

6103-021/521 – Level 2

**Food and Beverage Service –
Theory Exam**

March 2020

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 2020** examination series. It will explain aspects which caused difficulty and potentially why the difficulties arose, whether it was caused by a lack of knowledge, incorrect examination technique or responses that failed to demonstrate the required depth of understanding.

The document provides commentary on the following assessment;
6103-021/521 Level 2 Food and Beverage Service – Theory Exam.

Theory Exam – March 2020

Grade Boundaries and distribution

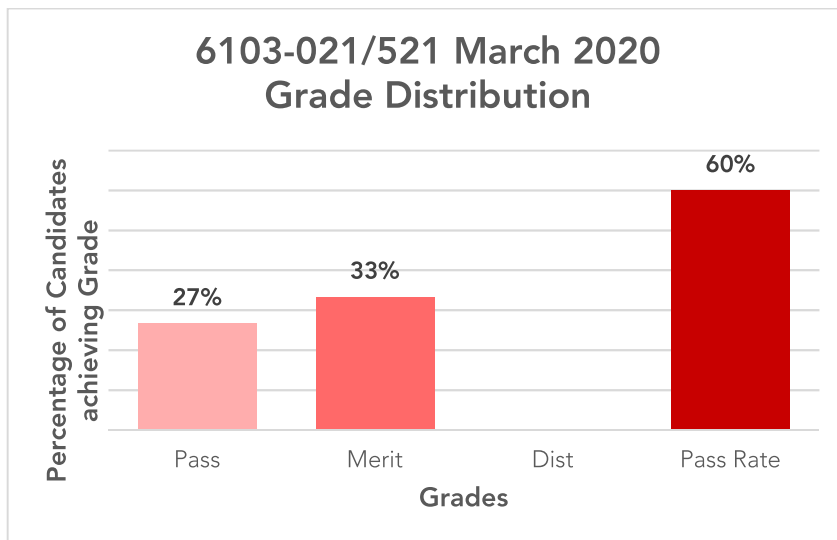
Assessment: **6103-021/521**

Series: **March 2020**

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 approximate distribution of grades and pass rates for this assessment:



Chief Examiner Commentary

General Comments on Candidate Performance

Assessment component: 6103-021/521

Series 1 (March)

The examination paper covered a good range of learning outcomes over the whole qualification and was similar to the previous series in terms of range, suitability and level. Some of the more challenging questions helped to differentiate between higher and lower scoring candidates. Overall there was a significant improvement in candidates' exam technique compared to last year's paper which was illustrated by candidates offering more relevant responses, allowing many to gain higher marks. It was also significant that most candidates had planned their ERQ which resulted in more structured responses. Candidates, on the whole, gave responses which showed a strong level of recall in the areas of industry standards and practices but there was a general trend of inaccuracy when using technical terms.

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.

Based on previous results there is noted improvement in the candidates' knowledge and understanding in introduction to the hospitality service (unit 201) and on some aspects of finance for food and beverage businesses (unit 208). Candidates were also able to demonstrate good knowledge of the benefits of customer service and energy saving practices (unit 202).

The areas that showed the most weakness were spread across the units, in topics such as beverage product knowledge unit 206, production methods, and characteristics of beverages. Other areas that showed particular weakness were legislation for menu knowledge (unit 204), nutrients for balanced diets, and safe working practices for food and beverage service (unit 203), which are key requirements for working within the industry. Many candidates missed the opportunity to gain marks where they were unable to demonstrate recall of knowledge for some of the key areas of food safety such as temperatures and contamination hazards.

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 also be able to apply it, considering the impacts, or reasoning, for why something happens or is controlled. They should have breadth of the scope of the theory, but also depth of understanding and application of the knowledge.

The responses for the extended response questions showed that 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 tended to write quite a lot of information that did not answer the question. Answers tended to contain a lot of repetition, with some just focusing on how to set up a restaurant in generic terms, without relating their responses to the scenarios given.

The candidates who did do well tended to discuss a range of factors to be considered in relation to the scenario, but did not always provide enough understanding of the importance and impact these factors had on the customer and the organisation.

There were a few answers gaining marks from the top end of Band 2. These candidates discussed a wide range of factors directly linked to the scenario with some justification of their impact on the occasion. Candidates who achieved higher marks demonstrated evidence of reasoning and critical thinking, rather than simply providing a narrative list of requirements. The better responses considered a range of options and provided accurate justification for the choices made.

Centres should ensure candidates are conversant with terminology, and that 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.

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.