

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

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, poor examination technique or responses that failed to demonstrate the required depth of understanding.

The document provides commentary on the following assessment:

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

Theory Exam – March 2020

Grade Boundaries and distribution

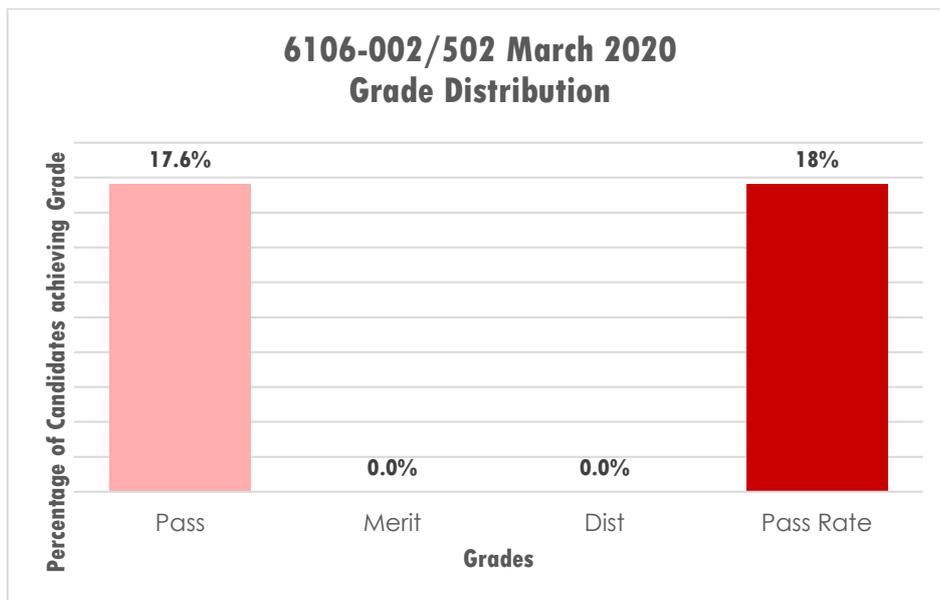
Assessment: 6106-002/502

Series: **March 2020**

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 approximate distribution of grades and pass rates for this assessment:



Chief Examiner Commentary

General Comments on Candidate Performance

Assessment component: 6106-002/502

Series 1 (March) 2020

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 the higher and lower scoring candidates.

The key areas of strength across the cohort were on opportunities for working in the hospitality industry, influence of legislation on the hospitality industry, dietary requirements, and technical skills, methods and equipment.

The areas of weakness were in the types of hospitality businesses, the influence of trends on the hospitality industry, characteristics of commodities, and style of service.

For other areas of the test candidate responses were varied, with some candidates scoring some marks and others not at all.

Candidates in this cohort displayed some knowledge in the AO1 questions, with many not achieving full marks. Candidate responses were often limited to 1 or 2 marks which meant that the opportunity to gain full marks was often missed. A large portion of candidates were regularly not scoring marks either through offering incorrect answers or no answers.

For questions that required the candidate to provide further explanation or description it was evident that responses were limited to either stating or listing, and did not provide the further depth of understanding of the impact or effect. This was evident across the whole cohort, with just a few students performing well in some of the AO2 questions. The 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.

The responses to the extended response questions mainly scored in the lower band. The level of response was weak in the main for this cohort, with most candidates only listing a few key areas. Some candidates showed some good recall of knowledge about health and safety, but others discussed areas that focused on food safety. Those that were awarded marks in the higher band did show a greater depth of knowledge and were able to show reasoning in some cases.

Some responses focused solely on one key area, showing 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.

It is advisable that centres refer to the technical exam document and discuss with candidates the importance of highlighting the structure of the questions, and how to maximise their marks. It would also help the tutors to identify the level of understanding required in each topic and relate this in their teaching.

To support the candidates, centres should ensure that the terminology and range is reviewed and used in teaching, as the questions are based on this range and learning outcomes.

Candidates should be taught the full range in the topic areas to ensure that they do not have gaps in their understanding.

It is recommended that centres use formative assessment throughout the year to assess candidate's progress and ability to respond in the correct manner to questions. Centres should focus on extended questions as improvement in the candidate's performance in this area would increase their potential marks.

Teaching should be related back into practical sessions to reinforce the theory and improve candidates understanding of theory in different situations. This will also support the candidate's awareness of the impacts on decisions.

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 of the salient 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.