



# **Level 2 Technical Award in Cookery and Service for the Hospitality Industry (6106-20)**

October 2017 Version 1.0

**Guide to the examination**

## Who is this document for?

This document has been produced for centres who offer **City & Guilds Level 2 Technical Award in Cookery and Service for the Hospitality Industry**. It gives all of the essential details of the qualification's external assessment (exam) arrangements and has been produced to support the preparation of candidates to take the exam/s.

The document comprises four sections:

1. **Details of the exam.** This section gives details of the structure, length and timing of the exam.
2. **Content assessed by the exam.** This section gives a summary of the content that will be covered in each exam and information of how marks are allocated to the content.
3. **Guidance.** This section gives guidance on the language of the exam, the types of questions included and examples of these, and links to further resources to support teaching and exam preparation.
4. **Further information.** This section lists other sources of information about this qualification and City & Guilds Technical Qualifications.

# 1. Details of the exam

## External assessment

City & Guilds Technical qualifications have been developed to meet national policy changes designed to raise the rigour and robustness of vocational qualifications. These changes are being made to ensure our qualifications can meet the needs of employers and Higher Education. One of these changes is for the qualifications to have an increased emphasis on external assessment. This is why you will see an external exam in each of our Technical qualifications.

An external assessment is an assessment that is set and/or marked by the awarding organisation (ie externally). All City and Guilds Technical qualifications include an externally set and marked exam. This must be taken at the same time by all candidates who are registered on a particular qualification. We produce an exam timetable each year. This specifies the date and time of the exam so you can plan your delivery, revision and room bookings/PC allocation in plenty of time.

The purpose of this exam is to provide assurance that all candidates achieving the qualification have gained sufficient knowledge and understanding from their programme of study and that they can independently recall and draw their knowledge and understanding together in an integrated way. Whilst this may not be new to you, it is essential that your learners are well prepared and that they have time to revise, reflect and prepare for these exams. We have produced a Teaching, Learning, and Assessment guide that is you should refer to alongside the present document ([Teaching, Learning and Assessment Guide](#)). If a learner does not pass the exam at their first attempt, there is only one opportunity to resit the exam, so preparation is essential.

## Exam requirements of this qualification

Level 2 Cookery and Service for the Hospitality Industry – Theory Exam **(2 hours)**

The exam is graded and a candidate must achieve at least a Pass grade in order to be awarded the qualification. (In addition to the exam, a synoptic assignment must also be completed and passed). You can find full details of the synoptic assignment in the *Qualification Handbook* and the *Synoptic Assessment Guide* – please see the link to the qualification page at the end of this document.

## When does the exam take place?

This qualification involves a one to two year programme of study. The exam is offered on two fixed dates in March or June. The exact dates will be published at the start of the academic year in the *Assessments and Exam Timetable* <http://www.cityandguilds.com/delivering-our-qualifications/exams-and-admin>.

In order to effectively plan teaching and exam preparation, centres should know when the exam will be taking place and allocate teaching time accordingly. Section 2 of this document gives a summary of the content that needs to be covered in order to prepare learners for the exam and full details of this are given in the Qualification Handbook.

## Form of exam

The exam for this qualification can be taken either on paper (6106-502) or online (6106-002).

## Can candidates resit the exam?

Candidates may resit the exam once only. If a candidate fails the exam both on the first attempt and when resitting it, that candidate has failed the qualification and cannot achieve it in that academic year.

## How the exam is structured

Each exam has a total of 80 marks and is made up of:

- approximately 12 -14 short answer questions
- 2 extended response questions.

Multiple choice and short answer questions are used to confirm **breadth of knowledge and understanding**.

The extended response question is to allow candidates to demonstrate **higher level and integrated understanding** through written discussion, analysis and evaluation. This question also ensures the exam can differentiate between those learners who are 'just able' and those who are higher achieving.

More details about and examples of question types are given in Section 3 of this document.

## Assessment Objectives

The exams are based on the following set of assessment objectives (AOs). These are designed to allow the candidate's responses to be assessed across the following three categories of performance:

- **Recollection** of knowledge.
- **Understanding** of concepts, theories and processes.
- **Integrated application** of knowledge and understanding.

In full, the assessment objectives covered by the exam for this qualification are:

Assessment objective	Mark allocation (approx %)
<i>The candidate..</i>	
AO1 <b>Recalls knowledge</b> from across the breadth of the qualification	30%
AO2 <b>Demonstrates understanding</b> of concepts, theories and processes from a range of learning outcomes.	48%
AO4 <b>Applies knowledge, understanding and skills</b> from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	22%

## **Booking and taking the exam**

All assessments for City & Guilds Technical Exams must be booked through Walled Garden. There is a deadline for booking exams, synoptic assessments and any other centre marked assessments, please refer to the time line to check these dates.

The exam must be taken under the supervision of an invigilator who is responsible for ensuring that it is conducted under controlled conditions. Full details of the conditions under which the exam must be taken can be found in the Joint Council for Qualifications (JCQ) document, [Instructions for Conducting Examinations \(ICE\)](#).

## **Special consideration**

Candidates who are unable to sit the exam owing to temporary injury, illness or other indisposition at the scheduled time may qualify for special consideration. This is a post-examination adjustment that can, in certain circumstances, be made to a candidate's final grade. The Joint Council for Qualifications' guide to the special consideration process can be found at [www.jcq.org.uk](http://www.jcq.org.uk).

To make a request for special consideration, please contact: [policy@cityandguilds.com](mailto:policy@cityandguilds.com)

## **Access arrangements**

Access arrangements are arrangements that allow candidates with particular requirements, disabilities or temporary illness to take assessments, where appropriate, using their normal way of working. The Joint Council for Qualifications document, *Access Arrangements and Reasonable Adjustments* gives full details and can be downloaded [here](#).

For further information and to apply for access arrangements please see:

[Access arrangements - When and how applications need to be made to City & Guilds](#)  
[Applying for access arrangements on the Walled Garden](#)

## 2. Content assessed by the exam

The exam assesses:

- **Unit 201: Exploring the hospitality industry**
- **Unit 202: Food preparation and cookery**
- **Unit 203: Food and beverage service**

Each exam assesses a sample of the content of these units. This means that a single exam will **not** cover 100% of the unit content. The full range of content will be assessed over a number of examination series. Details of the coverage of a particular exam paper will **not** be released in advance of the exam itself. Centres should **not** make assumptions about what will be assessed by a particular exam based on what has been covered on previous occasions. In order to be fully prepared for the exam, learners **must** be ready to answer questions on **any** of the content outlined below.

The table below provides an overview of how the qualification's Learning Outcomes are covered by each exam and the number of **marks** available per Learning Outcome (ie **not** the number of *questions* per Learning Outcome). In preparing candidates for the exam, we recommend that centres take note of the number of marks allocated to Learning Outcomes and to assign teaching and preparation time accordingly.

In preparing candidates for the exam, centres should refer to the Qualification Handbook which gives full details of each Learning Outcome.

The following is a summary of only that qualification content which is assessed by the exam and **not** a summary of the full content of the qualification.

Unit	Learning outcome	Topics	Number of marks per section
201 Exploring the hospitality industry	1 Understand the size and structure of UK hospitality industry	1.1 The importance of the hospitality industry 1.2 Types of hospitality businesses 1.3 Opportunities for working in the hospitality industry	26
	2 Understand influences on the hospitality industry	2.1 Influences of external factors on the hospitality industry 2.2 Influence of trends and developments on the hospitality industry	

		2.3 Influence of legislation on the hospitality industry	
	3 Understand the impact of innovation and technology on the hospitality industry	3.1 Use of innovation and technology 3.2 The impact of social media	
202 Food preparation and cookery	1 Understand how commodities are used to produce food for meal occasions	1.1 Commodities used to produce food for meal occasions 1.2 Meal occasions	26
	2 Understand links between allergens, special diets and well-being	2.1 Allergens 2.2 Dietary requirements	
	3 Develop technical skills required to produce food	3.1 Technicals skills, methods and equipment	
203 Food and beverage service	1 Understand food and beverage service	1.1 Service sequence 1.2 Styles of food service 1.3 Types of beverage	10
		Total marks for sections:	62 marks
		Integration across units*:	18 marks
		<b>Total marks for exam:</b>	<b>80 Marks</b>

\* *Integration across units.* These marks relate to Assessment Objective 4. These marks are awarded to differentiate between levels of performance by candidates taking the exam. The marks are given for how well a candidate has applied their knowledge, understanding and skills from across the units that make up the qualification in an integrated way to meet the requirements of the exam questions.

### 3. Guidance

#### Vocabulary of the exam: use of 'command' verbs

The exam questions are written using 'command' verbs. These are used to communicate to the candidate the type of answer required. Candidates should be familiarised with these as part of their exam preparation.

The following guidance has been produced on the main command verbs used in City & Guilds Technicals exams.

A more detailed version of this table, which also includes the command verbs used in the assignments is published in *City & Guilds Technical Qualifications Teaching, Learning and Assessment* guide.

Command verb	Explanation and guidance
<b>Analyse</b>	Study or examine a complex issue, subject, event, etc in detail to explain and interpret, elements, causes, characteristics etc
<b>Calculate</b>	Work out the answer to a problem using mathematical operations
<b>Compare</b> (...and contrast) (or <b>describe</b> the similarities/differences)	Consider and describe the similarities (and differences) between two or more features, systems, ideas, etc
<b>Define</b>	Give the meaning of, technical vocabulary, terms, etc.
<b>Describe</b>	Give a detailed written account of a system, feature, etc <b>(..the effect of...on...)</b> the impact, change that has resulted from a cause, event, etc <b>(..the process..)</b> give the steps, stages, etc
<b>Differentiate</b> between	Establish and relate the characteristic differences between two or more things, concepts, etc
<b>Discuss</b>	Talk/write about a topic in detail, considering the different issues, ideas, opinions related to it
<b>Distinguish</b> between	Recognise and describe the characteristic differences between two things, or make one thing seem different from another
<b>Evaluate</b>	Analyse and describe the success, quality, benefits, value, etc (of an end product, outcome, etc )
<b>Explain</b>	Make (a situation, idea, process, etc) clear or easier to understand by giving details <b>(..how..)</b> Give the stages or steps, etc in a process, including relationships, connections, etc between these and causes and effects.
<b>Give example(s) illustrate/</b>	Use examples or images to support, clarify or demonstrate, an explanation, argument, theory, etc



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<b>Give a rationale</b>	Provide a reason/reasons/basis for actions, decisions, beliefs, etc
<b>Identify</b>	Recognise a feature, usually from a document, image, etc and state what it is
<b>Justify</b>	Give reasons for, make a case for, account for, etc decisions, actions, conclusions, etc, in order to demonstrate why they suitable for or correct or meet the particular circumstances, context
<b>Label</b>	Add names or descriptions, indicating their positions, on an image, drawing, diagram, etc
<b>List</b>	Give as many answers, examples, etc as the question indicates (candidates are not required to write in full sentences)
<b>Name</b>	Give the (technical) name of something
<b>Propose</b>	Present a plan, strategy, etc (for consideration, discussion, acceptance, action, etc).
<b>Select</b>	Choose the best, most suitable, etc, by making careful decisions
<b>State</b>	Give the answer, clearly and definitely
<b>Summarise</b>	Give a brief statement of the main points (of something)

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## Question types

The following explains, and gives examples of, types of questions used in City & Guilds Technical exams. In preparing candidates to take the exam, it is recommended that you familiarise them with the requirements of each question type so that they can be effective and make best use of the time available when sitting the exam.

- An effective candidate will gauge the type and length of response required from the question and the number of marks available (which is given for each question on the exam paper).
- Short answer questions may not require candidates to write in complete sentences. Extended response questions will require a more developed response.
- Candidates should read the exam paper before attempting to answer the questions and should allocate time proportionate to the number of marks available for each question or section.

Question type:	Example question	Example question:
<p><b>Short answer questions (restricted response)</b> These are questions which require candidates to give a brief and concise written response. The number of marks available will correspond to the number of pieces of information/examples and the length of response required by the question.</p>	<p>State <b>four</b> job roles available at operative level within a contract catering company.</p> <p>(4 marks)</p>	<p><b>Answer:</b> <b>1 mark each for any of the following, to a maximum of 4 marks:</b></p> <ul style="list-style-type: none"><li>• Front line operative.</li><li>• Commis chef.</li><li>• Catering assistant.</li><li>• Counter assistant.</li><li>• Cleaner.</li><li>• Kitchen porter.</li></ul>

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### Structured Response Questions

These are questions that have more than one part (eg a), b), etc.). The overall question is made up of linked, short answer questions which move the candidate through the topic in a structured way. For example, the question will usually start with a 'recall'/'state'/'describe' question followed by an 'explain' to draw out understanding of the topic. They usually have a shared introductory 'stem', and the number of marks may increase through the question.

- a) State **two** different food specific legislations that relate to the preparation and service of food items in a staff canteen. (2 marks)
- b) Explain the potential implications of non-compliance with one of the legislations stated in a). (4 marks)

### Answer:

**a)**  
**1 mark each for any of the following, to a maximum of 2 marks:**

- Food Safety regulations.
- Food Information for Consumers regulations.
- Weights and Measures.
- Sale and Supply of Goods.

**b)**

**1 mark each for any of the following, with a maximum of 2 marks each for identification of potential implications, to a maximum of 4 marks: Answers should specifically relate to one of the legislations identified in (a).**

### Food Safety Regulations

- Unsafe food is served to customers (1), resulting in potentially negative impacts on customers, such as illness/food poisoning (1).
- Serving of unsafe food and its subsequent consequences can result in prosecution or imprisonment (1).
- Evidence of non-compliance with food safety regulations will result in a lack of customer confidence, meaning reduced reputation/loss of repeat business (1); this can ultimately lead to a lack of revenue for the business (1).

### Food Information for Consumers Regulations

- Non-compliance (incorrect/lack of information) can result in unsafe food being served to customers (1), resulting in potentially negative
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impacts on customers e.g. allergic reactions/anaphylactic shock (1).

- Failing to comply (transparency of ingredients) can result in prosecution or imprisonment (1).
- Evidence of non-compliance will result in a lack of customer confidence, meaning reduced reputation/loss of repeat business (1); this can ultimately lead to a lack of revenue for the business (1).

### **Weights and Measures/Sale and Supply of Goods**

- Sale of incorrect measures (e.g. alcohol) can have a damaging impact on customers (e.g. health) (1).
- Serving incorrect quantities (e.g. under-serving, over-serving) can result in legal action, e.g. prosecution or imprisonment (1).
- Evidence of non-compliance will result in a lack of customer confidence, meaning reduced reputation/loss of repeat business (1); this can ultimately lead to a lack of revenue for the business (1).

## Extended response questions

Extended response questions are those that require the candidate to write a longer written response using sentences and paragraphs. These usually require candidates to discuss, explain, etc. a topic in some detail. The question is often based on a short case study, scenario or other prompt. The level of detail should be gauged from the question and the number of marks available.

### Example question

A hotel is catering for an awards evening function where 100 guests will be attending a celebration dinner.

Discuss the steps that the kitchen team needs to take to ensure the function is a success.

(9 marks)

### Mark scheme

#### Indicative content:

- Type of commodities to be used – fresh / convenience.
- Production method – centralised/conventional/ cook and hold.
- Dietary requirements – special diets, allergens.
- Technical skills – cooking methods.
- Service style/methods.
- Safe working practices.
- Legislation adherence.
- Portion control.
- Waste management.
- Quality control.
- Temperature control.
- Liaising with front of house team.
- Liaising with third parties contributing to the event.

**Band 1 (1 – 3 marks)**

Basic one sided discussion, with few examples used to illustrate a clear understanding of the industry and the considerations needed for the given scenario. The limited considerations highlighted generally have limited or no relevance to the overall impact of the success of the event. Candidate focuses their answer on a specific role within the kitchen team, thus limiting the depth of their overall response. No rationale/conclusion shown as to how the success of the event can be managed.

**Example band 1 response**

The kitchen needs to think about many things like stock, staffing, timings and service. They need to think about these think to make sure that the dinner is a success. They need to think about stock so that they have enough food to cook. They need think about staffing to make sure that they have enough staff to make the food for the dinner. They need to think about timings to make sure that all the food is made and in time to serve. The service is important because the food has to too match the type of service. The kitchen staff needs to work hard to make sure that all the food is ready. They need to consider the food safety and health and safety legislation.

**Band 2 (4 – 6 marks)**

Detailed discussion that focuses on a small range of specific considerations, with the impact of some of the considerations highlighted. Answer is largely focused on the kitchen team, incorporating all roles – but with limited recognition of the wider team. Suggests some potential control measures or actions to manage the impact of the considerations. Some evidence of a conclusion made, with some rationalisation made of the extent of management of different factors on the overall success of the event.

**Example band 2 response**

The kitchen needs to take in account many things to ensure the success of the evening. They will need to consider the type of food that they are serving because this will impact on the time they will need to produce it, They will also need to make sure that the dishes meet the requirements of the guest such as allergies or special request. They have to do this so they don't not make anybody ill or get complaints. They have the staff with the right skills to make the food properly so it will taste and look nice, it will also mean that the dishes will be made in time to serve so it does not affect the service. They could control this by having standardized recipes to follow or have practiced the dishes in advance. This will help in getting the right portion sizes and help to reduce wastage. The kitchen will need to make sure that they are following all health and safety and food safety legislation to ensure that no one is injured which could have an effect on the amount of work for each person to do which in turn will add more stress to the remaining staff this could lead to mistake being made. To prevent this, the kitchen team will need to have had training on how to follow the legislation and the head chef should be monitoring what is on in the kitchen. It is important to manage these things to make sure the dinner is a success.

**Band 3 (7 – 9 marks)**

Comprehensive and clear discussion, that is well-considered and balanced. Fully integrates links between a suite of different considerations, and the varied impact that they have on the potential success of the event. Comprehensive understanding of the kitchen team, clearly linked to all other potential parties involved in the event. A clear distinction made between the client and the guest. Discusses controls to manage/limit the impacts outlined, highlighting contingencies and providing some distinction between the impacts of different control measures. Distinguishes effectiveness with appreciation of broader impact (E.g. impact vs cost). A solid conclusion reached that rationalises the impact of considerations and manages the success of the event.

**Example band 3 response**

There are many things to consider too sure the event is a success. The kitchen will need to ensure that they have planned dishes that will meet the needs of the customer such as allergies so they do not make anybody ill which will lead to complaints or even prosecution for having poor food safety systems. The dishes will need to be suitable for the type of service that is planned for example if it a buffet the food will need to be able to hold without losing quality or if plated it looks good on the plate and the menu flows so that each dish complements each other. The kitchen will need to plan how they are to going produce the food is it cook to order or cook chill. Cook chill would be better for this type of event to prevent lots of last minute cooking which could slow up the service of the food. The kitchen staff will have the skills to produce the food in way the meets the needs of the customer but also follows food safety and health and safety legislation. If the staff do not know how to produce the food or lack the skill the final product will not be to the right standard and customer will complain which will make the service staff work a lot harder. To ensure this does not happen staff should be trained on the dishes beforehand if required. If the staff are not as skilled it will also mean that targets might not met such as service timings or maintaining portion sizes which can lead to increased wastage and affect the profits from the dinner. To ensure that the food meets the quality the kitchen could implement standardized recipes this would control the portion sizes and ensure that the food is plated correctly. It would also be important that the kitchen has liaised with their suppliers so they have the right food in the right amounts so they can produce the food required. This would need to be monitored by the head chef. The kitchen team will also need to communicate with the front of house team to confirm things like timings for service and the how the dishes are to be presented. Again this is to ensure that all the customers are happy with their food and get the right meals if they have allergies. This will mean that the organizer of the event will be please as well. If there is not good communication between the two departments this could lead to problems if plans change the kitchen might not be ready for service. There many things that can affect the outcome for the dinner these should be considered by the team and contingencies put in place to prevent them from happening. This is important to ensure that the guests have an enjoyable experience which in turn would mean the organizer of the event might use the same hotel again the following year.



## Examination technique

Candidates with a good understanding of the subject being assessed can often lose marks in exams because they lack experience or confidence in exams or awareness of how to maximise the time available to get the most out of the exam. Here is some suggested guidance for areas that could be covered in advance to help learners improve exam performance.

### Before the exam

Although candidates cannot plan the answers they will give in advance, exams for Technical qualifications do follow a common structure and format. In advance of taking the exam, candidates should:

- be familiar with the structure of the exam (ie number and type of questions).
- be aware of the amount of time they have in total to complete the exam.
- have a plan, based on the exam start and finish time for how long to spend on each question/section of the exam.
- be aware of how many marks are available for each question, how much they should expect to write for each question and allow most time for those questions which have the most marks available.

### At the start of the exam session

At the start of the exam, candidates:

- should carefully read through the instructions before answering any questions.
- may find it helpful, where possible, to mark or highlight key information such as command words and number of marks available on the question paper.
- identify questions which require an extended written answer and those questions where all or part of the question may be answered by giving bullets, lists etc rather than full sentences.

### Answering the questions

Candidates do not have to answer exam questions in any particular order. They may find it helpful to consider, for example:

- tackling first those questions which they find easiest. This should help them get into the 'flow' of the exam and help confidence by building up marks quickly and at the start of the exam.
- tackling the extended answer question at an early stage of the exam to make sure they spend sufficient time on it and do not run out of time at the end of the exam.

Candidates should avoid wasting time by repeating the question either in full or in part in their answer.

Candidates should **always** attempt every question, even questions where they may be less confident about the answer they are giving. Candidates should be discouraged however, from spending too long on any answer they are less sure about and providing answers that are longer and give more detail than should be necessary in the hope of picking up marks. This may mean they have less time to answer questions that they are better prepared to answer.

### Extended answer questions

Before writing out in full their answer to extended questions, candidates may find it helpful to identify the key requirements of the question and jot down a brief plan or outline of how they will answer it. This will help clarify their thinking and make sure that they don't get 'bogged down' or provide too much detail for one part of the question at the expense of others.

## **Towards the end of the exam**

Candidates should always set aside time at the end of the exam to read back through and review what they have written in order to make sure this is legible, makes sense and answers the question in full.

If a candidate finds they are running out of time to finish an answer towards the end of the exam, they should attempt to complete the answer in abbreviated or note form. Provided the content is clear and relevant, examiners will consider such answers and award marks where merited.

Further guidance on preparing candidates to take the exam is given in the City & Guilds publication, [Technical Qualifications, Teaching, Learning and Assessment](#) which can be downloaded free of charge from City & Guilds website.

## 4. Further information

For further information to support delivery and exam preparation for this qualification, centres should see:

### City & Guilds

Qualification homepage: <https://www.cityandguilds.com/qualifications-and-apprenticeships/hospitality-and-catering/hospitality-and-catering/6106-cookery-and-service-for-the-hospitality-industry#tab=information> which includes:

- Qualification handbook
- Synoptic Assignment
- Sample assessments

*Technical Qualifications, Resources and Support:* [www.cityandguilds.com/techbac/technical-qualifications/resources-and-support](http://www.cityandguilds.com/techbac/technical-qualifications/resources-and-support)

### Joint Council for Qualifications

*Instructions for Conducting Examinations:* <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>