

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

2019

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.

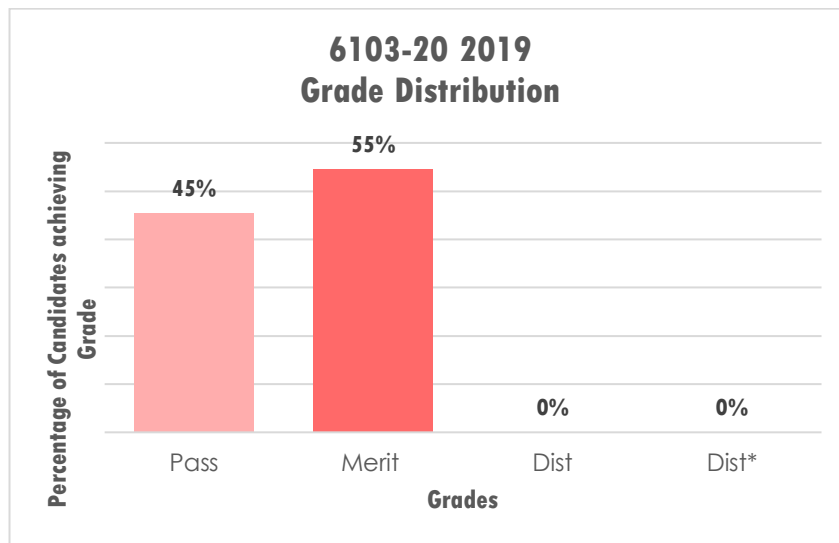
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2019 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 2019 (Spring)
 - June 2019 (Summer)
- 6103-022 Level 2 Food and Beverage Service – Synoptic Assignment

Qualification Grade Distribution

The approximate 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

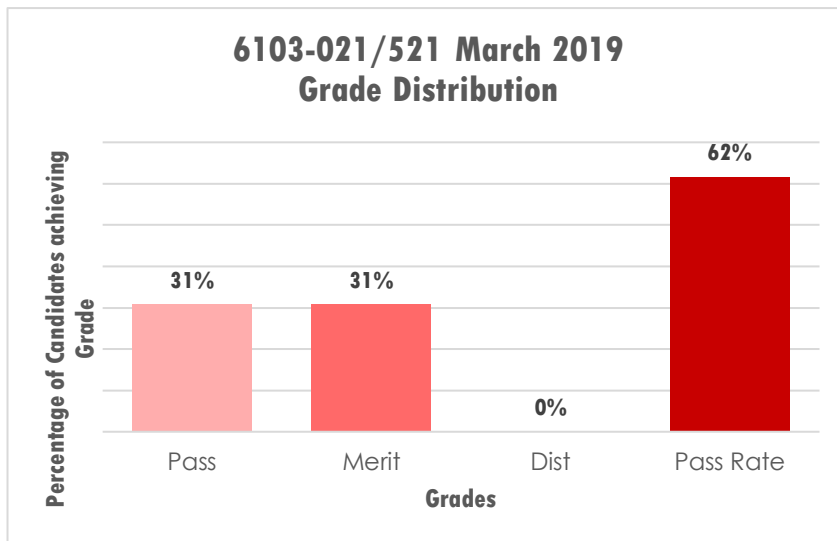
Grade Boundaries

Assessment: 6103-021/521
Series: March 2019 (Spring)

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

Total marks available	80
Pass mark	31
Merit mark	43
Distinction mark	56

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

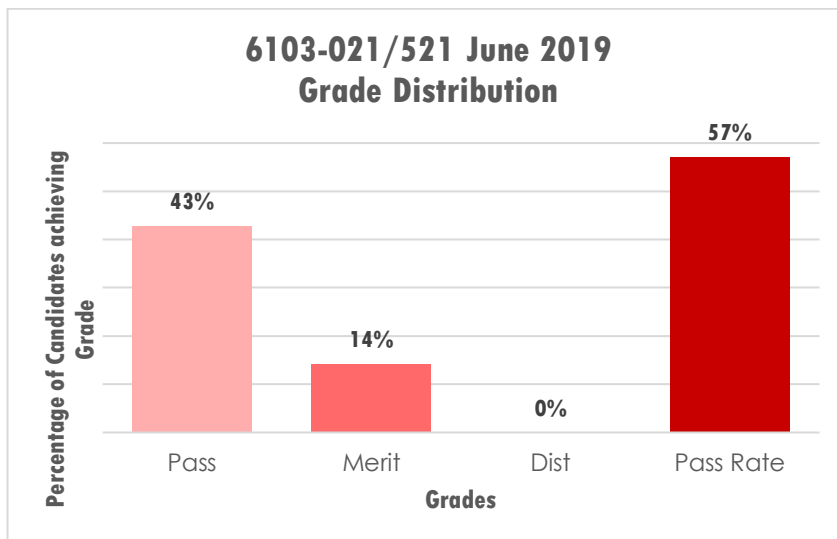


Assessment: 6103-021/521
Series: June 2019 (Summer)

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

Total marks available	80
Pass mark	31
Merit mark	43
Distinction mark	56

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 2019

This is the second 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.

This paper produced mixed results across the units. Beverage product knowledge (unit 206) was answered well in the main as was menu knowledge (unit 204). The majority of candidates did well in these units showing good recall and understanding of the topic areas. Only some candidates showed gaps in the knowledge and understanding mainly on the topic of cooking methods.

The areas that showed the most weakness was spread across the units in specific areas such as introduction to the hospitality industry (unit 201) and the online presence and importance of the industry to GDP. Other areas that showed particular weakness were safe working practices for food and beverage service (unit 203) with the topics PPE and maintenance and finance for food and beverage businesses (unit 208) with the topic costing factors.

Overall this cohort has displayed an improved level of knowledge and understanding when compared to previous years with fewer candidates scoring 0 marks on key questions.

Based on previous results there is noted improvement in the candidates' knowledge and understanding in menu knowledge (unit 204) and on some aspects of finance for food and beverage businesses (unit 208).

The main reason for responses not providing the required information was based on three main factors; not understanding or misinterpreting the question and depth of knowledge. 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 the 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 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 not only breadth of the scope of the theory but also depth of understanding and application of the knowledge.

Extended response

The majority of candidates were able to write a list 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 became less coherent and clear.

There is a need for candidates to practice responses for the extended question where they identify the key areas that are affected, what are the different aspects that can be discussed then explain why they are important; relating to the scenario and then justify them, for example discussing the wider outcomes of the topic.

In order to attain higher marks, 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. For example, when setting up for an event health and safety check must be completed. This would include making sure that fire exits are not blocked which important as it would breach of legislation that can result in fines or imprisonment. If a fire was to break out and the fire exits were blocked this could result in injures and even death. This would have negative effect on the reputation of the business and would probably result in loss of business and could cause the business to close down.

It is important that centres refer to the technical exam document to ensure they are familiar with the topics and the level of knowledge required to inform teaching. This would also aid preparing candidates for the exam by explaining the structure of the questions and how marks can be maximised in their responses.

Centres should ensure candidates are conversant with terminology and the range is taught in full to ensure there are no gaps in candidates' knowledge and understanding as the questions are based on the learning outcomes and topics.

Formative assessment throughout the year would further support candidates and prepare them for the exam whilst informing progress on assessments and the level of responses for each style of question. A Higher level of focus on extended questions is required to improve candidate's performance and attainment of potential marks.

The application of theory to practice would reinforce knowledge and understanding in relation to a range of situations whilst developing candidate's ability to reason and justify impacts.

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

Series 2 – June 2019

This is the second 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.

This paper produced mixed results across the units. Introduction to the hospitality industry unit 201.02.02: methods of career development, 04.02: responsible sourcing of food, 02.03: job applications and interview preparation was answered well in the main as was safe working practices for food and beverage service unit 203.01.03: maintaining a safe working environment, 01.02: food safety responsibilities. The majority of candidates did well in these units showing good recall and understanding of the topic areas. Only some candidates showed gaps in the knowledge and understanding mainly on the topic of personal development plans.

The areas that showed the most weakness were spread across the units in areas such as beverage product knowledge unit 206.01.04: production methods and characteristics of liqueurs. Other areas that showed particular weakness were principles of customer service unit 202.01.05: legislation for customer service and Menu knowledge unit 204.01.03: impact of menu styles and unit 204.03.01: nutrients for balanced diets. With finance for food and beverage businesses some candidates struggled in unit 208.01.03 revenue protection

Based on previous results there is noted improvement in the candidates' knowledge and understanding in units 201 introduction to the hospitality industry, 203 safe working practices for food and beverage service and on some aspects of unit 208 finance for food and beverage businesses.

Overall the standard this cohort has displayed and improved level of knowledge and understanding when compared to previous years with fewer candidates scoring 0 marks on key questions. But all candidates struggled with beverage product knowledge (unit 206).

The main reason for responses not providing the required information was based on three main factors; not understanding or misinterpreting the question and depth of knowledge. 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 the further understanding of the impact or effect of the topic. In some cases candidates did explain in more depth but repeated the subject, which did not show any further understanding. For example highlight tripping hazards for both the kitchen and restaurant.

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 not only breadth of the scope of the theory but also depth of understanding and application of the knowledge. It is important that candidates cover the full range of the units and are given opportunities to develop this knowledge in theory and practical session.

Extended response

The majority of candidates were able to write a list 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 became less coherent and clear.

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.

To support the candidates, 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 improvement in the candidate's performance in this area would increase their potential marks.

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

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

Synoptic Assignment

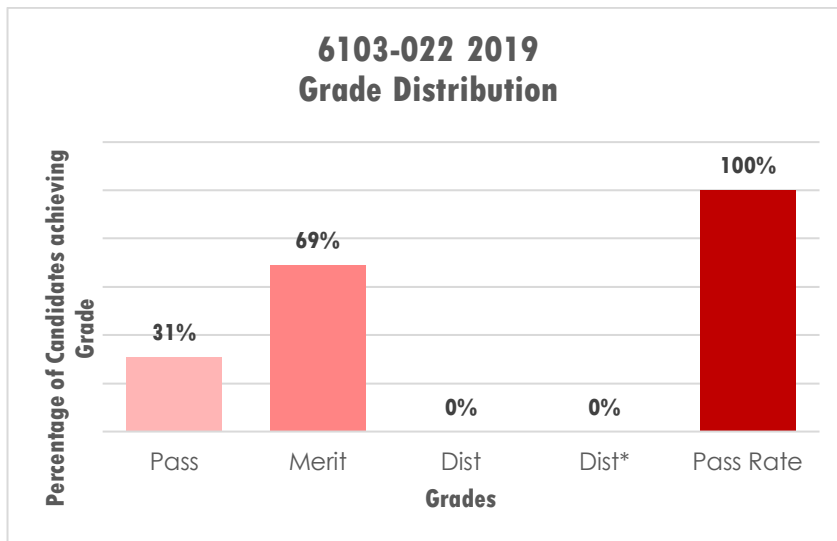
Grade Boundaries

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

Assessment: 6103-022
Series: 2019

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, recalling knowledge and demonstrating 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 was 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.

Assessment Objectives

The interpretation of the brief across centres 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. Photographic evidence was sometimes sub-standard and did not always support the judgements being made in relation to the comments recorded in the assessment documentation.

Assessment documentation in particular the Practical Observation form lacked detail to support the marks being allocated. The language used on the Candidate Record form did not always support the marks allocated and the judgements being made. Assessment comments on occasions contradicted what the candidates were saying in task 4 the evaluation.

A01 – A good range of knowledge from across the qualification was demonstrated by candidates through the completion of task 1. Some candidates relied on centre templates for the documentation required to plan the event, whilst this is acceptable it is not encouraged as candidates can then be restricted in their planning. 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. Where additional knowledge was demonstrated during the practical tasks' markers were not providing examples 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 but markers should avoid asking unnecessary or leading questions.

A02 - Understanding across the bands was shown by the candidates applying their knowledge of the requirements for planning for the preparation/service tasks and evaluation of outcomes. There were some gaps in the understanding in the identification of resource requirement to complete all elements of the service; timings 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 they did not always use or update them with annotations during the practical which would have provided further evidence of understanding and to support the evaluation task. It appears candidates do not fully understand the evaluation process and in the main 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 – Centre interpretation of the brief impacted on candidate's performance and in some cases disadvantaged them in the practical tasks. 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 to support the grading judgements. As the quality and detail of information recorded on the practical observation form 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 and assessor comments 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. Attention was paid to personal presentation to meet industry standards which 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 have read the assignment guidance to ensure they are clear on the requirements and instructions for each task, in particular the number of covers to be served and style of menu as well as evidence to be completed and the conditions of assessment. This will ensure candidates are not disadvantaged and compliance is maintained.

When completing practical observations, detailed written narratives are required to support the judgements made on candidate's practical performance which is not seen by moderators who are reliant on this evidence.

The Candidate record form should be a summary of the candidate's performance across all of the tasks in relation to each assessment objective and not a repetition of how they performed in the practical.

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.