

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

2017/2018

Examiner Report

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Introduction

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

This report provides general commentary on candidate performance and highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat the March 2018 examination series. It will explain aspects which caused difficulty and potentially why the difficulties arose, whether it was caused by a lack of knowledge, poor examination technique or responses that failed to demonstrate the required depth of understanding.

The document provides commentary on the following assessments;

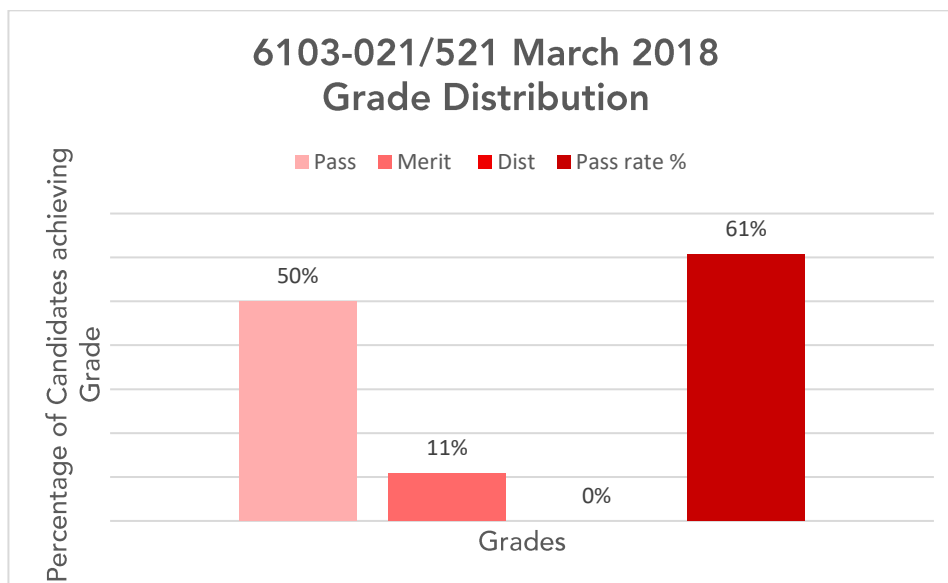
- 6103-021/521 Level 2 Food and Beverage Service - Theory exam (1)
 - March 2018

Theory Exam – 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 shows the distributions of grades and pass rate for this assessment;



Chief Examiner Commentary

General Comments on Candidate Performance

Assessment component: 6103-021/521 Level 2 Food and Beverage Service - Theory exam (1)

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, 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 are 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.