

6106-20 Level 2 Technical Award in Cookery and Service for the Hospitality Industry (450)

2019

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.

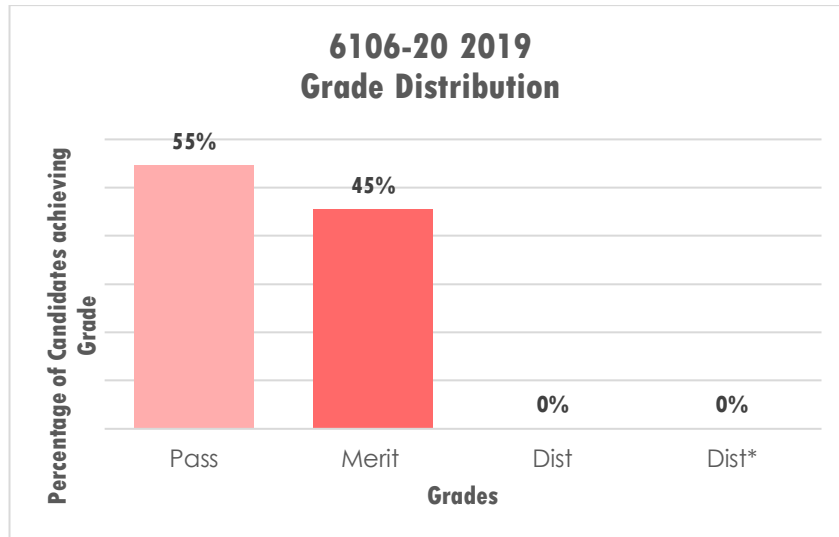
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2019 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
 - March 2019 (Spring)
 - June 2019 (Summer)
- 6106-001 Level 2 Technical Award in Cookery and Service for the Hospitality Industry – Synoptic Assignment

Qualification Grade Distribution

The approximate 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

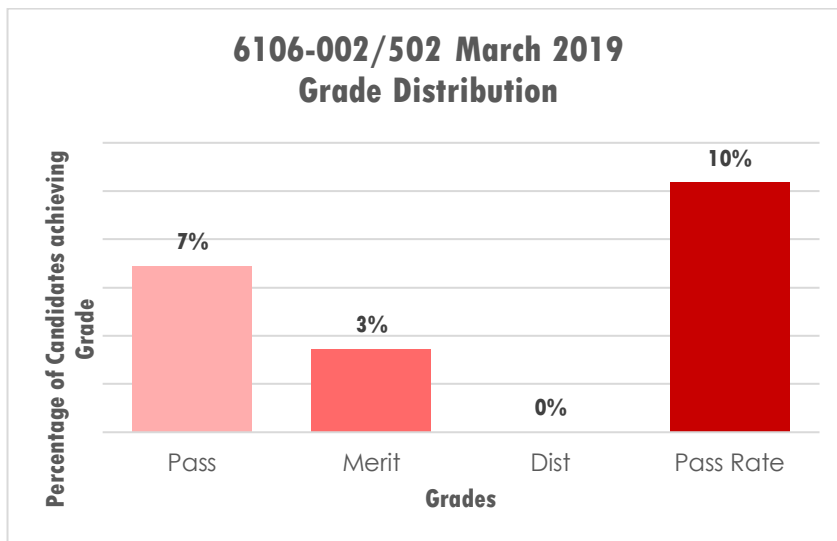
Grade Boundaries

Assessment: 6106-002/502
Series: March 2019 (Spring)

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

Total marks available	80
Pass mark	29
Merit mark	42
Distinction mark	55

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

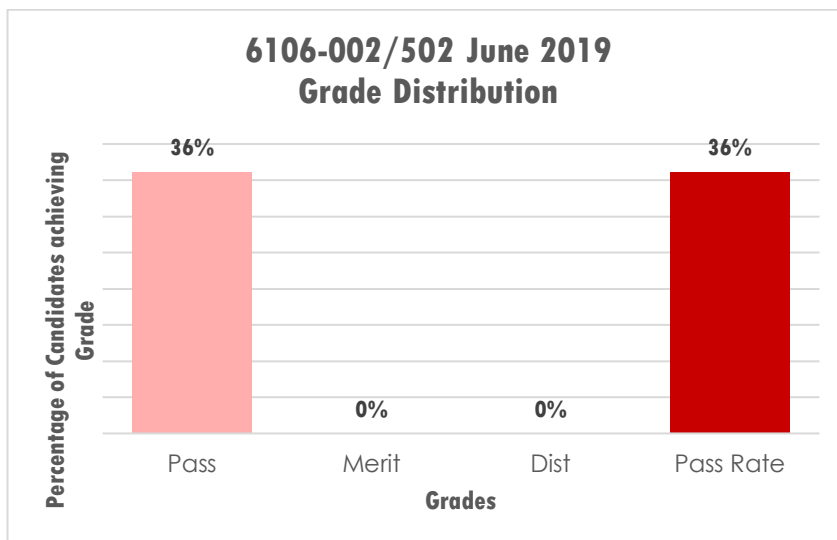


Assessment: 6106-002/502
Series: June 2019 (Summer)

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

Total marks available	80
Pass mark	29
Merit mark	42
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 – March 2019

This is the third 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.

The key areas of strength across the cohort were on technical kitchen skills, hospitality industry, technical cooking methods terminology, food safety and allergy knowledge.

The areas of weakness in the responses from candidates were in service styles, types of beverages, industry terms for catering production methods and application.

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 marks which meant that the opportunity to gain full marks was often missed. This was consistent throughout the units that were covered.

With the questions that required the candidate to provide further explanation or description it was evident that candidate responses were limited to either stating or listing and did not provide the further depth of understanding of the impact or effect.

Those candidates achieving the higher spectrum of marks were able to show evidence of reasoning and justification, as well as the recall of knowledge across all of the units.

Although spelling and grammar are not specifically marked in these examinations, for the majority of candidates achieving a lower overall mark, it is worth noting that many technical terms were misspelt throughout the examination, however, the examiner interpreted the spelling and awarded marks appropriately using a positive marking approach.

Extended response

With the extended response questions there were a few candidates that scored marks in the higher bands with responses that were not justified or related to the topic, impact or benefit. Most candidates fixed on a narrow range of trends around social media/ internet/ food trends and did not include a range from all areas across the qualification as identified in the indicative content. Most achieved only 1-2 marks in both ERQs, few had achieved marks in the middle band and none in the top band.

Some responses focused solely on one key area and did show some depth of understanding 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 (June)

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.

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.

For questions that relied on further explanation or description, it was evident that candidates' responses showed the ability to state or list (if they understood the topic), but did not provide the further understanding of the impact or effect. However, again, Industry context and application of catering production methods and service styles were limited with many candidates showing little knowledge and understanding in these areas.

Particular areas of weakness in the responses from candidates were in unit 202:1.2 types of hospitality businesses and Unit 203:1.2 styles of food service. However candidates were able to score higher in areas that linked theory to practical application; Unit 201:1.3 working in the hospitality industry and 203:1.1 service sequence.

Where a question asked candidates to explain or describe, the responses to the AO2 style questions showed more depth than in previous years, an indication that centres had taken on board that candidates would benefit from practising different forms of questions set by the centre to improve their technique in establishing the key components of the questions and what is level of response is required.

Candidates would benefit from practising exam techniques. They need to be encouraged to spend time reading the questions thoroughly. Candidates often missed marks due to not reading the question accurately or by not answering the question according to the command verb used.

Extended response.

The extended response questions allow candidates to showcase their knowledge and understanding from across the qualification. As with the spring 2019 series, most responses for the scenario based questions considered some of the main factors. Candidates tended to only focus on two or three points and were unable to demonstrate their breadth of knowledge; they focused on a small aspect of the question, limiting opportunity to achieve higher marks.

To gain further marks, candidates need to consider additional factors that are more appropriate and relevant to the given scenario.

For those achieving higher marks, responses included some logical and considered points across the range of the qualification and these points were explained and justified.

Synoptic Assignment

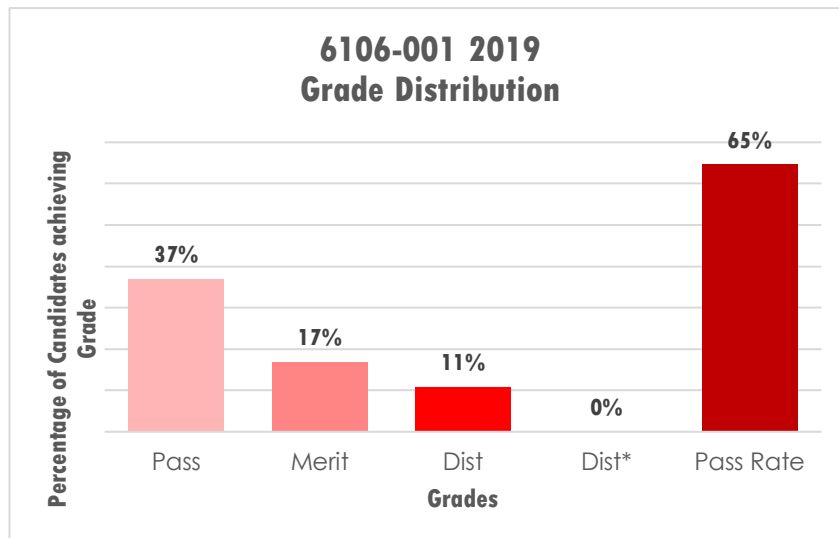
Grade Boundaries

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

Assessment: 6106-001
Series: 2019

Total marks available	60
Pass mark	26
Merit mark	35
Distinction mark	45

The graph below shows the approximate 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 focus on the preparation and service of a Table d'hôte menu, recalling knowledge and demonstrating understanding by applying theory to practice, bringing it all together and attending to detail to meet the assignment brief. The requirements of the planning activity for task one was clearly outlined in the brief and the guidance notes but a number of candidates failed to include a number of the elements to successfully plan the service.

Assessment Objectives

The interpretation of the brief across centres varied quite significantly and in some cases adherence with the guidance and tasks instructions impacted on the candidate performance and the quality of evidence uploaded. Photographic evidence was sometimes poor and did not always support the judgements being made in relation to the comments recorded in the assessment documentation.

Assessment documentation in particular the Practical Observation form lacked detail to support the marks being allocated. The language used on the Candidate Record form did not always support the marks allocated and the judgements being made. Assessment comments on occasions contradicted what the candidates were saying in task 4 the evaluation.

A01 – A good range of knowledge from across the qualification was demonstrated by candidates through the completion of task 1. 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. The planning document was not always complete with candidates focussing on the preparation stages with very brief descriptions of the stages for the service element to show a depth of knowledge. Where additional knowledge was demonstrated during the practical tasks' markers were not providing examples to support the comments. Good practice was seen where candidates were questioned to check knowledge during the practical with the questions and responses being recorded but markers should avoid asking unnecessary or leading questions.

A02 - Understanding across the bands was shown by the candidates applying their knowledge of the requirements for planning for the preparation/service tasks and evaluation of outcomes. There were some gaps in the understanding in the identification of resource requirement to complete all elements of the service; timings and service procedures resulting in a number of inaccuracies. Candidates did not always demonstrate an understanding of the planning requirements for the service role stated in the scenario leading to omissions and the inclusion of elements of preparations not required. Whilst candidates produced planning documents for task 1 they did not always use or update them with annotations during the practical which would have provided further evidence of understanding and to support the evaluation task. It appears candidates do not fully understand the evaluation process and in the main gave a description of what they did rather than identifying strengths and areas for improvement for the skills demonstrated. Customer feedback was not always analysed to support the evaluation process.

A03 – Centre interpretation of the brief impacted on candidate's performance and in some cases disadvantaged them in the practical tasks. Photographic evidence did not always support the assessor's comments as cutlery was incorrectly positioned and not always correct for a table d'hôte service. The quality of narrative of the practical observations was generally poor to support the grading judgements. As the quality and detail of information recorded on the practical observation form is key to the moderation process and confirming marks awarded, it is essential that detailed descriptions are provided to ensure candidates' true performance is portrayed.

A04 - The practical elements of the assessment enabled candidates to demonstrate bringing it all together which often highlighted any omissions in planning and errors in timings with the weaker candidates. Whilst candidates had the opportunity to put planning into practice and evaluate the outcomes, opportunities to use a range of data sources to analyse their performance were missed.

Evidence of candidates demonstrating problem solving skills and prioritisation of tasks throughout the practical element were apparent in the recording documents and the individual evaluations.

Candidates and assessor comments stated they were not always confident in carrying out the required service skills and required more practice. Centres should ensure that all candidates are fully prepared for the assessment.

A05 – Where candidates attended to a high level of detail in the planning tasks, they were more successful in the practical elements 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 practical element than the written tasks. In some cases, it was apparent that candidates were not reviewing their work as cutlery was being placed incorrectly and not identified. Attention was paid to personal presentation to meet industry standards which was evident in the photographs. Whilst assessment comments stated the level of customer service candidates provided it was not always supported with examples of how it was demonstrated.

For future synoptic assignments, centres need to ensure they have read the assignment guidance to ensure they are clear on the requirements and instructions for each task, in particular the number of covers to be served and style of menu as well as evidence to be completed and the conditions of assessment. This will ensure candidates are not disadvantaged and compliance is maintained.

When completing practical observations, detailed written narratives are required to support the judgements made on candidate's practical performance which is not seen by moderators who are reliant on this evidence.

The candidate record form should be a summary of the candidate's performance across all of the tasks in relation to each assessment objective and not a repetition of how they performed in the practical.

The comments recorded and language used on the candidate record form should reflect performance across all tasks for both practical and written elements to support the marks awarded for the holistic assessment.