

6103-30 Level 3 Advanced Technical Diploma in Supervision in Food and Beverage Services (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.

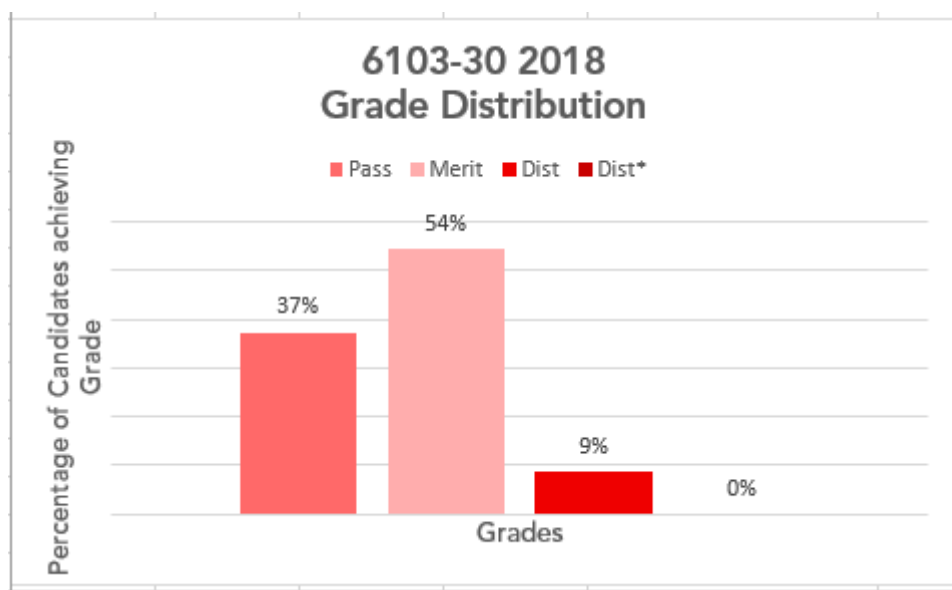
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments 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:

- 6103-030/530 Level 3 Supervision in Food and Beverage Services - Theory exam (1)
 - March 2018
 - June 2018
- 6103-031 Level 3 Supervision in Food and Beverage Services – Synoptic assignment (1)

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. The grade distribution shown above could include performance from previous years.

Theory Exam

Grade Boundaries

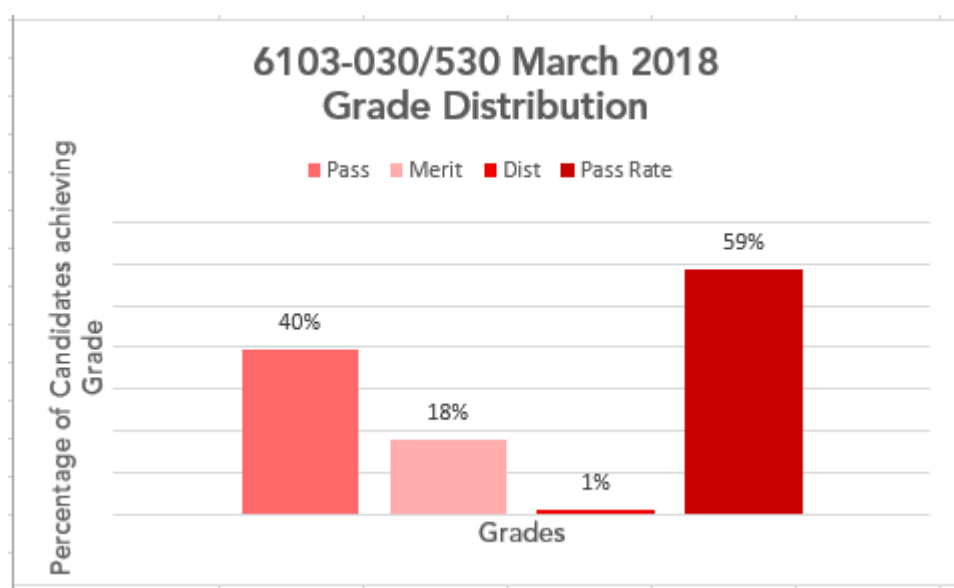
Assessment: 6103-030/530

Series: March 2018

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

Total marks available	80
Pass mark	33
Merit mark	44
Distinction mark	56

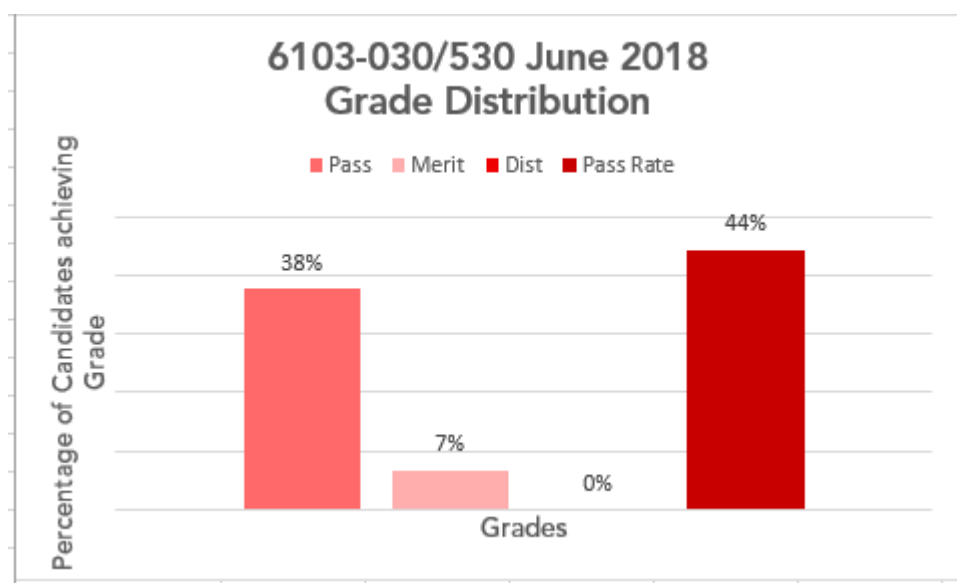
The graph below shows the distributions of grades and pass rate for this assessment.



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

Total marks available	80
Pass mark	32
Merit mark	44
Distinction mark	56

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



Chief Examiner Commentary

6103-030/530 Level 3 Supervision in Food and Beverage Services – Theory exam (1)

Series 1 – March 2018

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.

Candidates' responses were mixed at varying levels indicating potential differences in exam preparation across the cohort. Responses were often in bullet point form for questions with command verbs such as describe or explain which meant that the detail required from these topic areas were not provided, or to the level of standard of this qualification.

There were, on occasion, responses that suggested that candidates were not reading the question correctly and so misinterpreting what was expected from their response which resulted in potential marks being lost. Candidates are still not understanding the command verbs that require them to describe or explain and providing limited responses. The allocation of marks are not being considered when answering the questions, so candidates were losing marks for not providing enough information/examples.

A higher quality of response was shown in questions relating to Gastronomy and the dining experience (unit 307) and Principles of beverage service (unit 305), but responses often lacked a depth of understanding for Leadership and team development (unit 302) and Hospitality business operations (unit 303). It is advised that these areas are emphasised when preparing for the next exam series to ensure candidates are fully equipped for the theory examination and are able to demonstrate the depth of knowledge and understanding required across the syllabus areas being assessed.

Although spelling and grammar are not part of the marking criteria for this examination, it is worth continuing to note that candidate responses often lacked coherent technical terminology that is expected at level 3, and alongside other spelling and grammatical errors, this often resulted in many responses being difficult to understand.

The level of performance for this series was much improved on the previous year's / papers indicating centres have taken on board previous feedback around preparing candidates for this theory examination.

Extended response question:

Marks achieved for the extended response questions remain low and often within the first band. Candidates often appear to struggle with structuring a discussion across a variety of topics and are listing or describing points without further explanation, justification or relating them to the scenarios presented in the question. These questions provide the opportunity to gain 9 marks each and the majority of candidates appear to not be making the most of this.

To access the higher bands, candidates should be providing a discussion which is logical and well balanced. They should conclude with any recommendations and fully justify all points made.

Series 2 – June 2018

This paper consisted of questions that cover four units across the qualification with 70% of the questions based on new knowledge and 30% on prior knowledge and provided opportunities for candidates to draw on experiences and recall knowledge to demonstrate depth of understanding.

There were, on occasion, responses that suggested that candidates were not reading the question correctly and so misinterpreting what was expected from their response which resulted in potential marks being lost. Candidates were still not understanding the command verbs that require them to describe / explain and therefore providing limited responses. Candidates missed opportunity to gain maximum marks as they did not consider the mark allocations to the questions when providing information/examples.

This examination series gave opportunity to candidates to improve on their previous result. Candidates' responses for this paper were of a very mixed level indicating some had learnt from the March series and been prepared sufficiently for the second theory exam, whereas others were still unable to demonstrate the required level of knowledge and understanding. Some candidates continued to present responses in bullet point format rather than a structured answer to describe / explain as the question required and which is expected of Level 3 candidates.

A higher level of performance continued to be shown in questions relating to Gastronomy and the dining experience (unit 307) and Principles of beverage service (unit 305), but responses often lacked knowledge and depth of understanding for Leadership and team development (unit 302) and Hospitality business operations (unit 303). It is advised that the topics Legislation, pricing and revenue, financial controls and stock control should receive more teaching focus to ensure candidates are better prepared for the theory examination.

Although spelling and grammar are not part of the marking criteria for this examination, it is worth continuing to note that candidate responses often lack coherent technical terminology that is expected at Level 3, and alongside other spelling and grammatical errors, this often resulted in many responses being difficult to understand.

Extended response question:

The responses for the extended response question were of an improved standard with candidates attaining marks in Band 1 and 2. Further development in techniques to draw out higher order skills such as analysing and evaluating, for answering these questions will enable candidates to attain marks in Band 3.

Candidates missed opportunities for attaining the full mark allocation as they provided examples, but did not describe / explain the impact/causes.

The level of performance for this series has shown further improvements on the previous papers indicating centres have taken on board feedback and are working at better preparing candidates for the theory examination and in particular the extended questions.

Synoptic Assignment

Grade Boundaries

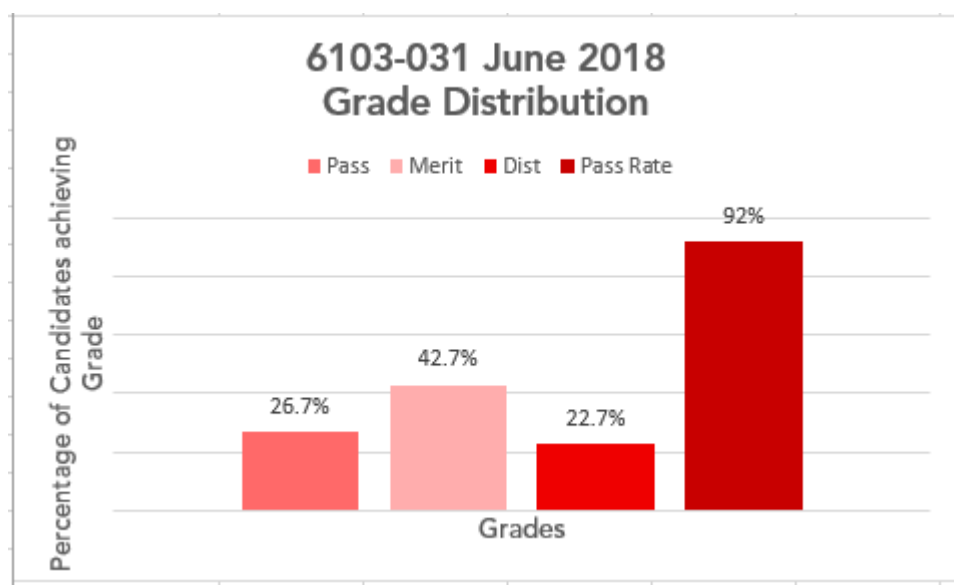
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel.

Assessment: 6103-031

Series: 2018

Total marks available	60
Pass mark	27
Merit mark	37
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 particular focus on units 301, 304, 306 and 308 which are not tested in the theory examination. 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 interpretation of the brief across centres was varied and in some cases adherence with the guidance and task instructions continues to be a problem in relation to time allocation for task 1 and evidence produced. The uploading of evidence was not always complete and, in some cases, numerous documents were uploaded by centres, some of which were not relevant as evidence.

AO1 – A good range of knowledge from across the qualification was demonstrated by candidates through the completion of task 1 and the production of the event/service plan. 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.

A02 – Understanding was shown by the candidates applying their knowledge of the requirements for planning, implementing and evaluating an event to the synoptic tasks. There were some gaps in the understanding of the planning requirements, in particular around the financial aspects and resources. Whilst candidates produced planning documents they were often not completed or updated through the event process and submitted as evidence of working documents.

It appears candidates do not fully understand the evaluation process and the feedback sources to use for analysis resulting in a lack of depth and conclusion being drawn.

A03 – A wide range of events were planned and implemented by candidates with varying levels of success. It should be noted that the assessment is for a Food and Beverage supervision qualification and the focus should be on planning, organisation and supervisory skills for the service elements and not the theme of the event.

A04 – The practical element of the assessment enabled the candidates to demonstrate bringing it all together which often highlighted any omissions in the research and planning process with the lower performing candidates. Whilst candidates had the opportunity to experience the feasibility of their ideas and evaluate the outcomes, opportunities to analyse all outcomes to inform future developments needs and the areas of strengths were missed.

A05 – Where candidates attended to a high level of detail in the research and planning were more successful in the implementation of their events 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 theme than the supervisory elements.

For future synoptic assignments centres need to ensure they have read the assignment brief and guidance to ensure they are clear on the requirements and instructions for each task, in particular the timing allocations for completion of task one, the evidence to be completed and the purpose of research. This will ensure candidates are not disadvantaged and compliance is maintained.

When completing the practical observation, detailed written narratives are required to support the judgements made on candidates' practical performance which is not seen by moderators who are reliant on this evidence. A record of the discussions between the marker acting as the client and the candidate on their proposals and plans for the event should be submitted as further evidence that this activity has taken place.

Timings for completion of the assessment tasks should be adhered to with the assignment brief being issued at the correct time to allow task 1 to be completed in a two-hour session and not over a number of weeks.

The minimum number of covers should be observed in both the planning and implementation of the event with explanations of any short fall in the evaluation.