

7178-20

**Level 2 Technical Certificate in Food
Preparation and Service (450)**

2018

Qualification Report

Contents

Introduction.....	3
Qualification Grade Distribution.....	4
Theory Exam.....	5
Grade Boundaries.....	5
Chief Examiner Commentary.....	7
Synoptic Assignment.....	9
Grade Boundaries.....	9
Principal Moderator Commentary.....	10

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.

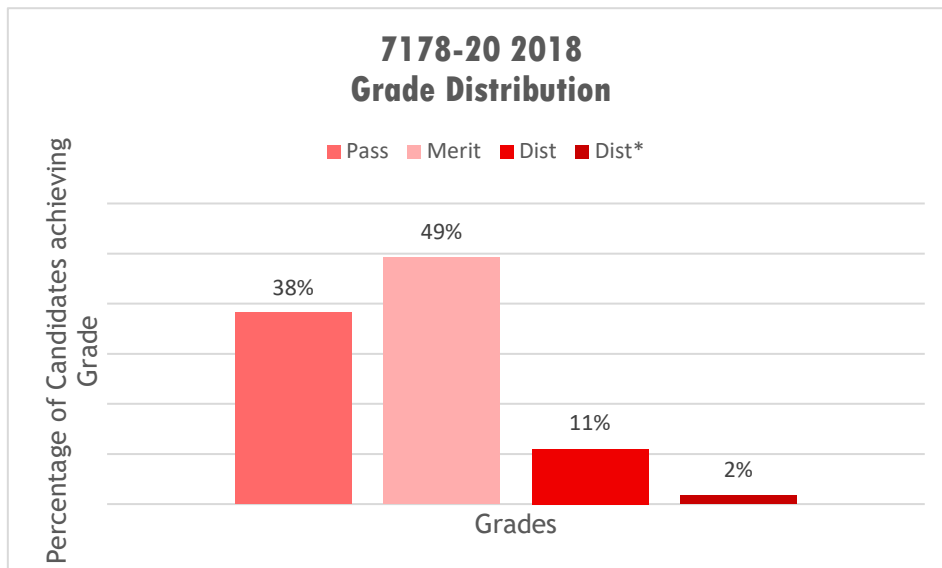
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments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

- 7178-021/521 Level 2 Technical Certificate in Food Preparation and Service – Theory exam
 - March 2018 (Spring)
 - June 2018 (Summer)
- 7178-022 Level 2 Technical Certificate in Food Preparation and Service – 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

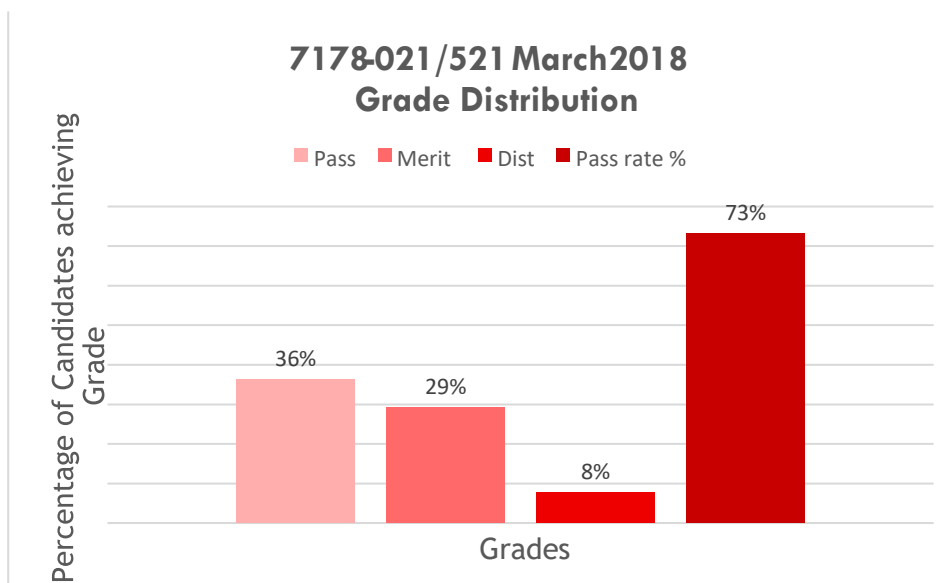
Assessment: 7178-021/521

Series: March 2018 (Spring)

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

Total marks available	80
Pass mark	32
Merit mark	44
Distinction mark	56

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

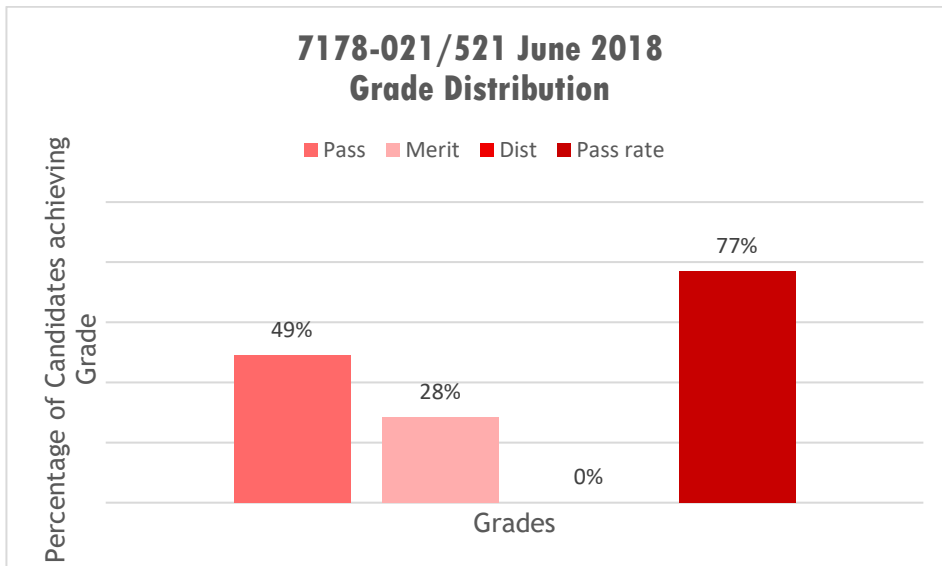


Assessment: 7178-021/521
Series: June 2018 (Summer)

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

Total marks available	80
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

7178-021/521 Level 2 Technical Certificate in Food Preparation and Service - Theory exam

Series 1 – March 2018

March 2018 saw the first entries for the 7178-20 for the externally set and marked examinations. It should be noted that future exams will include sampling of some different topics and learning outcomes from the qualification, so this commentary relates to the March 2018 examination only.

The paper produced a broad range of marks from candidates which demonstrates that the level of candidate's knowledge and understanding varied. In the majority of the AO1 style questions where candidates needed to 'list' or 'state' their responses, marks were gained and candidates showed a good level of knowledge when tested on safe working practices for the hospitality industry. 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.

The candidates achieving the lower spectrum of marks often missed marks due to not reading the question accurately or their lack of understanding of the subject being tested. Where candidates scored lower marks on the AO2 questions, this was because their answers lacked depth and breadth or it appeared they did not know the answer and guessed. Where a question asked candidates to 'explain' or 'describe', for example when describing a particular cooking method or explaining a type of service, some either stated single-word answers or listed responses rather than fully expanding upon their identified points. 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 required in the response.

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 exam, however, the examiner interpreted the spelling and awarded marks appropriately using a positive marking approach.

In most responses, it seemed candidates were applying their knowledge and experience from the workplace to support their answers. However, more marks would have been gained if candidates were able to think more deeply about the wider hospitality environment.

Extended response question

The extended response question allowed candidates to showcase their breadth and depth of knowledge of the qualification and apply it to the given context, in this case it was discussing the factors that the kitchen and front of house staff will need to consider in planning a kitchen and front of house refurbishment in a small restaurant.

This question was varied in the way it was answered by candidates. Most responses considered some of the main factors that derive from this but would only focus on two or three points such as space, cost and safety. In order to have gained further marks, candidates needed to discuss more appropriate and relevant factors when planning the refurbishment. Those responses which did gain higher marks provided some logical and thoughtful points which were explained and justified such as equipment, menus, staffing, maintenance and equipment design considerations. There were cases where candidates were unable to demonstrate their breadth of knowledge and focused on a small aspect of the question where they could. In such instances, little marks could be awarded.

Series 2 – June 2018

June 2018 saw the second entries for the 7178-20 for the externally set and marked examinations. The candidate's responses in this series were comparable to the March 2018 question paper.

The paper produced a broad range of marks from candidates which demonstrates that the level of candidate's knowledge and understanding varied. Those candidates achieving the higher spectrum of marks showed evidence of reasoning and justification, as well as the recall of knowledge and understanding across all the units. This was evident especially within the AO2 responses. They were also able to show the breadth and depth expected at this level in their responses.

Those candidates at the lower end of the spectrum of marks often missed marks due to not reading the question accurately or through a lack of understanding of the subject/topic being tested. Where candidates scored lower marks on the AO2 questions, it was because their answers lacked depth and breadth or they did not know the answer and guessed; this was shown in the food and beverage service unit. Where candidates scored lower marks, it was because where a question asked candidates to 'explain' or 'describe' some either stated single-word answers or listed responses rather than fully expand upon their identified points.

There was a general base knowledge across most of the candidates at the lower end of the spectrum of marks. The majority of responses reflected a basic knowledge gained or contextualised from the candidate's limited knowledge or experience of the industry. Therefore some candidates were unable to access the higher marks by including breadth of the wider hospitality environment. Often, candidates who scored low marks did not use the appropriate basic technical language expected of candidates working at this level.

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 exam.

There seemed to be a lack of understanding and knowledge in the food and beverage service unit, where candidate's responses lacked the detail required to achieve more marks. Candidates should therefore focus on both elements (Kitchen and Front of House) of the qualification to ensure that maximum marks can be achieved.

Extended response question

The extended response question allowed candidates to showcase their breadth and depth of knowledge of the qualification and apply it to the given context, in this case it was discussing the factors that the kitchen and front of house staff will need to consider in planning a wedding booking in their restaurant for August next year.

This question was varied in the way it was answered by candidates. Most responses considered some of the main factors to be considered but would only focus on two or three points such as allergens, having a children's menu and health and safety. In order to have gained further marks, more of the appropriate and relevant factors should have been considered. Many of the lower scoring candidate's responses lacked structure and the majority did not consider the menu and its appropriateness for the event. Those responses which did gain higher marks provided some logical and thoughtful points which were explained, structured and justified and included points such as equipment, storage, menus, staffing, cost and resource considerations. These were cases where candidates were unable to demonstrate their breadth of knowledge but focused in on a small aspect of the question where they could. However, few marks could be given in such instances.

Synoptic Assignment

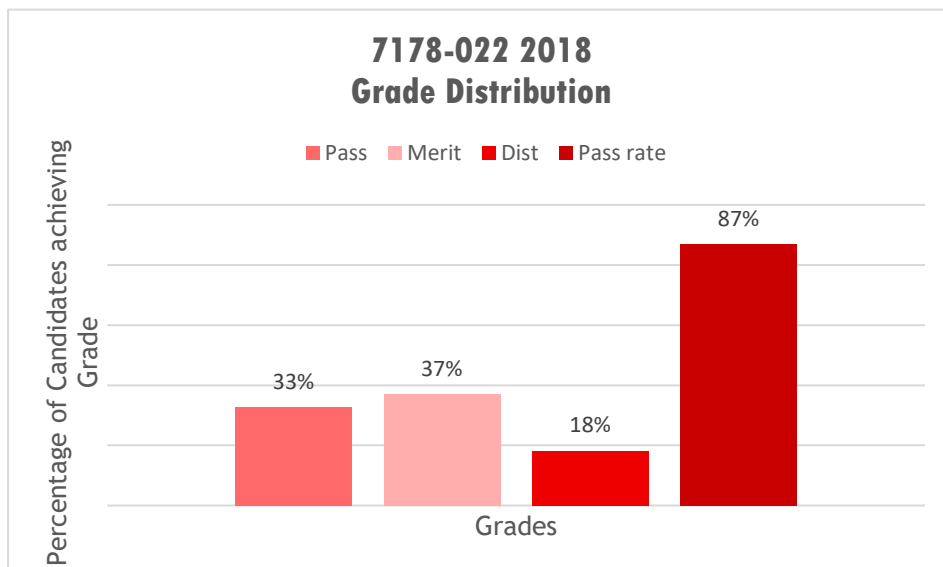
Grade Boundaries

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

Assessment: 7178-022 Level 2 Technical Certificate in Food Preparation and Service – Synoptic Assignment
Series: 2018

Total marks available	60
Pass mark	22
Merit mark	35
Distinction mark	48

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



Principal Moderator Commentary

The synoptic assignment for 7178-20 covered a broad range of topics across the qualification with a focus on both the cookery and service elements, the related Food Safety and Health and Safety considerations. Candidates were required to recall knowledge and demonstrate understanding by applying theory to practice, bringing it all together and attending to detail to meet the assignment brief.

Generally, candidates struggled with the theory work required for Tasks 1 and 4. In the main, their planning for the kitchen part of the assessment was better than service and they were able to demonstrate a range of knowledge from across the qualification. Although some produced well-considered plans for both elements, they were not always used during Tasks 2 and 3. Candidates should be encouraged to use their plans during the practical tasks and annotate them as they work through their assessments so they can be used for the evaluation.

Centres can provide templates for the planning and evaluation tasks. Whilst this is acceptable, the templates must not restrict candidates from completing detailed plans.

Candidates showed confidence with the practical tasks demonstrating their skills in the kitchen and when serving. They should be encouraged to reflect on their performance to identify personal strengths and areas to develop in relation to timings, planning, putting theory into practice using annotated plans and customer feedback.

Assessment Objectives

AO1 – Recall of knowledge

A good range of knowledge from across the qualification was demonstrated by candidates through the completion of Task 1 and the planning documents. Some candidates appeared to lack knowledge on Food Safety and Health and Safety, in particular for the food service element.

AO2 – Understanding of concepts, theories and processes

Understanding across the bands was shown by the candidates applying their knowledge of the requirements for planning the cookery/service tasks and evaluation of outcomes. There were some gaps in the understanding in the identification of allergens, resulting in a number of inaccuracies. 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 appeared candidates did not fully understand the evaluation process and in the majority gave a description of what they did rather than identifying strengths and areas for improvement for the dishes produced, kitchen performance and service skills.

AO3 – Application of practical/technical skills

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 cookery element.

Candidates worked within legal requirements for health and safety. Work methods and work practices were variable across the bands. The candidates in the top band showed high-level skills and work practices. Lack of planning for both cooking and service resulted in some candidates not completing all tasks and working in an unorganised manner.

Some candidates were more confident in undertaking the cookery tasks but did not display the same level of skills for the service.

AO4 – Bringing it all together

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 lower scoring 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.

AO5 – Attending to detail/perfecting

Where candidates attended to a high level of detail in the planning tasks, they were more successful in the cookery and service 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 cookery rather than the service element.

Best Practice to Centres

- 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 evidence to be completed and the weighting for cookery and service. 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.
- Comments recorded and language used on the candidate record form should reflect performance across all tasks for both cookery and service to support the marks awarded for the holistic assessment.