

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

**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.

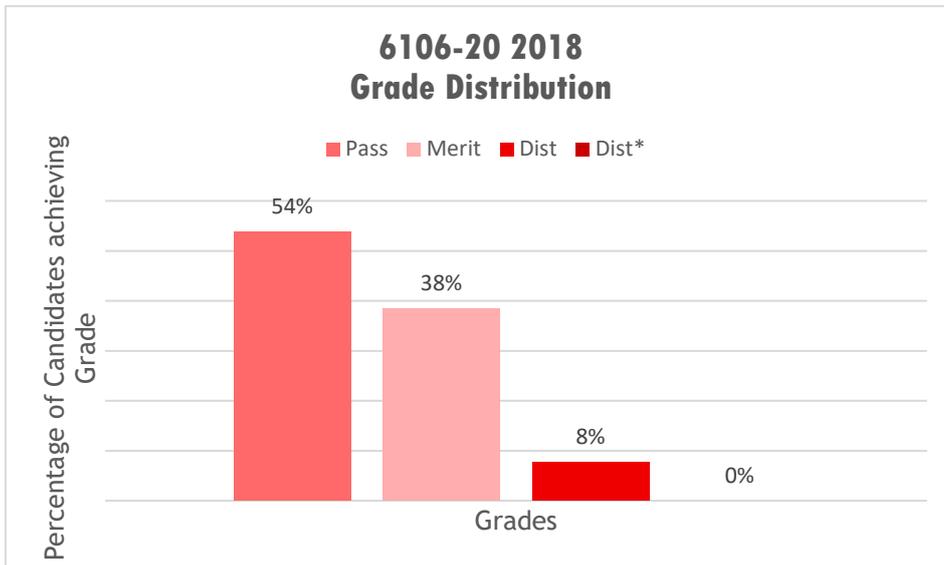
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments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

- 6106-002/502 Level 2 Technical Award in Cookery and Service for the Hospitality Industry – Theory exam
  - Spring 2018
  - Summer 2018
- 6106-001 Level 2 Technical Award in Cookery and Service for the Hospitality Industry – Synoptic Assignment

# 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

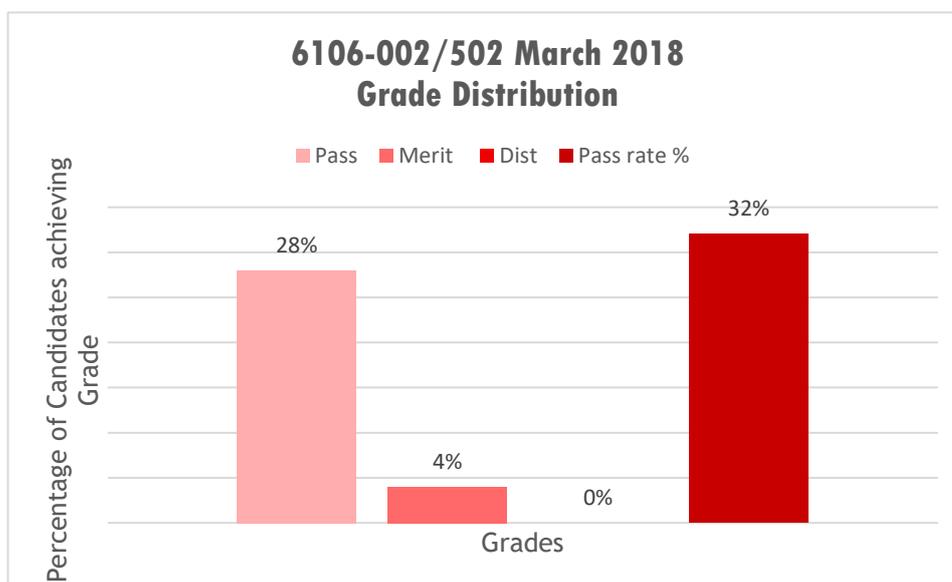
Assessment: 6106-002/502

Series: Spring 2018

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	30
Merit mark	43
Distinction mark	56

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

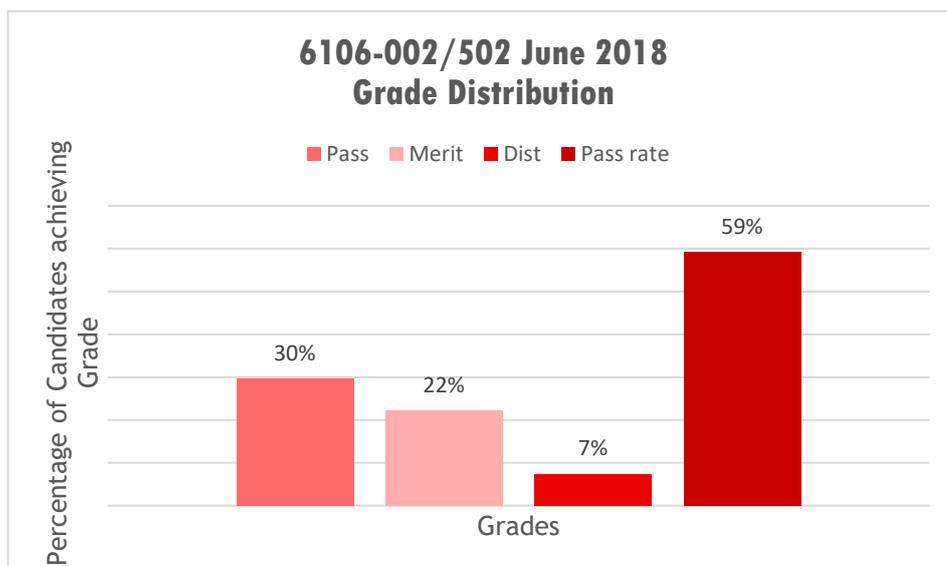


Assessment: 6106-002/502  
Series: Summer 2018

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	32
Merit mark	44
Distinction mark	56

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



# Chief Examiner Commentary

## 6106-002/502 Level 2 Technical Award in Cookery and Service for the Hospitality Industry - Theory exam

### Series 1 – Spring 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.

Key areas of strength across the cohort were in the knowledge of allergies, the different sectors of the industry, levels of customer service, commodities and bookings.

Particular areas of weakness in the responses from candidates were in job roles, quality points of food commodities and understanding of cooking methods.

Across the cohort, some of candidates were able to respond with detailed recall of knowledge around types of hotel, food commodities and booking information. Some candidates were able to demonstrate sound understanding of the impact of social media with some scoring high marks.

On average, candidates were only scoring 50% or less of the marks available for each question. For questions that assessed a candidate's recall of knowledge, it was found that candidate responses were often limited to 1 or 2 answers which meant that the opportunity to gain full marks was often missed. This was consistent throughout the units that were covered. Candidates were unable to identify job roles or provide basic facts about communication skills. This was consistent across the cohort with up to 10 marks being lost across the paper for recall of knowledge questions.

With the questions that required the candidate to provide further explanation or description it was found that candidate responses were limited to either stating or listing but not providing the further depth of understanding of the impact or effect of the topic. In some cases candidates did explain in more depth but this was often a repeat of the topic area, which did not demonstrate understanding. One area that this was most noticeable was in understanding the impact of cooking methods and customer service.

Across all the questions within this paper higher performing candidates displayed an increased breadth of knowledge of facts with some understanding of the topics and were able to link this in coherent way.

Some candidates often misunderstood the question due to not reading the questions correctly. A common example of this was when the question on health and safety was being answered with food safety type responses.

Many candidates often misunderstood the question due to not reading the questions correctly and in particular not understanding the requirements of the command verbs i.e. explain, describe. In the majority of cases candidates were listing points and not relating their answer to the scenarios.

There was evidence of a lack of exam preparation with candidates not considering key points such as the allocated marks, command verbs and links that need to be made when answering the questions in a way

that shows breadth and/or depth of knowledge and understanding. Centres are reminded to utilise the Technicals exam document found on the website to support candidate's exam preparation.

### **Extended response question**

With the extended response questions there were few candidates that scored marks in the higher bands with responses that were not justified or relating to the topic, impact or benefits. Some responses focused solely on one key area and did show some depth of understanding in this one area but were unable to show further breadth of knowledge and understanding in their responses which limited the opportunity to bring the discussion together.

## **Series 2 – Summer 2018**

Candidates had the opportunity to take the paper based written exam, or online via the City & Guilds Evolve platform.

As with previous series, the theory test 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, some of candidates were able to respond with detailed recall of knowledge around food safety and its impact, healthy eating and identifying types of alcohol and planning for service. Some candidates were able to demonstrate sound understanding of the impact in these areas.

Overall many candidates were only scoring 50% or less of the marks available on each question. For questions that relied on simple recall of knowledge, it was found that candidate responses were often limited to 1 or 2 answers which meant that full marks were rarely achieved. This was consistent throughout the units that were covered. Candidates were unable to provide basic facts about type of restaurants, impact of the industry on the jobs and features of type of hotels. This was consistent across the cohort of candidates with up to 11 marks being lost across the paper for recall questions.

For questions that relied on further explanation or description, it was found that candidate's responses showed the ability to state or list (if they knew about the topic), but not provide the further understanding of the impact or effect of the topic.

It was noticeable in this paper that many students had very poor knowledge or depth on a wide range of the topic areas. Some candidates left many questions unanswered. Across this paper, key areas such as production methods (call order or cook chill), were unknown to candidates.

Candidates need to read the questions carefully to avoid miss understanding what is being asked. An example of this was candidates relating a question to online booking systems, responses were often relating the view point of the customer rather than of the restaurant.

Higher achieving candidates demonstrated a better range of knowledge and showed more understanding of the topics being able to link them in coherent way.

Candidates must consider the key points such as the allocated marks, command verbs and links that need to be made when answering the questions in a way that shows breadth and/or depth of knowledge and understanding.

### **Extended response question**

With the extended response questions, few candidates scored marks in the higher bands with responses that were not justified or relating to the topic, impact or benefits. Some responses focused solely on one key area, for example health and safety, and did show some depth of understanding. Candidates need to consider all factors when responding to this style of question. They need to demonstrate their breadth of knowledge and depth of understanding from across the content.

# Synoptic Assignment

## Grade Boundaries

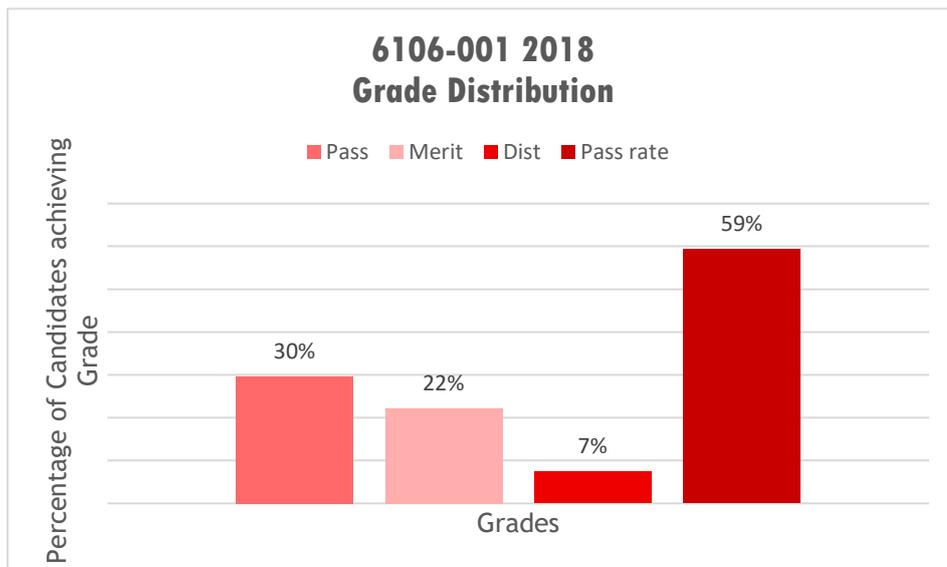
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

Assessment: 6106-001

Series: 2018

<b>Total marks available</b>	<b>60</b>
Pass mark	25
Merit mark	34
Distinction mark	43

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



## Principal Moderator Commentary

The synoptic covered a broad range of topics from across the qualification with the requirement for candidates to demonstrate recall of knowledge and understanding by applying theory to practice.

The interpretation of the brief by centres focussed on the cookery element of the assessment. Candidates planned a menu to meet the assignment brief and completed the required documentation for the cookery assessment for Task 1, but did not always complete Task 3 and plan for the service element. The brief states three portions were to be cooked with two portions being served to customers; this was not always apparent as photographic evidence showed the table set for one cover. Centres therefore need to ensure that all evidence uploaded is clear and meets the assignment brief.

The evaluations were overall very brief, with a focus on the quality of the food. Candidates need to include detailed, reflective and accurate comments on their performance across all elements of the task.

### Assessment Objectives

#### A01

Through the completion of Task 1, candidates demonstrated knowledge from across the qualification when planning a hotel dinner menu. Some candidates relied on centre templates to complete the planning tasks. Whilst this is acceptable, they should not restrict candidates.

#### A02

Understanding was shown by the candidates through applying their knowledge of the requirements for planning for the cookery/service tasks and evaluation of outcomes. Candidates were not always able to justify their choices of dishes on the menu and in some cases suggested dishes that would not be suitable for a hotel dinner menu. Some did not know all allergens resulting in a number of inaccuracies. It appeared candidates did not fully understand the evaluation process and in a number of cases focussed on the quality of the food and their kitchen skills with a brief reference to the service procedures, rather than identifying strengths and areas for improvement for all elements of the assessment.

#### A03

Candidates demonstrated technical cookery and service skills to meet the marks across the grading bands whilst adhering to Food Safety and Hygiene regulations. They were further able to demonstrate levels of knowledge and understanding by applying theory to practice.

#### A04

Candidates were able to demonstrate bringing it all together through the practical elements of the assessment which then highlighted the omissions in the planning process with the lower scoring candidates and in some cases the need for support.

#### A05

Marks were awarded across the grading bands with candidates demonstrating varying levels of attention to detail in both the cookery and service tasks. The written elements of the assessment lacked attention to detail and the use of feedback from a range of sources to support the identification of areas to improve in future performance.

## Best Practice to Centres

- Centres must ensure that task instructions are followed carefully as specific guidance is included around each task; ; in particular the evidence to be completed and the weighting for cookery and service
- Centres must ensure that evidence is labelled and annotated as required and set out in the guidance.
- Centres must ensure that where centre produced pro-formas/templates are used, they must be adapted to match the synoptic assignment. It is important that these pro-formas do not inhibit the candidates from demonstrating knowledge and understanding and therefore achieving marks within a higher band.
- Centres must comment on the candidate's performance for both the cookery and service and tailor feedback to be specific.
- Centres should prepare candidates on how to reflect and evaluate performance across the Tasks.
- Markers must relate their justification of marks to the band descriptor and should ensure that hand-written comments are legible as quality can be lost when scanning in evidence.