

# **7178-20 Level 2 Technical Certificate in Food Preparation and Service (450)**

**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 notional 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.

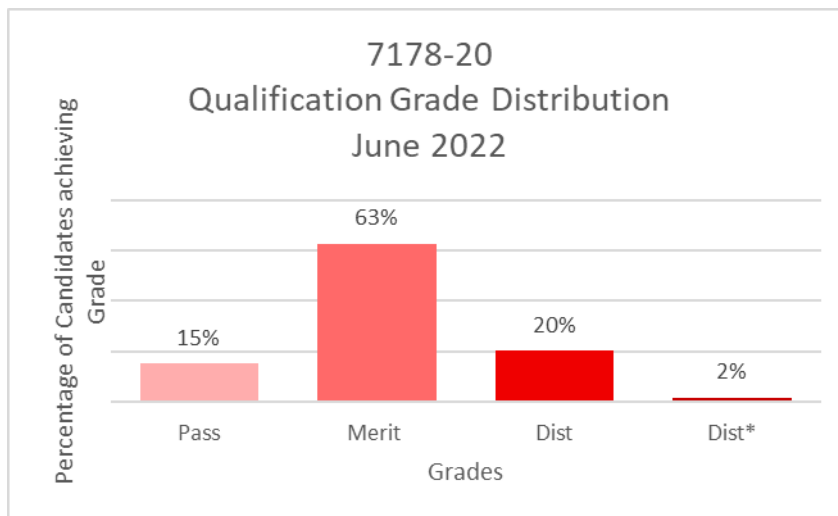
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments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

- 7178 – 021/521 Level 2 Food Preparation and Service – Theory exam
  - March 2022 (Spring)
  - June 2022 (Summer)
- 7178-022 Level 2 Food Preparation and Service – 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

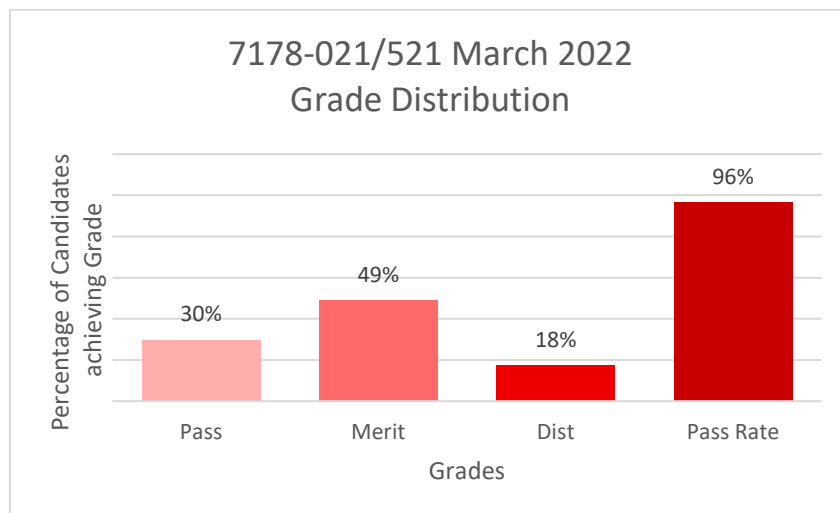
Assessment: **7178-021/521**  
Series: **March 2022 (Spring)**

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	33
Merit mark	44
Distinction mark	55

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:

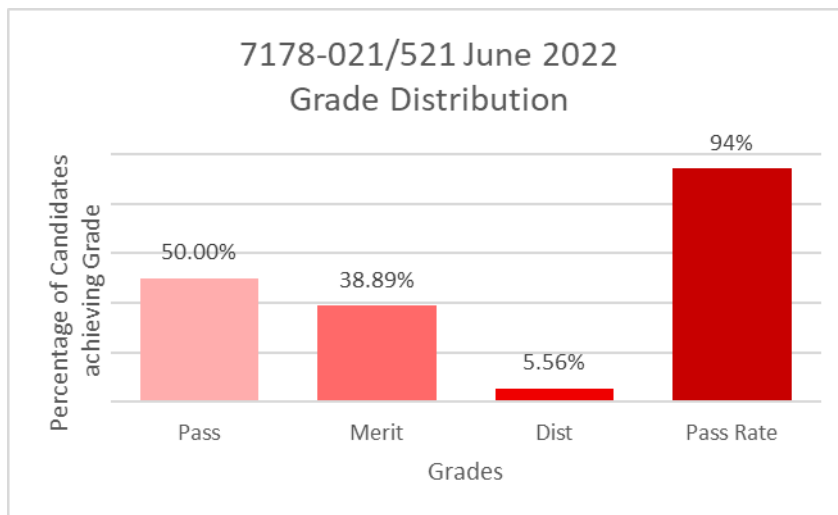


Assessment: **7178-021/521**  
Series: **June 2022 (Summer)**

Below identifies the final grade boundaries for this assessment:

<b>Total marks available</b>	<b>80</b>
Pass mark	29
Merit mark	40
Distinction mark	51

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



## **Chief Examiner Commentary**

### **General Comments on Candidate Performance**

#### **Assessment component: 7178-021/521**

#### **Series 1 (March)**

The March 2022 series is the fourth year of delivery for the 7178-021 which has allowed centres to become more familiar with the type of examination, allowing them to focus their delivery around sound examination techniques suitable for candidates sitting this exam.

The questions across the paper covered a broad range of topics across the qualification and considered a range of both recall and knowledge questions and involved candidates to think how theory is applied in a practical term. The paper covered a balance of both front of house and kitchen questions which provided candidates the opportunity to be differentiated.

There was an improvement on previous years in the overall number of candidates achieving pass and distinction grades in the paper. However, there was still a limited number of candidates able to demonstrate the depth, breadth and recall of knowledge and understanding required to be able to achieve an overall distinction grade result. The paper produced a broad range of marks from candidates which demonstrates that the level of candidate's knowledge and understanding varied with their responses.

There were a small number of questions that allowed differentiation between candidates and were able to stretch and challenge the candidate's responses. A typical example of a differentiation question was demonstrated in the topic areas of 'Sustainability considerations' and 'Store and maintain tools and small equipment'.

Overall, AO1 questions were answered well and did not pose an issue with most candidates. However, there was an element of guessing in some of the lower scoring responses, with candidates often missing marks, in some cases it was evident that the candidates did not fully read or understand what the subject/topic was asking them.

The topic areas of 'Impact of trends and developments on the hospitality industry' and 'Finish vegetables using different finishing methods' did pose an issue for some candidates.

The majority of the responses for the topic area covering 'Impact of trends and developments on the hospitality industry' were unable to articulate what developments had recently impacted the hospitality industry.

AO1 questions within the paper that focused around the kitchen/cookery elements did pose an issue with some candidates. It was evident that some candidates that had performed well in the



AO1 front of house/service questions were not able to apply the same level of knowledge and understanding within the kitchen/cookery questions.

Responses to AO2 questions with the command verb 'describe' or 'explain' were answered in the majority well throughout the paper, however, there were examples of repetition in a number of the candidate's responses, which prevented maximum marks being awarded. Further marks could have been awarded if candidates had expanded a little more on some of their responses. Often, candidates who scored low marks did not use the appropriate basic technical knowledge expected of candidates working at this level.

The extended response question (AO4) allowed candidates to showcase their breadth and depth of knowledge of the qualification and apply it to the given context. Some candidates struggled with the extended response question, where their response lacked the structure and breadth and depth expected at this level and only focused on a limited area of the consideration of front of house service within the scenario. Therefore, marks in the higher bands were unable to be awarded in such instances. However, some of the overall higher scoring candidates who performed well throughout the paper, provided some very detailed responses in their extended response, that showed breadth and depth and covered a wide range of the indicative content. Overall, it was evident that the extended response question (AO4), allowed differentiation between candidates as marks were awarded ranging from the bottom of band 1 to the top of band 3.

In supporting further examination series, Centres should focus on continuously developing exam techniques with their candidates. This should include increasing the candidates understanding on interpreting command verbs correctly, highlighting the importance of reading the questions carefully before responding and attempting all questions within the exam. Candidates should be encouraged to explain and justify their answers where possible.

Development of the candidate's approach to the response to the Extended Response Question should be considered. Centres should focus around developing a framework/structure of how to respond to this style of question, that allows the candidate to showcase their breadth and depth of knowledge and understanding across a number of topic areas in a concise and focused manner.

Centres are advised to ensure that there is a balance of taught knowledge across all the topics in the qualification syllabus that include both kitchen/cookery and front of house/service. This should include the use of industry terminology.

**Centres are reminded of the City & Guilds Technicals 'Exam Guides' available here**

[7178-20 technicals\\_exam\\_guide\\_2019\\_v1-0-pdf-pdf.ashx \(cityandguilds.com\)](https://www.cityandguilds.com/~/media/2019/07/7178-20_technicals_exam_guide_2019_v1-0-pdf-pdf.ashx)

## **Series June 2022**

This question paper was comparable and balanced with previous versions and thus enabled a fair examination comparison between series, The questions across the paper covered a broad range of topics across the qualification and considered a range of both recall and knowledge questions and involved candidates to think how theory is applied in a practical term. The paper covered a balance of both front of house and kitchen question which provided candidates the opportunity to be differentiated.

The majority of AO1 questions were answered well, however candidates did not fully understand the roles and responsibilities of front of house staff.

AO2 questions were answered well however some responses were repetitive which prevented maximum marks being awarded for the high scoring candidates. Low scoring candidates did not always use the appropriate basic technical knowledge in their responses. .

The extended response question (AO4) allowed candidates to showcase their breadth and depth of knowledge of the qualification and apply it to the given context. Some of the overall lower-scoring candidates across the whole paper struggled with the extended response question, where their response lacked structure and only focused on a limited area of the consideration of front-of-house service within the scenario. Some of the overall higher scoring candidates who performed well throughout the paper, provided some very detailed responses in their extended response question that showed breadth and depth and covered a wide range of the indicative content.

There were a small number of questions that allowed differentiation between candidates and were able to stretch and challenge the candidate's responses, this was evident in the response in the extended response question (AO4), where marks were awarded ranging from the bottom on band 1 all the way through to the middle of band 3. A typical example of a differentiation question was demonstrated in the understanding the hospitality industry and the characteristics of large equipment questions.

# Synoptic Assignment

## Grade Boundaries

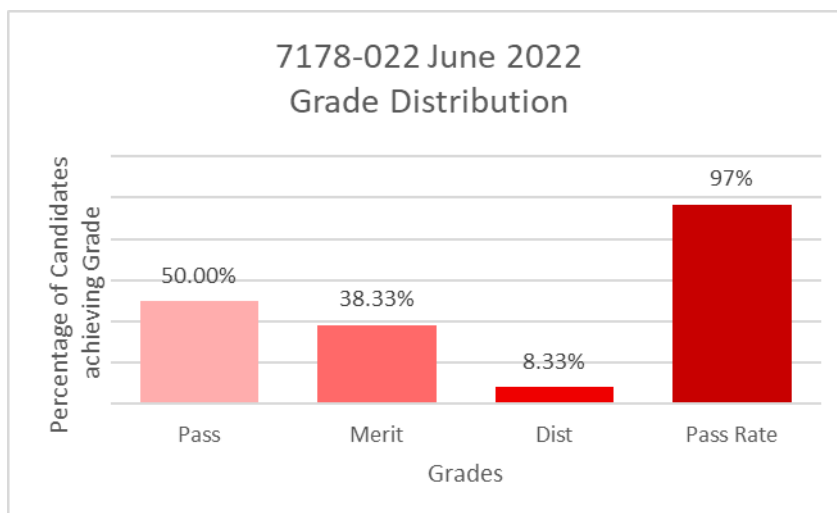
Below identifies the final grade boundaries for this assessment:

Assessment: 7178-022

Series: June 2022 (Summer)

<b>Total marks available</b>	<b>60</b>
Pass mark	21
Merit mark	31
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**

**Assessment component: (7178-20-022)**

### **Series June 22**

The synoptic assignment 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.

The interpretation of the brief across centres in the main was accurate with some centres not completing all components of task one, this impacted on the candidate performance and the quality of evidence uploaded. Photographic evidence did not always 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.

Assessment documentation, in particular the practical observation form was not completed for both elements of the practical assessment, it often lacked detail and the language used did not support the marks allocated and the judgements being made.

The language used by some centres when completing the CRF was copied from the grading criteria document and did not relate to or support the judgements being made.

Some centres provided templates for the planning and evaluation tasks, whilst this is acceptable it is not encouraged as candidates can then be restricted in their planning and in some cases was considered as providing prompts for candidates. The uploading of evidence was in the main accurate and when not complete was actioned promptly by centres.

A01- 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 did not complete the Food Safety and Health and Safety requirements for food service resulting in opportunities to fully demonstrate knowledge being missed.

A02 – Understanding across the bands was shown by the candidates applying their knowledge of the requirements for planning for the cookery/service tasks, during the completion of the practical tasks and evaluation of outcomes. There were some gaps in the understanding in the identification of allergens resulting in a number of inaccuracies. The planning documents produced for task one were not always used or updated during the practical task, this would have provided additional evidence of understanding and supported the evaluation task.

The evaluation task was generally poorly completed with candidates providing a description of the tasks completed rather than reflecting on their strengths and areas for improvement for planning, dishes produced, kitchen performance and service skills.

A03 – Centre interpretation of the brief for both the kitchen and service tasks in the main was accurate, some centres did not fully adhere to the requirement of the side salad to accompany the main course and provided candidates with a recipe. This impacted on candidate's being able to demonstrate individual flair and creativity.

Whilst candidates completed two practical assessments the allocation of marks for each activity was not always clear and an emphasis appeared to be on one of the elements, either cookery or service. Some centres appeared to be unfamiliar with City & Guilds access arrangements and special considerations for practical assessments in relation to additional time and support staff being present.

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.

A05 – 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.

For future synoptic assignments centres need to ensure they have read the up-to-date assignment guidance to ensure they are clear on the requirements, level of challenge 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 for both cookery and service tasks 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.