

# **6002-20 Level 2 Technical Certificate in Barbering**

**2023**

**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.

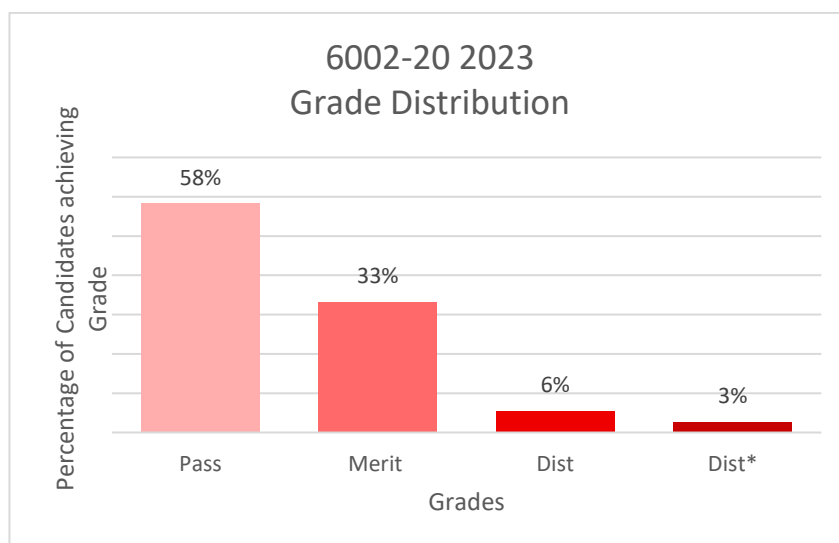
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2023 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments:

- 6002-005/505 - Level 2 Barbering - Theory exam
  - March 2023 (Spring)
  - June 2023 (Summer)
- 6002-006 - Level 2 Barbering - Synoptic Assignment

# Qualification Grade Distribution

The approximate grade distribution for this qualification is shown below:



This data is based on the distribution as of 17 August 2023

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

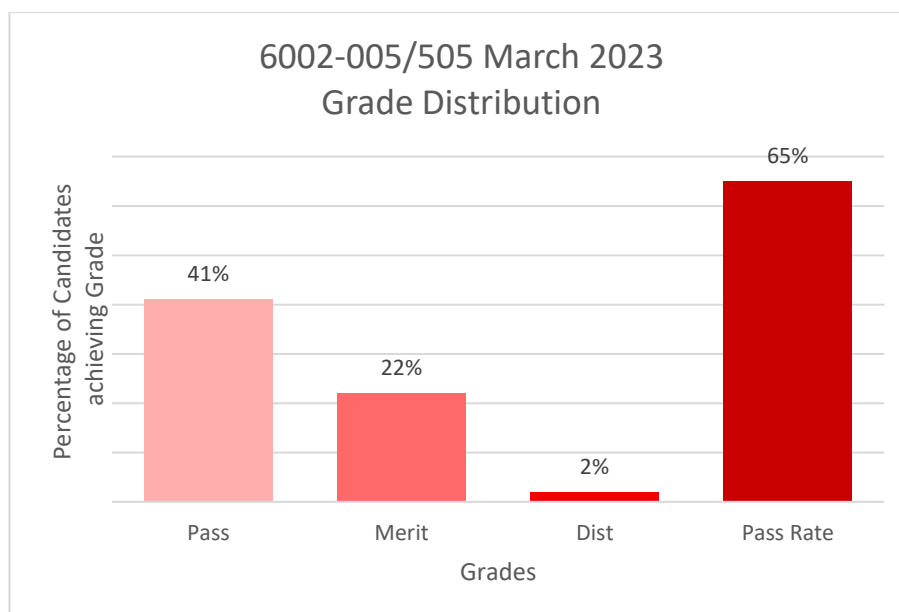
Assessment: **6002-005/505**

Series: **March 2023 (Spring)**

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

<b>Total marks available</b>	<b>60</b>
Pass mark	25
Merit mark	35
Distinction mark	45

The graph below shows the approximate distribution of grades and pass rates for this assessment:

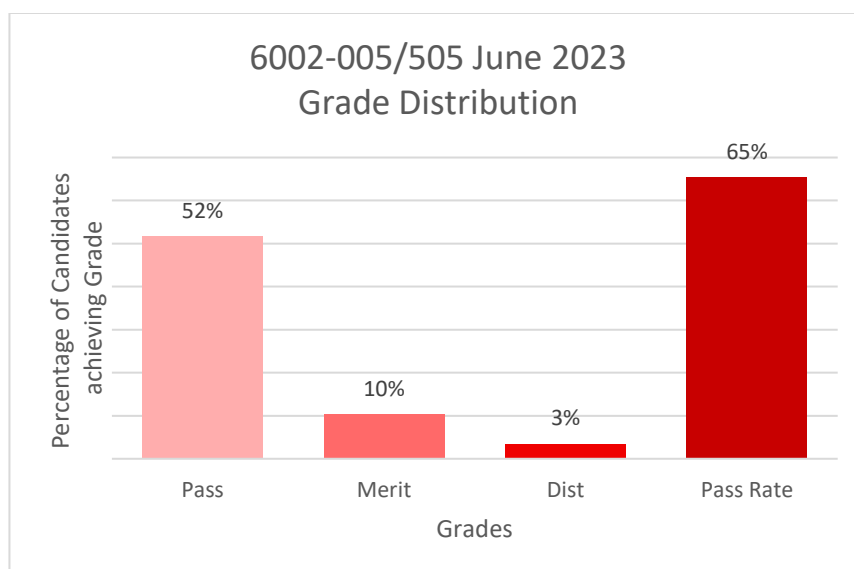


Assessment: **6002-005/505**  
Series: **June 2023 (Summer)**

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

<b>Total marks available</b>	<b>60</b>
Pass mark	25
Merit mark	35
Distinction mark	45

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



# Chief Examiner Commentary

## 6002-005/505 - Level 2 Barbering – Theory exam

### Series 1 – March 2023

The examination paper covered a broad range of learning outcomes over the whole qualification and was comparable to previous series in terms of range, topics and level. The paper was generally well received, with candidates attempting to answer all or most questions.

The majority of the cohort demonstrated good knowledge recall on questions testing practical application, particularly around cutting practice, use of equipment when working in the barbershop and use of products and their application. The candidates also showed understanding of the importance of professionalism within the workplace and how this has an impact on self, client and business. Candidates showed good understanding on legislation around PPE and Electricity, and the importance of choice of tools and equipment particularly with the use of clipper equipment. They also generally performed well on questions drawing out understanding of the effects of products on the hair structure and how to improve quality, specifically around aftercare.

Candidates missed the opportunity to gain marks on questions testing the scientific aspects of the qualification, particularly the effects specific products have on the structure of the hair. These included the use of alkaline products and the impact these have to the hair quality and structure. Additionally, candidates did not easily recognise the impact the blow-drying process has on the hair structure or the reason for applying tension to the hair when drying. Candidates also struggled with their responses to the question covering freehand cutting techniques. Some answers indicated that candidates had not read and understood the focus of some questions fully, whilst other responses focused identifying the techniques, but lacked justification and/or reasoning, which limited their ability to access the full range of marks.

For the Extended Response Question (ERQ), candidates were asked to discuss the clients' requirements, considering factors that may affect the service. There was an improvement in the Responses provided compared to previous years. Some candidates struggled to showcase their breadth of knowledge and depth of understanding when linking their own ideas to the scenario provided. This resulted in discussions describing the process they would follow with limited consideration on how to meet the client requirements. Higher achieving candidates provided a discussion which encompassed a wide range of factors given in the scenario, with consideration to different style choices and supported their discussion with strong justifications.

Candidates would benefit from reading and fully understanding what the question is asking for before constructing their responses. Particular attention should be given to command verbs to ensure that the answers provided satisfy the main requirements of the question. Questions asking for an explanation require candidates to demonstrate reasoning by providing further justification to support the points made within their responses.

When approaching the ERQ, candidates should be encouraged to show their breadth of knowledge and depth of understanding by drawing on information from all units, discussing potential style options and developing their response by supporting their points with recommendations linked to techniques, product choice and aftercare (where required) to feasibly meet the client requirements.

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

[https://www.cityandguilds.com/-/media/productdocuments/hairstyling/hairstyling/6002/6002\\_level\\_2/assessment\\_materials/theory-exam/barbering/exam-guide/6002-20\\_technical\\_exam\\_document\\_2018\\_v1-0-pdf.ashx](https://www.cityandguilds.com/-/media/productdocuments/hairstyling/hairstyling/6002/6002_level_2/assessment_materials/theory-exam/barbering/exam-guide/6002-20_technical_exam_document_2018_v1-0-pdf.ashx)

## Series 2 – June 2023

The examination paper covered a broad range of learning outcomes over the whole qualification and was comparable to previous series in terms of range, topics and level. The paper was generally well received, with candidates attempting to answer all or most questions within the allocated time. The cohort showed a good range of knowledge throughout the whole paper, however some candidates were unable to show breadth of knowledge with at times limited responses, this meant lower achieving candidates were unable to access higher marks.

Most of the cohort demonstrated good knowledge recall on questions testing practical application, particularly around cutting practice, massage techniques and working safely in the Barbershop e.g. how to minimise the risk of cross-infection during a shaving service. They also gained good marks on questions testing their knowledge on the choice of tools and equipment/techniques used for correcting unevenness within a short, graduated haircut. Candidates generally performed well on questions testing their understanding of service adaptations to suit a client's facial features, as well as how to adapt shaving techniques to maintain client comfort.

Candidates missed the opportunity to gain full marks on topics relating to the legislation around the Environmental Act and First Aid regulations with few able to fully show depth of knowledge. Most were able to respond in part referencing First aid box waste disposal. Question testing the process in creating a neckline shape proved to be a challenge with most candidates not able to show breadth of knowledge with many scoring few marks. Many referenced part of the process but did not clearly identify the tools used. Candidates also struggled with a question testing their understanding of the impact of taking a neckline too high would have on the finished look. Most candidates focussed on the appearance as having a positive impact rather than it being too wide, imbalanced or exaggerate the chin shape.

This cohort's approach to the Extended Response Question (ERQ) was broadly comparable to previous years with most candidates showing knowledge recall when discussing how to achieve the client's requirements. However, many candidates struggled to showcase their breadth of knowledge and depth of understanding when linking their own ideas to the scenario provided. This resulted in discussions describing the process they would follow, whereas candidates who accessed higher marks provided a discussion encompassing the factors given in the scenario with in-depth consideration of different style choices, ensuring they supported their discussion with reasoning for the choices made.

Candidates would benefit from reading and fully understanding what the question is asking for before constructing their responses. Particular attention should be given to command verbs to ensure that the answers provided satisfy the main requirements of the question. Questions asking for an explanation require candidates to demonstrate reasoning by providing further justification to support the points made within their responses.

When approaching the ERQ, candidates should be encouraged to show their breadth of knowledge and depth of understanding by drawing on information from all units, discussing potential style options and developing their response by supporting their points with recommendations linked to techniques, product choice and aftercare (where required) to feasibly meet the client requirements.

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

[https://www.cityandguilds.com/-/media/productdocuments/hairdressing/hairdressing/6002/6002\\_level\\_2/assessment\\_materials/theory-exam/barbering/exam-guide/6002-20\\_technical\\_exam\\_document\\_2018\\_v1-0-pdf.ashx](https://www.cityandguilds.com/-/media/productdocuments/hairdressing/hairdressing/6002/6002_level_2/assessment_materials/theory-exam/barbering/exam-guide/6002-20_technical_exam_document_2018_v1-0-pdf.ashx)



# Synoptic Assignment

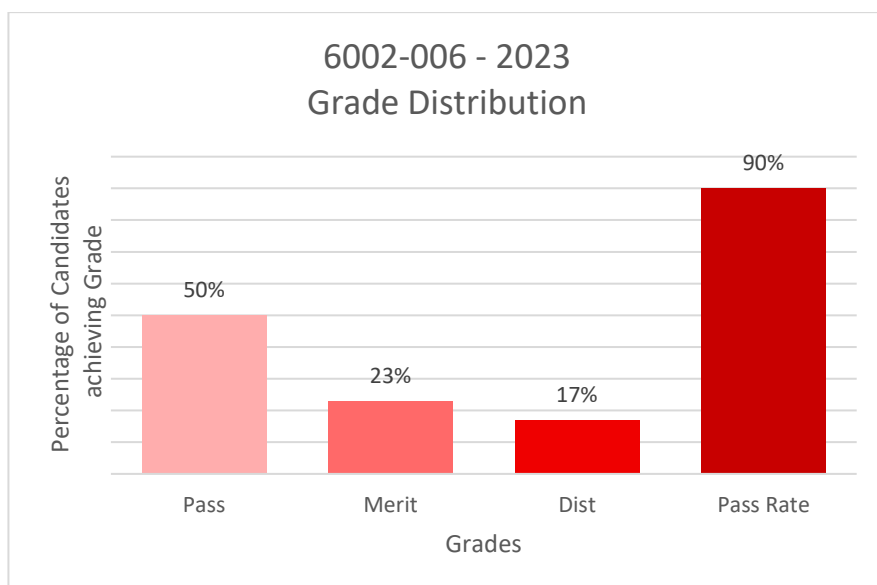
## Grade Boundaries

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

Assessment: **6002-006 - Level 2 Barbering - Synoptic Assignment**  
Series: **2023**

<b>Total marks available</b>	<b>60</b>
Pass mark	25
Merit mark	35
Distinction mark	46

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



## Principal Moderator Commentary

### Task 1

The majority of the cohort demonstrated solid evidence of research and idea development by effectively connecting their planned concepts to planned practical tasks. However, there were instances where candidates failed to annotate their images or provide proper source references which resulted in minimal or no contribution to the overall assignment value. Candidates with lower scores generally provided less detail and this especially evident when showing their knowledge (AO1) and understanding (AO2), where their planning was both brief and repetitive. Moreover, their planning lacked the justification and consideration of influencing factors. This was clearly visible in the consultation evidence.

Candidates who achieved higher score demonstrated the ability to substantiate their decision making with well-founded reasoning and justification for their choices of tools, techniques and products. Their plans encompassed all services comprehensively offering clarity and detail. Furthermore, these candidates adeptly referenced scientific principles and safe working practices, integrating considerations of time scales and task sequencing effectively.

### Task 2

Model selection proved to be a challenge this series, with some candidate's models not attending for one or more services, whilst centres do their best to find replacements, this has not always been successful, with replacement models on occasion not meeting the requirements of the brief. Model choices were not always adequate when demonstrating creativity, with insufficient amount of hair or showing signs of male pattern baldness to clearly show candidate practical ability.

Occasionally, the haircuts displayed insufficient variation in appearance, despite the assignment's explicit requirement for diverse hair classifications and characteristics. Similarly, beard shapes remained relatively uniform, primarily focusing on basic trims and lacking inventive approaches. Candidates who excelled demonstrated confident practical skills, particularly evident in intricate detailing such as patterns or finely executed styles resembling cat scratches. Proficiency in achieving graduated haircuts and short graduations (fades) was evident among these candidates, showcasing meticulous attention to detail and precision, especially when utilizing clippers.

However, the creativity in styling clients' hair was lacking at times. There was limited evidence that candidates attributed the same level of significance to the use of styling equipment as they did to cutting. Although some use of products to enhance finished looks was noticeable, there was minimal indication of electrical equipment or product usage during blow-drying aimed at building and shaping styles.

In certain instances, the consultation and aftercare proformas appeared relatively basic. They often comprised lists of influencing factors, tools, and products without providing substantial explanations for selections or discussions on how these influencing factors would affect the services. While candidates generally provided commendable aftercare advice during practical observations, this level of detail was not consistently reflected in their written evidence.

Candidates who achieved higher scores demonstrated more comprehensive consultations, incorporating references to scientific principles related to skin, scalp, and hair analysis. This demonstrated a heightened level of relevance and personalization tailored to the specific needs of individual models. These candidates also exhibited enhanced refinement and personalization in their final looks. They took on more ambitious challenges by applying intricate cutting techniques, and they showcased safe working practices, particularly evident during cutting procedures and shampooing services.

### **Task 3**

Some candidates focussed too heavily on the negative aspects of their performance, rather than a holistic view of their performance. Some candidates were unable to reflect, and at times did not show how they could change or improve the service going forward.

Higher-achieving candidates were able to highlight strengths and weaknesses, outlining changes for future services in order to improve their skills and the client's look and whether their choice of products was successful and chosen methods were the best.

Candidates that had a change of model did not always give sufficient detail on the adaptations that they had made, or techniques and product application, merely stating that their original planning remained suitable.

### **Candidate performance against each AO – strengths and weaknesses**

#### **AO1 (Assessment Objective) Recall of knowledge**

The cohort demonstrated a commendable understanding of health and safety principles. They appropriately referenced safe working practices and drew comparisons to relevant legislation, both in their planning phase and its practical application. Candidates who achieved higher scores in this aspect exhibited a broad knowledge base and confidently integrated it into their planning. They also discussed the selection of products suitable for styling and manageability, along with the techniques required to achieve the desired outcomes. Notably, these candidates provided more detailed insights in Task 3, offering reflective analyses of their performance. This encompassed positive aspects as well as areas where improvement was needed.

It was evident that centres are increasingly emphasizing sustainable working practices, and this was reflected in candidates' planning and their actions within the working environment.

Candidates showcased minimal waste production and demonstrated effective recycling practices, both in Task 1 and Task 2. The attention to appropriate waste disposal demonstrated a responsible approach that aligns with the broader goal of sustainable practices.

#### **AO2 Understanding**

Candidates generally able to show understanding of the sequencing of services and time management within their planning, they were also able to clearly identify why they were adopting a particular method, with the use of strong technical language particularly around cutting techniques, although at times were unable to explain why a product would be used to aid styling or recommended in aftercare. The impact of hair classification on the cutting service, tools or style, as seen in previous series', was not discussed. Higher-achieving candidates were able to show better interpretation and depth of knowledge to the assignment brief by linking theory more to practical application. Plans were presented in a logical manner with justification made for decisions around model choice, timings, sequencing, style needs and suitability.

Aftercare presented this series was better than in previous years, and often detailed within the plan or during Task 2. To gain further marks the candidates should provide justification for suggestions made.

### **AO3 Application of practical/technical skills**

Most candidates showed better confidence with short graduation and fading this series. Higher achieving candidates were able to show a broad range of skills and dexterity across all services and were able to combine different techniques, challenging themselves with creative style choices. These candidates were able to show adaptation when faced with problems or influencing factors e.g., growth patterns, replacement models or late clients. These candidates tended to show good sequencing of services, without having to revisit and tended to complete all services well within the allocated time, showing good attention to detail particularly around short, graduated haircuts and beard shapes with removal of hair outside of the hairline.

Lower achieving candidates were unable to show the same level of creativity or application of practical skills, their haircuts at times were not sufficiently different or use of correct methods, with insufficient hair length removed. Beards were at times limited in design and often neck lines were not cleanly cut, with hair still present outside of the outline shape. There was little evidence of hair or beard preparation (shampooing, cleansing, detangling) and limited blow-drying and finishing evidence presented.

### **AO4 Bringing it all together**

This Assessment Objective (AO) encompasses a wide range of elements, forming a cohesive link that binds together the entire synoptic assignment brief. It starts with researching style ideas and crafting service plans, then proceeds to the practical application of knowledge by employing a diverse skill set. This involves addressing challenges and critically evaluating the executed services, ensuring alignment with all facets of the assignment brief and its designated tasks.

There were instances where certain candidates struggled to complete all the services within the stipulated time frame. This resulted in some candidates dedicating excessive time to one service, thereby compromising the quality of the finish on other tasks due to hurried efforts. On the other hand, some candidates adeptly managed their time, following a logical order while allocating sufficient time to ensure uniform excellence across all tasks. These well-organized candidates effectively demonstrated how their detailed plans seamlessly interconnected and flowed throughout the entirety of the assignment.

When it came to evaluations, responses varied. Candidates with lower scores often faced challenges in providing in-depth accounts or engaging in self-critique regarding areas for improvement in their own performance. Their evaluations often skewed towards either excessively negative or overly positive aspects. In contrast, candidates with higher scores furnished more comprehensive evaluations. These evaluations delved into their strengths and weaknesses, identified areas for future improvements in services, time management, and product utilization. They also exhibited reflection on their planning and the potential need for adaptations to align with client requirements. These responses showcased a profound understanding of industry expectations and convincingly demonstrated the fulfilment of the assignment's objectives.

## **AO5 Attention to detail**

In the practical application phase, certain candidates displayed inconsistencies, which occasionally hindered their ability to refine and perfect their finished looks. These inconsistencies were often attributed to a lack of vigilance throughout each stage of the process. This resulted in imperfect fading or blending, unbalanced haircuts, or hair extending beyond designated hairlines in beard shapes.

Candidates who performed well with regards to this AO demonstrated a heightened attention to detail and consistency throughout their work. They showcased an exploration of a wide spectrum of style concepts and possibilities. These candidates excelled in adapting cutting techniques, integrating various methods, and infusing some personalization to attain remarkable accuracy and precision in their executions.

Task 1 demonstrated a commendable emphasis on attention to detail across the entire cohort. Candidates displayed a robust integration of research and planning, encompassing safe working practices, techniques, and methodologies. Notably, higher-scoring candidates went further by incorporating a deeper understanding of scientific principles and hair characteristics. They adeptly linked these insights to the adaptation of styles, methods, and product usage. Picture or diagram references were employed with accuracy and relevance, effectively enhancing the clarity and support for the candidates' ideas.

### **Examples of best practice**

- Centres have continued to understand the importance of photographic evidence in relation to showing tangible evidence of a candidate's performance.
- Moderators could see on centre visits that staff made sure to check that candidates had taken enough imagery. There were some candidates who may have missed the odd photograph, which could impact on grading outcomes where there is insufficient evidence to justify grade decisions.
- Some centres had enlisted a designated person/photographer to capture candidate's evidence.
- Most centres had adopted a plain background with a ring light to add clarity where there was poor lighting.
- Most centres continued to upload collated evidence into one document (such as a single word document, PowerPoint or PDF), labelled clearly to identify content. There was the odd occasion where some centres had missed off signatures or had uploaded evidence to the wrong person, which was speedily rectified when centre staff were contacted by moderators.
- Content on the Practical observation (PO) forms remained descriptive with good commentary on the quality of the assessment process, linking candidate performance to the marking grid descriptors and AO bands. There were occasions where there was a lack of sufficient detail and, at times, this was not truly reflective of the candidate's observed performance, so adjustments were needed.
- Centres have carried out mock assignments helping candidates to prepare for the expectations of the synoptic assignment and familiarising centre staff of the process, PO and CRF forms and marking grids.