menu styles</li> </ul>	13
	2 Understand menu product knowledge	<ul style="list-style-type: none"> <li>2.1 Menu terminology</li> <li>2.2 Preparation and cooking methods</li> <li>2.3 Service equipment</li> </ul>	
	3 Understand dietary requirements	<ul style="list-style-type: none"> <li>3.1 Nutrients for balanced diets</li> <li>3.2 Customer choices</li> </ul>	
	4 Understand food and beverage matching	<ul style="list-style-type: none"> <li>4.1 Considerations for food and beverage matching</li> <li>4.2 Traditional food and beverage matching</li> </ul>	



206 Beverage product knowledge	1 Know the production methods and characteristics of alcoholic beverages	1.1 Production methods and characteristics of beers 1.2 Production methods and characteristics of ciders 1.3 Production methods and characteristics of spirits 1.4 Production methods and characteristics of liqueurs 1.5 Production methods and characteristics of wine 1.6 Definitions and preparation methods for cocktails	13
	2 Know the production methods and characteristics of non-alcoholic beverages	2.1 Processing methods and characteristics of types of coffee 2.2 Processing methods and characteristics of types of tea 2.3 Processing methods and characteristics of hot chocolate 2.4 Types of non-alcoholic soft drinks	
	3 Understand the procedures and presentation for serving beverages	3.1 Equipment for serving beverages 3.2 Pouring techniques and presentation methods 3.3 Common faults	
	4 Understand legislation for responsible service of alcohol	4.1 Alcohol content and effects of alcohol	

		4.2 Legislation relating to the sale of alcoholic beverages	
		4.3 Enforcement bodies and consequences of non-compliance	
208 Finance for food and beverage businesses	1 Understand business financial controls	1.1 Stock control	9
		1.2 Costing factors	
		1.3 Revenue protection	
		1.4 Principles of sales analysis	
		Total marks for section:	62 marks
		Integration across units*:	18 marks
		<b>Total marks for exam: 80 marks</b>	

\* *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>State <b>two</b> dietary requirements that should be considered when describing a menu to a customer.</p> <p>(2 marks)</p>	<p><b>Answer:</b> <b>1 mark each for any of the following, to a maximum of 2 marks:</b></p> <ul style="list-style-type: none"><li>• Low fat.</li><li>• Low salt.</li><li>• Diabetic.</li><li>• Low carbohydrate.</li><li>• Gluten intolerance.</li><li>• Lactose intolerance.</li><li>• Vegan.</li><li>• Vegetarian.</li></ul>

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**Structured Response Questions**

These are questions that have more than one part (eg a, b), etc.). The overall question is made up of linked, short answer questions 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.

- a) State the equipment used to dispense cask beers. (1 mark)
- b) Describe the production methods for cask beers. (6 marks)

**Answer:****a)**

**1 mark for each of the following, to a maximum of 1 mark:**

- Cask hand pulled (swan neck).

**b)**

**1 mark each for any of the following, with a maximum of 3 marks for identification of production method without further description to a maximum of 6 marks:**

- Malting (1) steeping grain in water to germinate (1).
  - Mashing (1) breaking down protein and starch so yeast can ferment (1).
  - Flavouring (1) by adding hops (1).
  - Fermenting (1) where yeast is added to ferment with sugars (1).
  - Conditioning and filtering (1) removes yeast (1).
  - Packaging in cask (1) where it continues to mature (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

A customer requires a beverage service for a **four** course celebration dinner menu that includes a seafood starter, a main course consisting of game followed by a panna cotta dessert and cheese and biscuits.

Discuss the considerations to take when meeting the customer requirements.

(9 marks)

### Mark scheme

#### Answer:

#### Indicative content

- The occasion and service stage e.g. special events, taster menu, drinks on arrival.
- Customer preference.
- Customer budget.
- Cooking method e.g. steaming, grilling, roasting.
- Sauces used e.g. cream, tomato, reduction.
- Contrasting and compatible flavours e.g. herbs, spices and fruits.
- Relationship between regional food and beverages.
- Seafood - light wines, light beers.
- Game - full bodied wines or beers, food with rich sauces require beverages with high acidity.
- Panna cotta – sweet or sparkling wine, fruit beers and ciders.
- Cheese and biscuits - robust red or port.
- Use of suitable equipment - Wine buckets and coolers, chilled unit, bottle openers/waiters friend, napkin.
- Selection of glassware – red and white wine, beer, port.
- Temperature of beverages.
- Non-alcoholic beverage equipment e.g. water.
- Quality checks.

**Band 1 (1 – 3 marks)**

Some of the considerations were described in general terms. Links were not made to the scenario or their relevance to the menu provided. Beverages were not suggested for all the courses and were not always matched to the menu. Identified basic equipment requirements and some of the presentation methods

**Example band 1 response**

When matching food and drinks you need to consider many things like the taste of the drink, the type of food and what the customer might like. For example if the drink was a red wine which has a strong flavour you would match this with a strong flavoured food like roasted beef. You should ask what the customer would like to drink that way you can please the customer. For this menu I would suggest having creamy white wine with the panna cotta as that is very creamy and I would have a red wine with the cheese. To serve the drinks you would need to make sure that you have the right glasses and bottle opener to open it. You need a clean napkin to hold the bottle so it looks nice when you show it to the customer.



**Band 2 (4 – 6 marks)**

Most of the considerations were described with some justification. Links were made to the scenario with some relevance to the menu provided and linked very simply to traditional matches. Beverages were suggested for all the courses and were not always matched to the menu. They might make some links to traditional matches but not explicitly relate this to the dishes. Provided a broad description of the service equipment and presentation methods for the selected beverages

**Example band 2 response**

When matching food and drinks you need to consider many things like type of food, customer's likes, the occasion and the cooking methods. All of these things will affect what type of drink you choose. The type of food plays apart as you have to try to match the flavours. Such as chicken which is not strong flavour you should match with drinks that will not overpower it. If it is special occasion like a celebration you can offer something special like champagne. The cooking methods are important to like BBQ food will have strong flavour so matching it to strong wine or beer would be best. For a seafood starter you would offer lighter white wine so not to overpower the delicate flavour of the seafood, the game you might offer a strong tasting red wine so it will match the strong flavour of the game. For dessert as they are sweet and sweet wine is the best match and for cheese you might offer a port as a traditional drink to have with cheese. To serve the drinks like wine and beers you need a range of equipment like for wine you will need the correct type of glasses to suit the wine you are serving so they taste better. A waiter's friends and napkins to open the wine and present it to the customer in a professional manner. You might also need a cooler if it is a white wine to keep the wine cold so it tastes better. You should tell the customer about the drinks when you serve them so they know what they are getting.

### **Band 3 (7 – 9 marks)**

Considerations were described in detail with links to the scenario. Clear relevance to the menu and the occasion was provided. Specific named beverages were provided for all courses and justified their suitability in relation to traditional matches considering cooking methods, sauces, origin of the dishes. Described the service equipment and service and presentation methods with justifications linked to the beverages selected.

#### **Example band 3 response**

There are many things to consider when choosing a drink to match food. As this is a celebration dinner I would be looking to match the food with good quality drinks. I would consider serving champagne as an arrival drink before their meal. For the seafood starter I would match a white wine with hint of sweetness and aromatic like a Riesling to match the sweetness of the seafood like lobster or scallops. For the main course venison has a rich gamey flavour which will need a rich red like cabernet sauvignon or even dark ale to match this. A red wine with good body and some tannin to help break down the flavour of the venison and not get lost. With the panna cotta I would match it with a sweet dessert wine or even a fruit beer depending on what the panna cotta is served with. If the cheese is strong flavoured like strong cheddar or stilton a port or robust red will be best to balance the flavour of the cheese, if the cheese is creamy like brie a chardonnay would be better to cut through the creamy flavour. It would be important to talk to the customer to find out what type of wines or drinks they like you can match the right type of drink this enhance their meal experience and might mean they would come back again. It might be that they have specific budget which means you could make sure you do not embarrass them by offering wines that are far too expensive.

For the service you would need to ensure you have the right equipment to show a professional service and provide the drinks at their best. For the white wine you would need to make sure it is at the right temperature 8-12 degrees. To maintain the temperature you would need a cooler, waiter's friend and napkin. It would be important to present the wine first to the guest then open at the table and pour out. You should ask the host to taste to make sure the wine ok to drink and not off or corked. You should have the right glasses for the drinks slightly narrow for the white to concentrate aromas and wider one for red wine to allow it to open up and release its aromas. You should also serve water with the meal so the customer can refresh their palate between courses so they enjoy the new flavour of the different drinks.

## 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: <https://www.cityandguilds.com/qualifications-and-apprenticeships/hospitality-and-catering/hospitality-and-catering/6103-food-and-beverage-service#tab=documents> 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>