

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

**March 2019**

## **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 2019 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 2019

# Theory Exam – March 2019

## Grade Boundaries and distribution

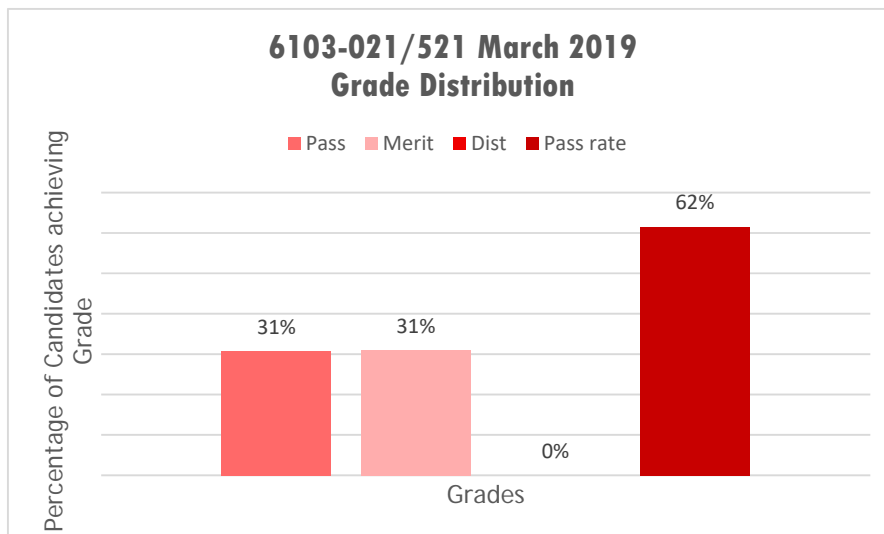
Assessment: **6103-20-021/521**

Series: **March 2019**

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

<b>Total marks available</b>	<b>80</b>
Pass mark	31
Merit mark	43
Distinction mark	56

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 2019

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

The paper included a range of question styles to draw out knowledge and understanding 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, including the extended response question helped to differentiate between higher and lower scoring candidates.

This paper produced mixed results. Unit 206 Beverage product knowledge and unit 204 Menu knowledge were answered well. The majority of candidates performed well in these units showing good recall and understanding of the following topic areas:

- 204. 2.2 Influence of different preparation and cooking methods on dishes
- 204. 4.1 Considerations to be taken into account when matching food and beverages
- 204. 3.2 Customer dietary requirements
- 206. 4.1 Effects of drinking too much alcohol
- 206. 4.2 Legislation relating to the service of alcoholic beverages
- 206. 3.1 Equipment for serving beverages

Only some students showed gaps in the knowledge and understanding, this was mainly on the topic 204. 2.2 cooking methods. Based on previous results, there is an improvement in the candidates' knowledge and understanding of units 204 and on some aspects of unit 208.

Candidates that performed well across the question paper were able to recall facts, across a range of topic areas. Some maximised their marks 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.

The areas that showed the most weakness were spread across several of the units such as unit 201 topics on 3.2 Managing on-line presence and 1.2 Economic importance of the industry. Other areas that showed particular weakness were responses to unit 203. 1.1 Health and safety responsibilities, 203. 2.3 Reducing the risk from food safety hazards and unit 208. 1.2 in relation to costing factors.

It appeared some candidates did not understand or may have misinterpreted questions. This was evident for 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.

Overall the standard of 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.

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. This will enable candidates to achieve higher marks.

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

Extended response question:

There was a marked improvement to the quality of some of the responses for this year's cohort on the extended questions. The majority of candidates were able to write a list or bullet points of key requirements/indicative content but still struggled to demonstrate depth of understanding or justify these points. Candidates therefore were often not scoring marks within the higher bands. Candidates responses often drifted into generic knowledge and understanding which often meant the brief was being missed and became less coherent and clear.

In order to attain higher marks, responses should identify a key area/topic 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.

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.