

6103-20 Level 2 Technical Certificate in Food and Beverage Service (450)

2018

Qualification Report

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Introduction

This document has been prepared by the Chief Examiner and Principal Moderator; it is designed to be used as a feedback tool for centres in order to enhance teaching and preparation for assessment. It is advised that this document is referred to when planning delivery and when preparing candidates for City & Guilds Technical assessments.

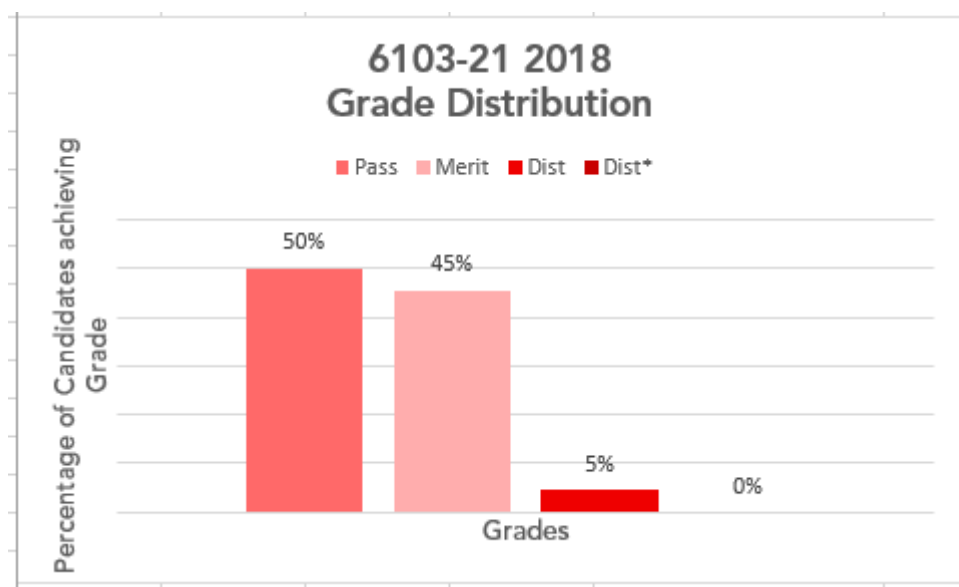
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2018 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments:

- 6103-021/521 Level 2 Food and Beverage Service – Theory exam
 - March 2018
 - June 2018
- 6103-022 Level 2 Food and Beverage Service – Synoptic assignment

Qualification Grade Distribution

The grade distribution for this qualification is shown below.



Please note City & Guilds will only report qualification grades for candidates who have achieved all of the required assessment components, including Employer Involvement, optional units and any other centre assessed components as indicated within the Qualification Handbook.

Theory Exam

Grade Boundaries

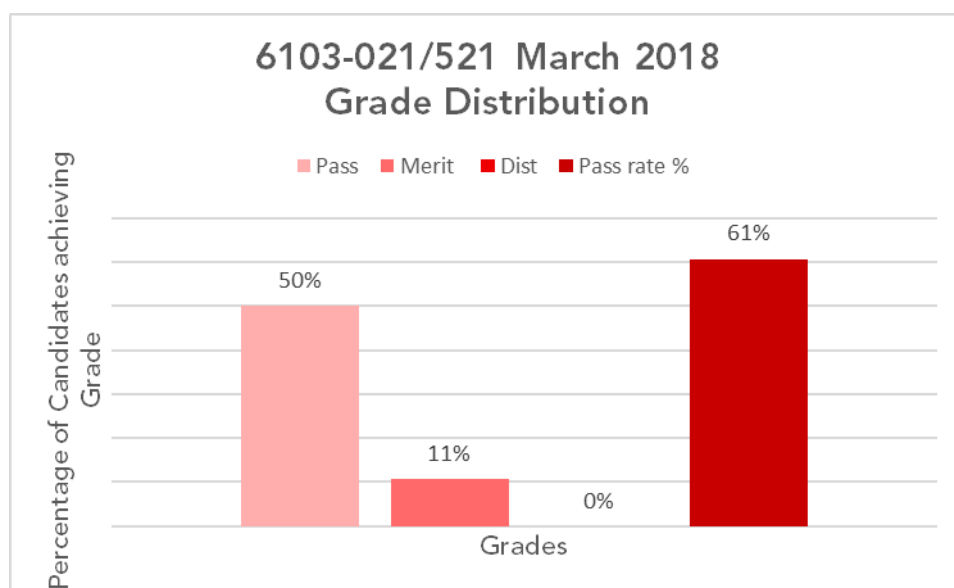
Assessment: 6103-021/521

Series: March 2018

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

Total marks available	80
Pass mark	34
Merit mark	46
Distinction mark	58

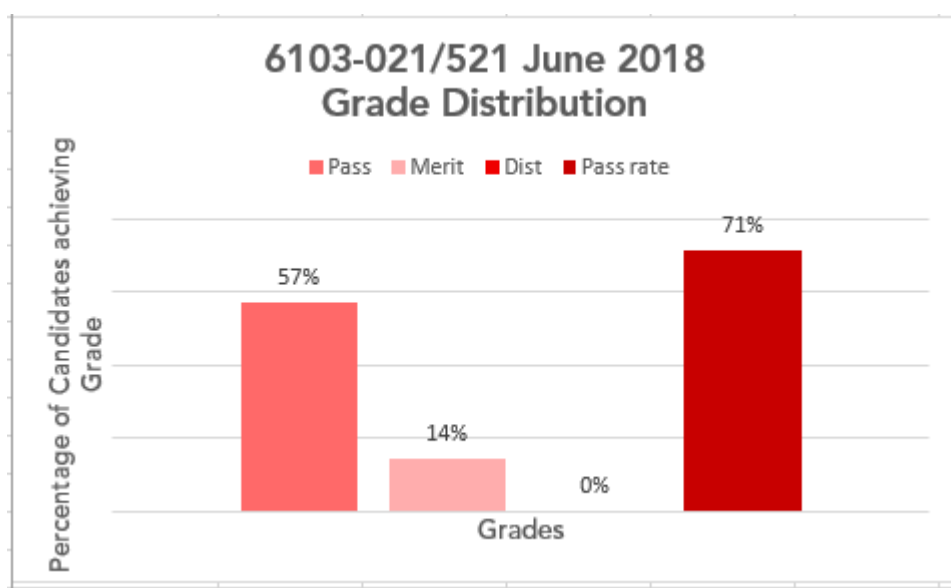
The graph below shows the distributions of grades and pass rate for this assessment.



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

Total marks available	80
Pass mark	29
Merit mark	42
Distinction mark	55

The graph below shows the distributions of grades and pass rate for this assessment.



Chief Examiner Commentary

6103-021/521 Level 2 Food and Beverage Service – Theory exam

Series 1 – March 2018

This is the first year for this Qualification, where candidates had the opportunity to take the paper based written exam, or online via the City & Guilds Evolve platform.

The paper included a range of question styles to draw out knowledge and understanding including questions to test learning across the subject areas of the mandatory units, giving the opportunity to demonstrate a broad understanding of the qualification. Some of the more challenging questions helped to differentiate between higher and lower scoring candidates.

Across the cohort, the majority of candidate were able to respond with detailed recall of knowledge of sectors of the industry, career development, menu product knowledge, production methods for alcoholic beverages and stock control.

Candidates were also able to demonstrate sound understanding of environmental impacts, customer service and health and safety and stock control with many scoring high marks. With questions that relied on further explanation or description it was found that some candidate's responses showed the ability to state or list, but not provide further understanding of the impact or effect of the topic. In some cases candidates did explain in more depth, but repeated the topic, which did not show any further understanding.

Candidates performed well where recall of knowledge was required from 'State' or Identify'. Candidate responses for questions which required responses to demonstrate more depth of understanding such as 'Explain' or 'Discuss' were often lacking detail and marks achieved were minimal. Candidates were often unable to structure and complete responses for these questions which demonstrated a lack of practice and/or preparation for questions which included these command verbs. It was often felt that when explanations were being written the candidate responses did not always relate to the question.

It is important that centres go through the Technicals exam document with candidates to highlight the structure of the questions and how to maximise their marks. It would also help the lecturer/teachers to identify the level of understanding required in each topic and then ensure this reflected in their teaching.

Extended response question:

The majority of candidates were able to write a list of, or bullet points of, key requirements/indicative content, but often struggled to demonstrate depth of understanding or justify these points. Candidates therefore were often not scoring marks within the high bands. Candidates responses often drifted into generic knowledge and understanding which often meant the brief was being missed and their responses became less coherent and clear.

In order to attain higher marks, the response should identify a key issue and then expand on the impact of that in relation to the scenario. The candidates can then expand into justifying why it is important. Candidates should practice the extended question by identifying the key areas that are affected, what are the different aspects that can be discussed and then explain why they are important. Responses should relate to the scenario and then conclude with justifications forming a wider discussion on the outcomes of the topic.

Series 2 – June 2018

This is the second examination series for this Qualification, where candidates had the opportunity to take the paper-based written exam, or online via the City & Guilds Evolve platform.

The paper included a range of question styles, including more challenging questions, that helped to differentiate between higher and lower scoring candidates.

Across the cohort, the majority of candidates were able to respond with detailed recall of knowledge of units 201, 202 and 203. They answered the questions in these units on the whole, with only some candidates showing gaps in the knowledge and understanding, primarily in work ethics.

The areas that showed the most weakness were unit 204, specifically in style of wine and food matching, and unit 206, in hot beverages and production methods. Also in unit 208, understanding VAT. In these units nearly all candidates scored zero marks. For questions that relied on further explanation or description, it was found that some candidates' responses showed the ability to state or list, but not provide the further understanding of the impact or effect of the topic. In some cases, candidates did explain in more depth, but then repeated the topic, which did not show any further understanding.

Candidates need to be able to recall information, but must be able to apply it and consider the impacts or reasoning of why something happens or is controlled. They should have breadth of knowledge of the scope of the content, but also depth of understanding and application of the knowledge.

In order to attain higher marks, a response should identify a key issue and then expand on the impact of that in relation to the question. The candidates can then expand into justifying why it is important.

Candidates who performed well across the question paper were able to recall facts, across a range of topic areas, and some maximised their marks in question by recalling all the points. These candidates were also able to justify their response in a coherent manner and this showed a good understanding of technique for answering the questions.

It is important that centres go through the technical exam document with candidates to highlight the structure of the questions and how to maximise their marks. It would also help the lecturer/teachers to identify the level of understanding required in each topic and relate this in their teaching.

Centres should ensure that the terminology and range is reviewed and used in teaching, as the questions are based on this range and learning outcomes. Candidates should be taught the full range in the topic areas to ensure that candidates do not have gaps in their understanding.

It is recommended that centres use formative assessment throughout the year to assess candidate's progress and ability to respond in the correct manner to questions. Centres should focus on extended questions as an improvement in the candidate's performance in this area would increase their potential to achieve higher marks overall.

Teaching should be related back into practical sessions to reinforce the theory and improve candidate's understanding of theory in different situations. This will also support the candidate's awareness of the impacts on decisions.

Extended response question:

The majority of candidates were able to write a list of, or bullet points of, key requirements / indicative content, but often struggled to demonstrate depth of understanding or justify these points. Candidates therefore were often not scoring marks within the high bands. Candidates responses often drifted into generic knowledge and understanding which frequently meant the brief was being missed and became less coherent and clear.

Candidates should practice identifying the key areas that are affected, considering the different aspects that can be discussed, and explain why they are important. These should be related to the scenario and then any examples justified, discussing the wider outcomes of the topic.

Synoptic Assignment

Grade Boundaries

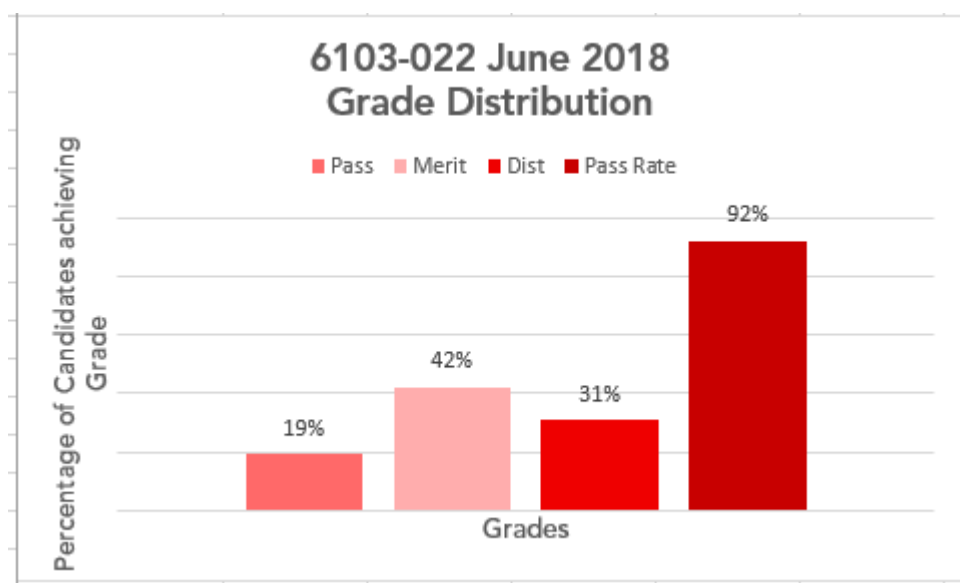
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel.

Assessment: 6103-022

Series: 2018

Total marks available	60
Pass mark	26
Merit mark	36
Distinction mark	47

The graph below shows the distributions of grades and pass rate for this assessment.



Principal Moderator Commentary

The synoptic assignment covered a broad range of topics across the qualification with a focus on the preparation and service of a table d'hôte menu. Candidates were required to recall knowledge and demonstrate understanding by applying theory to practice, bringing it all together and attending to detail to meet the assignment brief.

The requirements of the planning activity for Task 1 were clearly outlined in the brief and the guidance notes, but a number of candidates failed to include a number of the elements to successfully plan the service.

The interpretation of the brief varied quite significantly and in some cases adherence with the guidance and tasks instructions impacted on the candidate performance and the quality of evidence uploaded. It is recommended that centres check the quality of photographic evidence to ensure it is suitable to support the judgements being made in relation to the comments recorded in the assessment documentation.

Assessment documentation should be detailed and the language used must support the marks allocated and the judgements being made. Assessment comments on occasions contradicted what the candidates were saying in Task 4 the evaluation.

Centres were sometimes uploading evidence of what appeared to be formative assessment activities completed outside of the time allocations and including it when awarding marks. This is not a requirement.

A01 – A good range of knowledge from across the qualification was demonstrated by candidates through the completion of Task 1. The planning document was not always complete with candidates focussing on the preparation stages with very brief descriptions of the stages for the service element to show a depth of knowledge. Additional knowledge was demonstrated during the practical tasks with reference to implied knowledge, but examples were not always provided to support the comments. Good practice was seen where candidates were questioned to check knowledge during the practical, with the questions and responses being recorded. The submissions for some candidates included a range of evidence from formative assessments where recall of knowledge was not applicable to the assessment scenario and so not required.

A02 – Candidates of all abilities were applying their knowledge of the requirements for planning for the preparation / service tasks and evaluation of outcomes. There were some gaps in understanding the identification of resource requirement and service procedures resulting in a number of inaccuracies. Candidates did not always demonstrate an understanding of the planning requirements for the service role stated in the scenario leading to omissions and the inclusion of elements of preparations not required.

Whilst candidates produced planning documents for Task 1, it is recommended that they use, or update, them with annotations during the practical. Although this is not a requirement, this would have provide further evidence of understanding and support the evaluation task.

It appears candidates do not fully understand the evaluation process and on the whole gave a description of what they did rather than identifying strengths and areas for improvement for the skills demonstrated. Customer feedback was not always analysed to support the evaluation process.

A03 – Photographic evidence did not always support the assessor's comments as cutlery was incorrectly positioned and not always correct for a table d'hôte service.

The quality of narrative of the practical observations was generally poor in supporting the grading judgements. As the quality and detail of information recorded on the practical observation is key to the moderation process and confirming marks awarded, it is essential that detailed descriptions are provided to ensure candidates' true performance is portrayed.

A04 – The practical elements of the assessment enabled candidates to demonstrate bringing it all together which often highlighted any omissions in planning and errors in timings with the weaker candidates. Whilst candidates had the opportunity to put planning into practice and evaluate the outcomes, opportunities to use a range of data sources to analyse their performance were missed.

Evidence of candidates demonstrating problem solving skills and prioritisation of tasks throughout the practical element were apparent in the recording documents and the individual evaluations.

Candidates stated they were not always confident in carrying out the required service skills and required more practice. Centres should ensure that all candidates are fully prepared for the assessment.

A05 – Where candidates attended to a high level of detail in the planning tasks they were more successful in the practical elements and subsequently awarded higher marks.

It was apparent that when candidates did not consider all aspects of the planning process key requirements were often overlooked and in some cases more attention was paid to the practical element than the written tasks.

In some cases, it was apparent that candidates were not reviewing their work as cutlery was being placed incorrectly and not identified, however attention was paid to personal presentation to meet industry standards and this was evident in the photographs. Whilst assessment comments stated the level of customer service candidates provided, it was not always supported with examples of how it was demonstrated.

For future synoptic assignments centres need to ensure they prepare for delivery by reading the assignment guidance to be certain they are clear on the requirements and instructions for each task, in particular the evidence to be completed and the conditions of assessment. This will ensure candidates are given fair opportunity to complete the assignment and compliance is maintained.

When completing practical observations, detailed written narratives are required to support the judgements made on a candidate's practical performance; this will enable to moderation process.

Comments recorded and language used on the candidate record form should reflect performance across all tasks for both practical and written elements to support the marks awarded for the holistic assessment.