



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

2022

Qualification Report

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Foreword

Results August 2022

As you will likely be aware, Ofqual has announced that grading for General Qualifications this summer will be more generous than prior to the pandemic. This is partly due to managing the impact of disruption and learning loss on learner performance and also managing fairness between learners in different years who had different methods of determining their grades. Therefore, for A levels and GCSEs, grading will seek a midway position between 2019 and 2021, meaning, in general, results will be somewhat higher than prior to the pandemic. This year, 2022, is a transitional year and outcomes and standards will likely return to pre-pandemic levels in 2023.

Similarly, for Vocational and Technical Qualifications (VTQs), this summer will be a transitional year and Ofqual has now been clear that for VTQs “we should expect that this summer’s results will look different, despite exams and assessments taking a big step towards normality.” Ofqual has published a blog [What’s behind this summer’s VTQ results](#).

In acknowledgement of the disruption to learning and to support fairness for all learners certificating this summer (some of whom will be competing against learners taking General Qualifications for the same progression and higher education opportunities), we will be taking loss of learning into consideration, whilst still acknowledging the need to uphold the validity of the qualifications. On this basis, we have made the decision to apply a form of ‘safety net’ through some additional ‘generosity’ to both the theory examinations and synoptic assignments within our Technical Qualifications wherever appropriate, (noting that it may not be appropriate to apply where there is a clear impact on knowledge and skills to practice, particularly health and safety requirements or other relevant legislation). We are therefore also reviewing candidate work a few marks below (equivalent to 5% of maximum marks) the Pass and Distinction notional boundaries – the boundaries used during the awarding process as the best representation of maintaining the performance standard from 2019.

The reason for lowering boundaries, where appropriate, by 5% of the maximum marks available, is that it is broadly commensurate with the level of generosity learners are likely to see in General Qualifications at level 2 and level 3. Providing that senior examiners can support the quality of learners’ work seen below the national boundaries and agree it is sufficient to maintain the integrity, meaning and credibility of the qualifications, the grade boundaries will be lowered across the full set of grades – e.g., Pass, Merit, Distinction and Distinction Star.

Given the circumstances, this is the best approach to take into account the disruption to teaching and learning across every learner in a fair and transparent way, and at the same time maintain the integrity and meaning of qualifications. This approach helps to level our Technical Qualifications awarding approach with that adopted for General Qualifications and other qualifications awarded in England and in the wider UK.

Spring examination series 2022

Having taken this decision, we are also mindful of learners who have taken components in **Spring 2022** and believe they should also have access to the same level of generosity. For these learners, we wish to adopt a similar approach. Therefore, for learners taking Technical Qualification assessments in spring there will be similar generosity, through the addition of 5% of the maximum mark available for the assessment. It is a different mechanism to that we are using for the summer assessments but provides the same level of generosity to those learners taking assessments in the summer.

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.

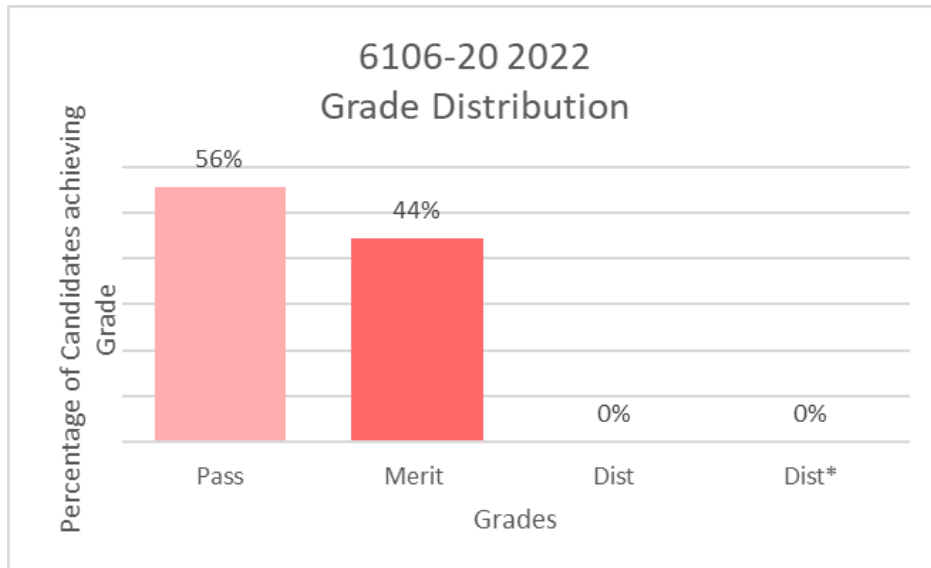
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2022 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments:

- 6106-020/502 Level 2 Technical Award in Cookery and Service for the Hospitality Industry – Theory exam
 - March 2022 (Spring)
 - June 2022 (Summer)
- 6106-001 Level 2 Cookery and Service for the Hospitality Industry – Synoptic Assignment

Qualification Grade Distribution

The approximate grade distribution for this qualification is shown below:



This data is based on the distribution as of 22 August 2022.

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

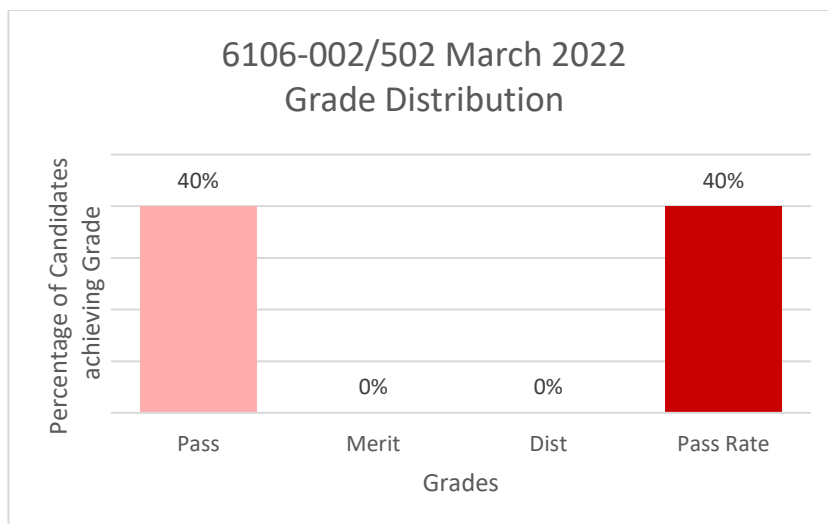
Assessment: **6106-002/502**
Series: **March 2022 (Spring)**

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	56

The generosity applied to the summer assessments will also retrospectively be applied to candidates who achieved their best result in spring. 5% of the base mark of the assessment will be added to their score rather than applied to boundaries.

The graph below shows the approximate distributions of grades and pass rate for this assessment, it does not account for any marks that have been amended due to generosity:

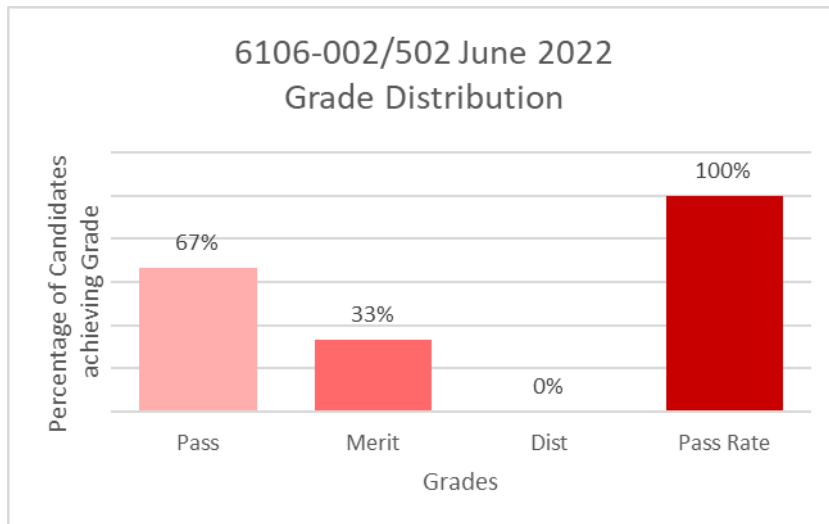


Assessment: **6106-002/502**
Series: **June/2022 (Summer)**

Below identifies the final grade boundaries for this assessment.

Total marks available	80
Pass mark	25
Merit mark	38
Distinction mark	52

The graph below shows the approximate distributions of grades and pass rate for this assessment using the above boundary marks:



Chief Examiner Commentary

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

Series 1 – March 2022

There was overall improvement in the candidate's performance on this paper compared to the previous series. Overall, the candidates' performance was stronger in the recall questions but there were some candidates who displayed good understanding in some topics. The paper was comparable to previous series which shows an overall improvement in candidates' performance.

Most candidates demonstrated good recall of knowledge, gaining marks in topics such as job roles, healthy eating trends, and types of beverages. Higher scoring candidates demonstrated the ability to recall knowledge across the full range of units and showed some evidence of understanding in some topic areas such as effect of cooking methods. Candidates in this cohort displayed an overall good range of knowledge in the AO1 questions, with many achieving 50% of the allocated marks or more for higher achieving candidates.

Candidates that performed well across the question paper were able to recall facts across a range of topic areas. This showed a good understanding of technique for answering the questions.

There were two areas where candidates struggled with the AO1 recall of knowledge. These were production methods and external factors. Many candidates did not score any marks in these areas. Candidates struggled on AO2 understanding questions. They were able to show some recall of knowledge in these questions but did not demonstrate enough understanding to perform well on these questions. Specific topic areas where candidates struggled were legislation, service styles and commodities.

The responses to the extended response questions mainly scored in the lower band. The level of response was improved for the majority of the cohort, but with most candidates only listing key areas. Some candidates showed some recall of knowledge about health and safety and food safety. Some candidates were able to state topics that were relevant to the scenarios which showed better recall and for some candidates understanding.

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. 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 response 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.

Centres are reminded of the City & Guilds Technicals 'Exam Guides' available here <https://www.cityandguilds.com/qualifications-and-apprenticeships/hospitality-and-catering/hospitality-and-catering/6106-cookery-and-service-for-the-hospitality-industry#tab=documents>

Series 2 – June 2022

In this paper there was a continued improvement in the candidate's performance compared to the March paper. Overall, the candidates' performance was again stronger in the recall questions however, there were some candidates who displayed good understanding in some topics. The paper was comparable to previous series which shows an overall improvement in candidates' performance.

Although a limited number of candidates sat this paper, they demonstrated good recall of knowledge gaining marks in topics such as Job roles, knowledge of the hospitality industry, legislation, impact of social media, and modern technology. The candidates within the cohort demonstrated good recall of knowledge in AO1 questions, in topics such as hospitality outlets, cooking methods and payments.

Candidates struggled with AO2 understanding questions. They were able to show some recall of knowledge in these questions however, did not demonstrate enough understanding to perform well on the questions. The areas where candidates struggled were some key terminology such as environmental issues, recall of certain allergies and production methods.

The responses to the extended response questions mainly scored in the lower band. With most candidates only listing key areas. Some candidates were able to state topics that were relevant to the scenarios which showed better recall.

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

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Synoptic Assignment

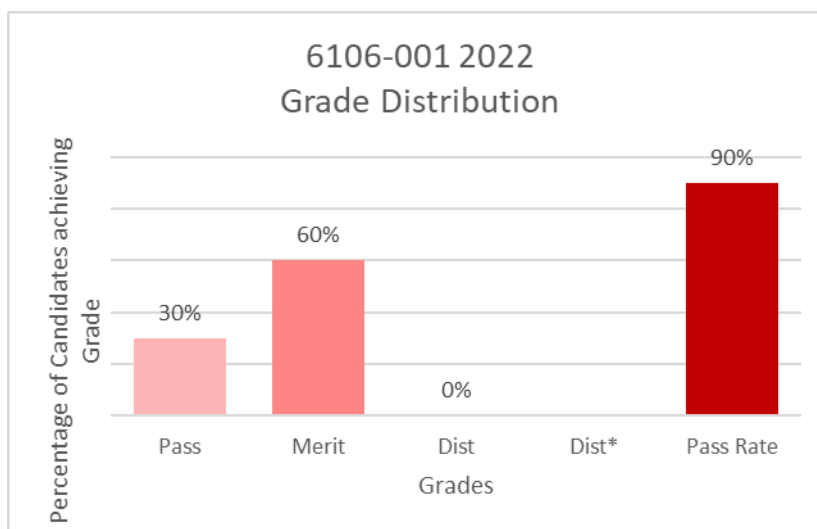
Grade Boundaries

Below identifies the final grade boundaries for this assessment.

Assessment: **6106-001**
Series: **2022**

Total marks available	60
Pass mark	23
Merit mark	32
Distinction mark	42

The graph below shows the approximate distributions of grades and pass rate for this assessment using the above boundary marks:



Principal Moderator Commentary

The synoptic covered a broad range of topics across the qualification with the requirement for candidates to recall knowledge, demonstrate understanding by applying theory to practice, bringing it all together and attending to detail to meet the brief.

Assessment Objectives

The interpretation of the brief impacted on the candidate performance and the quality of evidence uploaded. The evidence provided a stronger focus on the service element with limited assessor evidence to support the cookery element. Photographic evidence did not fully meet the requirements stated in the assignment brief and did not always support the judgements being made in relation to the comments recorded in the assessment documentation.

Opportunities to demonstrate planning for task 1 was limited and candidates mentioned images they referred to, this was considered in the moderation process and was viewed as prompts. The evaluations were in the main very brief with some candidates reflecting on the course rather than their performance in the synoptic assessment.

AO1 – A range of knowledge from across the qualification was demonstrated by candidates through the completion of task 1. Not all elements of the tasks were completed resulting in candidates missing opportunities to demonstrate knowledge. Whilst it is acceptable for centre templates to be used to complete the planning tasks, it is good practice to encourage candidates to create their own, so their planning is not restricted.

AO2 – Understanding across the bands was shown by the candidates through the planning for the cookery/service tasks, the evaluation of the outcomes and during the completion of the practical tasks. Candidates failed to justify their choices of dishes on the menu resulting in a missed opportunity to demonstrate understanding. There were some gaps in the understanding of the identification of allergens resulting in inaccuracies. Evaluations mainly focused on the course rather than identifying strengths and areas for improvement for all elements of the assessment.

AO3 – 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. Whilst candidates completed two practical assessments the allocation of marks for each activity was not always clear, and an emphasis appeared to be on the service element.

AO4 – Candidates demonstrated cohesiveness through the practical elements of the assessment by completing the dish for cookery and service to the customers. The links between planning, carrying out the practical element and then evaluating their performance were unclear.

AO5 – Marks were awarded across the grading bands with candidates demonstrating varying levels of attention to detail in both the cookery and service tasks. Several elements of the assessment lacked attention to detail including presentation of dishes, table set up and content of plans and evaluations.

For future synoptic assignments it is advisable for centres to ensure they have read the current assignment guidance gaining clarity on the requirements and instructions for each task, in particular the evidence to be completed. This will ensure candidates are not disadvantaged and compliance is maintained.

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

Separate markers for the cookery and service assessment will ensure a detailed account is completed to support the marking judgements for both components.

Comments recorded and language used on the candidate record form should reflect performance across all tasks for both cookery and service providing justifications to support the marks awarded for the holistic assessment.

Closer adherence to the assignment brief, the quality of the photographs required to support the assessment decisions and instructions for uploading evidence should be followed by all centres to avoid providing candidates with an unfair advantage or disadvantaging them.