



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

October 2017 Version 1.0

Guide to the examination

Who is this document for?

This document has been produced for centres who offer **City & Guilds Level 2 Technical Certificate in Food Preparation and Service**. It gives all of the essential details of the qualification's external assessment (exam) arrangements and has been produced to support the preparation of candidates to take the exam/s.

The document comprises four sections:

1. **Details of the exam.** This section gives details of the structure, length and timing of the exam.
2. **Content assessed by the exam.** This section gives a summary of the content that will be covered in each exam and information of how marks are allocated to the content.
3. **Guidance.** This section gives guidance on the language of the exam, the types of questions included and examples of these, and links to further resources to support teaching and exam preparation.
4. **Further information.** This section lists other sources of information about this qualification and City & Guilds Technical Qualifications.

1. Details of the exam

External assessment

City & Guilds Technical qualifications have been developed to meet national policy changes designed to raise the rigour and robustness of vocational qualifications. These changes are being made to ensure our qualifications can meet the needs of employers and Higher Education. One of these changes is for the qualifications to have an increased emphasis on external assessment. This is why you will see an external exam in each of our Technical qualifications.

An external assessment is an assessment that is set and/or marked by the awarding organisation (ie externally). All City and Guilds Technical qualifications include an externally set and marked exam. This must be taken at the same time by all candidates who are registered on a particular qualification. We produce an exam timetable each year. This specifies the date and time of the exam so you can plan your delivery, revision and room bookings/PC allocation in plenty of time.

The purpose of this exam is to provide assurance that all candidates achieving the qualification have gained sufficient knowledge and understanding from their programme of study and that they can independently recall and draw their knowledge and understanding together in an integrated way. Whilst this may not be new to you, it is essential that your learners are well prepared and that they have time to revise, reflect and prepare for these exams. We have produced a Teaching, Learning, and Assessment guide that is you should refer to alongside the present document ([Teaching, Learning and Assessment Guide](#)). If a learner does not pass the exam at their first attempt, there is only one opportunity to resit the exam, so preparation is essential.

Exam requirements of this qualification

- **Food Preparation and Service** – Theory Exam (2 hours 40 minutes)

The exam is graded and a candidate must achieve at least a Pass grade in order to be awarded the qualification. (In addition to the exam, a synoptic assignment must also be completed and passed). You can find full details of the synoptic assignment in the *Qualification Handbook* and the *Synoptic Assessment Guide* – please see the link to the qualification page at the end of this document.

When does the exam take place?

The exam is offered on two fixed dates in March or June. The exact dates will be published at the start of the academic year in the *Assessments and Exam Timetable* <http://www.cityandguilds.com/delivering-our-qualifications/exams-and-admin>.

At the start of the programme of study, in order to effectively plan teaching and exam preparation, centres should know when the exam will be taking place and allocate teaching time accordingly. Section 2 of this document gives a summary of the content that needs to be covered in order to prepare learners for the exam and full details of this are given in the Qualification Handbook.

Form of exam

The exam for this qualification can be taken either on paper (7178-521) or online (7178-021).

Can candidates resit the exam?

Candidates may resit the exam once only. If a candidate fails the exam both on the first attempt and when resitting it, that candidate has failed the qualification and cannot achieve it in that academic year.

How the exam is structured

Each exam has a total of 80 marks and is made up of:

- approximately 10 -12 short answer questions
- 1 extended response question.

Short answer questions are used to confirm **breadth of knowledge and understanding**.

The extended response question is to allow candidates to demonstrate **higher level and integrated understanding** through written discussion, analysis and evaluation. This question also ensures the exam can differentiate between those learners who are 'just able' and those who are higher achieving.

More details about and examples of question types are given in Section 3 of this document.

Assessment Objectives

The exams are based on the following set of assessment objectives (AOs). These are designed to allow the candidate's responses to be assessed across the following three categories of performance:

- **Recollection** of knowledge.
- **Understanding** of concepts, theories and processes.
- **Integrated application** of knowledge and understanding.

In full, the assessment objectives covered by the exam for this qualification are:

Assessment objective	Mark allocation (approx %)
<i>The candidate..</i>	
AO1 Recalls knowledge from across the breadth of the qualification	46%
AO2 Demonstrates understanding of concepts, theories and processes from a range of learning outcomes.	35%
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	19%

Booking and taking the exam

All assessments for City & Guilds Technical Exams must be booked through Walled Garden. There is a deadline for booking exams, synoptic assessments and any other centre marked assessments, please refer to the time line to check these dates.

The exam must be taken under the supervision of an invigilator who is responsible for ensuring that it is conducted under controlled conditions. Full details of the conditions under which the exam must be taken can be found in the Joint Council for Qualifications (JCQ) document, [Instructions for Conducting Examinations \(ICE\)](#).

Special consideration

Candidates who are unable to sit the exam owing to temporary injury, illness or other indisposition at the scheduled time may qualify for special consideration. This is a post-examination adjustment that can, in certain circumstances, be made to a candidate's final grade. The Joint Council for Qualifications' guide to the special consideration process can be found at www.jcq.org.uk.

To make a request for special consideration, please contact: policy@cityandguilds.com

Access arrangements

Access arrangements are arrangements that allow candidates with particular requirements, disabilities or temporary illness to take assessments, where appropriate, using their normal way of working. The Joint Council for Qualifications document, *Access Arrangements and Reasonable Adjustments* gives full details and can be downloaded [here](#).

For further information and to apply for access arrangements please see:

[Access arrangements - When and how applications need to be made to City & Guilds](#)
[Applying for access arrangements on the Walled Garden](#)

2. Content assessed by the exam

Constructing the Built Environment

The exam assesses:

- **Unit 201: Safe working practices for the hospitality industry**
- **Unit 202: Introduction to the hospitality industry**
- **Unit 203: Tools and equipment used in food preparation and service**
- **Unit 204: Savoury products**
- **Unit 207: Food and beverage service**

Each exam assesses a sample of the content of these units. This means that a single exam will **not** cover 100% of the unit content. The full range of content will be assessed over a number of examination series. Details of the coverage of a particular exam paper will **not** be released in advance of the exam itself. Centres should **not** make assumptions about what will be assessed by a particular exam based on what has been covered on previous occasions. In order to be fully prepared for the exam, learners **must** be ready to answer questions on **any** of the content outlined below.

The table below provides an overview of how the qualification's Learning Outcomes are covered by each exam and the number of **marks** available per Learning Outcome (ie **not** the number of *questions* per Learning Outcome). In preparing candidates for the exam, we recommend that centres take note of the number of marks allocated to Learning Outcomes and to assign teaching and preparation time accordingly.

In preparing candidates for the exam, centres should refer to the Qualification Handbook which gives full details of each Learning Outcome.

The following is a summary of only that qualification content which is assessed by the exam and **not** a summary of the full content of the qualification.

Unit	Learning outcome	Topics	Number of marks per section
201 Safe working practices for the hospitality industry	LO1 Know the legislative requirements applicable to the hospitality industry	1.1 Legislation applicable to the hospitality industry 1.2 Employer and employee responsibilities	12
	LO2 Maintain food safety	2.1 Follow hygienic personal practices 2.2 Maintain a hygienic working environment 2.3 Handle food safely 2.4 Allergenic ingredients or contaminants 2.5 Sources of food contamination 2.6 Identification and control of pests	
	LO3 Maintain health and safety	3.1 Factors that contribute to the risk of accidents 3.2 Common injuries and their causes 3.3 Maintain health and safety by implementing control measures	
202 Introduction to the hospitality industry	LO1 Understand the hospitality industry	1.1 Hospitality establishments 1.2 Trends and developments in the hospitality industry 1.3 Job roles and responsibilities in the hospitality industry 1.4 Legislation for the hospitality industry	11
	LO2 Provide professional customer service	2.1 Display professional standards in the workplace	

		<ul style="list-style-type: none"> 2.2 Characteristics of different customers 2.3 Importance of excellent customer service 2.4 Dealing with customer complaints 	
	LO3 Understand stock management and sustainability considerations in the hospitality industry	<ul style="list-style-type: none"> 3.1 Stock management considerations 3.2 Sustainability considerations 	
203 Tools and equipment used in food preparation and service	LO1 Use knives and cutting equipment throughout the food production process	<ul style="list-style-type: none"> 1.1 Types and characteristics of different knives and cutting equipment 1.2 Maintain and store knives and cutting equipment 1.3 Use knife skills and cutting equipment 	14
	LO2 Use tools and small equipment to produce and serve food and beverages	<ul style="list-style-type: none"> 2.1 Types and characteristics of tools and small equipment for food production 2.2 Types and characteristics of tools and small equipment for food and beverage service 2.3 Store and maintain tools and small equipment 	
	LO3 Use large equipment to produce and serve food and beverages	<ul style="list-style-type: none"> 3.1 Types and characteristics of large equipment for food production 3.2 Types and characteristics of large equipment for food and beverage service 3.3 Maintain large equipment 	

204 Savoury products	LO1 Prepare, cook and finish soups and sauces	<ul style="list-style-type: none"> 1.1 Types of soup 1.2 Prepare and cook soups 1.3 Finish soups 1.4 Types of sauce 1.5 Prepare and cook sauces 1.6 Finish sauces 	14
	LO2 Prepare, cook and finish rice, grain, eggs and pasta	<ul style="list-style-type: none"> 2.1 Types of rice and grain 2.2 Prepare and cook rice and grain 2.3 Finish rice and grain 2.4 Types of eggs 2.5 Cook eggs 2.6 Finish eggs 2.7 Types of pasta 2.8 Cook pasta 2.9 Finish pasta 	
	LO3 Prepare, cook and finish meat and poultry	<ul style="list-style-type: none"> 3.1 Types of meat and poultry 3.2 Prepare and cook meat and poultry 3.3 Finish meat and poultry 	
	LO4 Prepare, cook and finish fish and shellfish	<ul style="list-style-type: none"> 4.1 Types of fish and shellfish 4.2 Prepare and cook fish and shellfish 4.3 Finish fish and shellfish 	
	LO5 Prepare, cook and finish vegetables	<ul style="list-style-type: none"> 5.1 Categories of vegetable 5.2 Prepare and cook vegetables 5.3 Finish vegetables 	

	LO6 Prepare and finish salads and sandwiches	6.1 Types of salad 6.2 Prepare and finish salads 6.3 Types of sandwich 6.4 Prepare and finish sandwiches	
207 Food and beverage service	LO1 Provide food and beverage service	1.1 Styles of service 1.2 Prepare for different styles of service 1.3 Provide food and beverage service to customers 1.4 Take payments	14
		Total marks for sections:	65 marks
		Integration across units*:	15 marks
		Total marks for exam:	80 Marks

* *Integration across units*. These marks relate to Assessment Objective 4. These marks are awarded to differentiate between levels of performance by candidates taking the exam. The marks are given for how well a candidate has applied their knowledge, understanding and skills from across the units that make up the qualification in an integrated way to meet the requirements of the exam questions.

3. Guidance

Vocabulary of the exam: use of 'command' verbs

The exam questions are written using 'command' verbs. These are used to communicate to the candidate the type of answer required. Candidates should be familiarised with these as part of their exam preparation.

The following guidance has been produced on the main command verbs used in City & Guilds Technicals exams.

A more detailed version of this table, which also includes the command verbs used in the assignments is published in *City & Guilds Technical Qualifications Teaching, Learning and Assessment* guide.

Command verb	Explanation and guidance
Analyse	Study or examine a complex issue, subject, event, etc in detail to explain and interpret, elements, causes, characteristics etc
Calculate	Work out the answer to a problem using mathematical operations
Compare (...and contrast) (or describe the similarities/differences)	Consider and describe the similarities (and differences) between two or more features, systems, ideas, etc
Define	Give the meaning of, technical vocabulary, terms, etc.
Describe	Give a detailed written account of a system, feature, etc (..the effect of...on...) the impact, change that has resulted from a cause, event, etc (..the process..) give the steps, stages, etc
Differentiate between	Establish and relate the characteristic differences between two or more things, concepts, etc
Discuss	Talk/write about a topic in detail, considering the different issues, ideas, opinions related to it
Distinguish between	Recognise and describe the characteristic differences between two things, or make one thing seem different from another
Evaluate	Analyse and describe the success, quality, benefits, value, etc (of an end product, outcome, etc)
Explain	Make (a situation, idea, process, etc) clear or easier to understand by giving details (..how..) Give the stages or steps, etc in a process, including relationships, connections, etc between these and causes and effects.

Give example(s) illustrate/	Use examples or images to support, clarify or demonstrate, an explanation, argument, theory, etc
Give a rationale	Provide a reason/reasons/basis for actions, decisions, beliefs, etc
Identify	Recognise a feature, usually from a document, image, etc and state what it is
Justify	Give reasons for, make a case for, account for, etc decisions, actions, conclusions, etc, in order to demonstrate why they suitable for or correct or meet the particular circumstances, context
Label	Add names or descriptions, indicating their positions, on an image, drawing, diagram, etc
List	Give as many answers, examples, etc as the question indicates (candidates are not required to write in full sentences)
Name	Give the (technical) name of something
Propose	Present a plan, strategy, etc (for consideration, discussion, acceptance, action, etc).
Select	Choose the best, most suitable, etc, by making careful decisions
State	Give the answer, clearly and definitely
Summarise	Give a brief statement of the main points (of something)

Question types

The following explains, and gives examples of, types of questions used in City & Guilds Technical exams. In preparing candidates to take the exam, it is recommended that you familiarise them with the requirements of each question type so that they can be effective and make best use of the time available when sitting the exam.

- An effective candidate will gauge the type and length of response required from the question and the number of marks available (which is given for each question on the exam paper).
- Short answer questions may not require candidates to write in complete sentences. Extended response questions will require a more developed response.
- Candidates should read the exam paper before attempting to answer the questions and should allocate time proportionate to the number of marks available for each question or section.

Question type:	Example question	Example question:
<p>Short answer questions (restricted response) These are questions which require candidates to give a brief and concise written response. The number of marks available will correspond to the number of pieces of information/examples and the length of response required by the question.</p>	<p>State two environmental factors that can contribute to the risk of accidents when working in the hospitality industry. (2 marks)</p>	<p>1 mark for each of the following, up to 2 marks</p> <ul style="list-style-type: none"> • Noise levels • Lighting • Temperature • Layout
<p>Structured Response Questions These are questions that have more than one part (eg a), b), etc.). The overall question is made up of linked, short answer questions which move the candidate through the topic in a structured way. For example, the question will usually start with a 'recall'/'state'/'</p>	<p>a) State three methods of cooking long grain rice. (3 marks) b) Explain two reasons why a paring knife is suitable than a bread knife for segmenting an orange. (4 marks)</p>	<p>a) 1 mark for each of the following, up to 3 marks</p> <ul style="list-style-type: none"> • Boiling • Microwaving • Steaming

'describe' question followed by an 'explain' to draw out understanding of the topic. They usually have a shared introductory 'stem', and the number of marks may increase through the question.

b) Award 1 mark each for identification of reason and 1 further mark for an appropriate expansion

- A paring knife is smaller to handle (1) which reduces the risk of accidents (1).
 - A paring knife has a shorter blade (1) which is more suitable for the size of the commodity (1).
 - A paring knife has a rigid blade (1) which provides more precision (1).
 - A paring knife has a smooth blade (1) which prevents tearing of the flesh (1).
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Extended response questions

Extended response questions are those that require the candidate to write a longer written response using sentences and paragraphs. These usually require candidates to discuss, explain, etc. a topic in some detail. The question is often based on a short case study, scenario or other prompt. The level of detail should be gauged from the question and the number of marks available.

Example question

As a catering assistant at a staff canteen with counter service, you are responsible for preparing, cooking and serving a three course lunch. The menu consists of:

- Vegetable soup
- Lasagne with salad
- Apple crumble with custard

Service time will run from 12.00pm to 2.00pm.

Propose how you would maintain quality throughout preparation, cooking and service.

(15 marks)

Mark scheme

Indicative content

- Points of clarification required from supervisor (e.g. which items are needed first, or how they will be used)
- Prioritisation of work/tasks
- Realistic timings for respective commodities
- Resource selection (e.g. appropriate knives, colour coded chopping boards, appropriate storage and wastage containers)
- Food safety considerations (e.g. hazards, risks and control measures)
- Health and safety considerations (e.g. hazards, risks and control measures)

Band 1 (1 – 5 marks)

The focus of the candidate's response is on the food, and with little or no thought given to the environment in which it is prepared, cooked and served. The response does not generally consider tools and equipment, or the impact they can have on quality. Minimal if any references to food safety, health and safety or any other relevant legal requirements. Few opportunities for quality checks have been identified throughout the response. Little or no justification has been given for the choices made. The response may be disorganised and/or ambiguous in content.

Example band 1 response

It is important that the food is ready to serve on time, so you have to carefully plan the menu so that the food can be served to the customers. Making sure that the food is ready and cooked at the start will ensure that you don't run out during service.

As the food will be cooked at the start of the service and held for two hours you would have to regularly use a food probe and check the temperature to ensure it keeps hold.

The lasagne would be cooked first as this is the hardest and most time consuming job. It should be served in a large container as it will be easier to portion up to the customers.

The soup should be cooked for a few hours to allow the vegetables to soften ready for service and could be served with sliced bread.

The apple crumble and custard would be made close to service to ensure it stays fresh and looks good to the customer.

The salad could have a French dressing to help improve the flavour.

Band 2 (6 – 10 marks)

The candidate's response generally takes into account both the food itself and the environment in which it is prepared, cooked and served. The response includes tools and equipment requirements, and may also consider some of the impacts this can have on quality. Linkages have been made with food safety, health and safety and any other relevant legal requirements. Relevant quality checks have been identified at various points throughout the response. Some justification has been given for the choices made. The response will demonstrate reasonable organisation and structure.

Example band 2 response

It is important to plan the preparation, cooking and service of the meal to ensure that the quality of the meal meets the expectation of the staff using the canteen.

A time plan could be produced to help with the planning of the meal. This may include any service equipment that is needed and when food should be cooked and the amount of food that needs to be produced.

The lasagne would be cooked first and assembled as this is a tricky dish to make especially if you are using a fresh cheese sauce rather than a convenience sauce. This could be prepared and then cooked closer to service.

The soup would be able to be cooked and then left to simmer on the stove whilst other dishes are produced.

The apple crumble and custard would be the last thing to prepare as they don't take too long to prepare and cook; the custard would be made closer to service time to ensure it is fresh.

The salad could be made and stored in the fridge to keep it fresh and looking at its best; this could be served with a dressing on the side.

Food should be served on time with sufficient amounts of each dish readily available during the meal service.

During the service of the food, regular temperature checks would be taken with a food probe to ensure that the food is hot and stays within the remit of food safety legislation. This would be written down and given to the supervisor at the end of service.

Band 3 (11 – 15 marks)

The candidate's response clearly considers the food preparation, cooking and service processes - and the impact of the surrounding environment - in a holistic and comprehensive manner. The response incorporates resource requirements and quality checks, as well as the impacts different resources can have on quality. Food safety, health and safety and any other relevant legal requirements have been fully integrated into the response. Comprehensive quality checks have been stipulated throughout the response, with clear justification for most – if not all - choices made. The response will be presented in an organised and structured format.

Example band 3 response

Quality plays an essential part of the provision of the staff meal. The meal is fairly simple in terms of preparation and cooking but it is important that the staff receive the same quality of service and food from the first customer to the last customer.

It is important that when planning the meal that you are able to calculate the number of meals that need to produce in order that you don't over produce which could be wasteful and cost the business money and also under produced which may mean you run out and this could be embarrassing on the hot plate. You would also have to work against recipe specifications cards to ensure that you are producing food consistently at each meal.

You will need to consider batch cooking so that there is plenty of fresh hot food all the way during service, is you cook everything at once there is a chance that the food will dry up and not be the best. However, it is important that the food is readily available during service as you don't want to be running around in the kitchen when you are trying to service customers especially if it is busy.

The lasagne would be prepared first as this is the longest job to do, however, the soup could be prepared first and allowed to cook whilst making the lasagne as the soup wouldn't spoil or the quality wouldn't be reduced if the soup was allowed to simmer on the stove. The lasagne could be made in large containers and would be easier to prepare than individual ones, but individual are easier to serve on the hot plate than a large one making it easier for portion control and service.

The apple crumble could be made and cooked and held at the correct temperature as it is a low risk product, however, it would be advisable to make the custard nearer the time to service and batch cooked to avoid it going lumpy and getting a skin on during service.

The salad should be washed, prepared and stored in a fridge before use; it should be stored at the top of the fridge, covered and date labelled away from any raw products to avoid cross contamination. A separate dressing could be used to enhance the flavour.

Food safety plays an important part when preparing, cooking and serving food, raw food must be stored between 3-8°C in order to reduce the chance of bacteria multiplying. Hot cooked food must be cooked and held to a temperature above 63°C, if the food falls below this temperature then it must be reheated or discarded. Temperature checks must be carried out on the food on the hot plate using a food probe, this complies with the Food Safety Act. This should all be documented for audit purposes.

It is important that the correct service equipment is used and that it is clean and serviceable and doesn't pose a health or safety risk to the customer, this would be checked prior to service and any problems reported to the kitchen supervisor.

Any food left over from service should be cooled correctly with the legal timeframes and temperatures.

Examination technique

Candidates with a good understanding of the subject being assessed can often lose marks in exams because they lack experience or confidence in exams or awareness of how to maximise the time available to get the most out of the exam. Here is some suggested guidance for areas that could be covered in advance to help learners improve exam performance.

Before the exam

Although candidates cannot plan the answers they will give in advance, exams for Technical qualifications do follow a common structure and format. In advance of taking the exam, candidates should:

- be familiar with the structure of the exam (ie number and type of questions).
- be aware of the amount of time they have in total to complete the exam.
- have a plan, based on the exam start and finish time for how long to spend on each question/section of the exam.
- be aware of how many marks are available for each question, how much they should expect to write for each question and allow most time for those questions which have the most marks available.

At the start of the exam session

At the start of the exam, candidates:

- should carefully read through the instructions before answering any questions.
- may find it helpful, where possible, to mark or highlight key information such as command words and number of marks available on the question paper.
- identify questions which require an extended written answer and those questions where all or part of the question may be answered by giving bullets, lists etc rather than full sentences.

Answering the questions

Candidates do not have to answer exam questions in any particular order. They may find it helpful to consider, for example:

- tackling first those questions which they find easiest. This should help them get into the 'flow' of the exam and help confidence by building up marks quickly and at the start of the exam.
- tackling the extended answer question at an early stage of the exam to make sure they spend sufficient time on it and do not run out of time at the end of the exam.

Candidates should avoid wasting time by repeating the question either in full or in part in their answer.

Candidates should **always** attempt every question, even questions where they may be less confident about the answer they are giving. Candidates should be discouraged however, from spending too long on any answer they are less sure about and providing answers that are longer and give more detail than should be necessary in the hope of picking up marks. This may mean they have less time to answer questions that they are better prepared to answer.

Extended answer questions

Before writing out in full their answer to extended questions, candidates may find it helpful to identify the key requirements of the question and jot down a brief plan or outline of how they will

answer it. This will help clarify their thinking and make sure that they don't get 'bogged down' or provide too much detail for one part of the question at the expense of others.

Towards the end of the exam

Candidates should always set aside time at the end of the exam to read back through and review what they have written in order to make sure this is legible, makes sense and answers the question in full.

If a candidate finds they are running out of time to finish an answer towards the end of the exam, they should attempt to complete the answer in abbreviated or note form. Provided the content is clear and relevant, examiners will consider such answers and award marks where merited.

Further guidance on preparing candidates to take the exam is given in the City & Guilds publication, [Technical Qualifications, Teaching, Learning and Assessment](#) which can be downloaded free of charge from City & Guilds website.

4. Further information

For further information to support delivery and exam preparation for this qualification, centres should see:

City & Guilds

Qualification homepage: www.cityandguilds.com/qualifications-and-apprenticeships/hospitality-and-catering/hospitality-and-catering/7178-food-preparation-and-service which includes:

- Qualification handbook
- Synoptic Assignment
- Sample assessments

Technical Qualifications, Resources and Support: www.cityandguilds.com/techbac/technical-qualifications/resources-and-support

Joint Council for Qualifications

Instructions for Conducting Examinations: <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>