

3038-21 Level 2 Technical Award in Hair & Beauty Studies

2018

Qualification Report

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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.

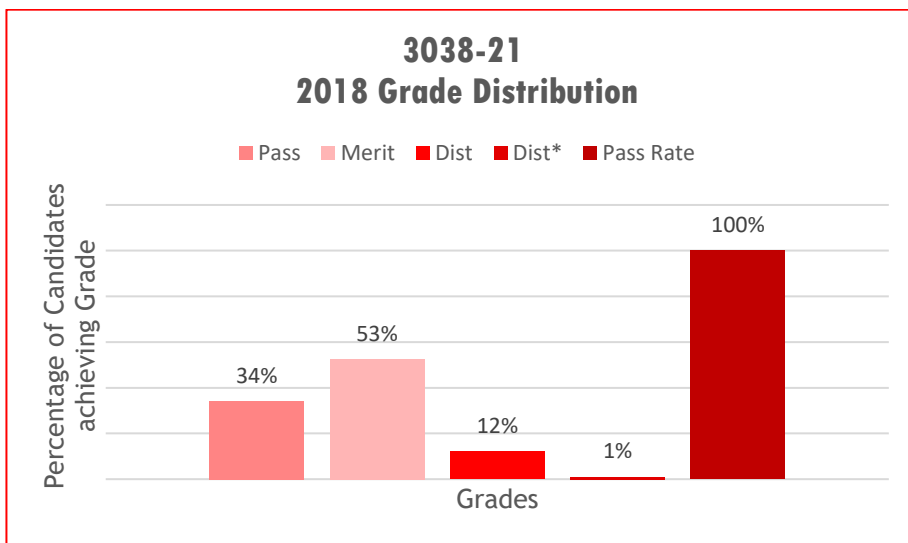
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments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

- 3038-002/502 - Level 2 Hair and Beauty Studies - Theory exam
 - March 2018 (Spring)
 - June 2018 (Summer)
- 3038-001 - Level 2 Hair and Beauty Studies - 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

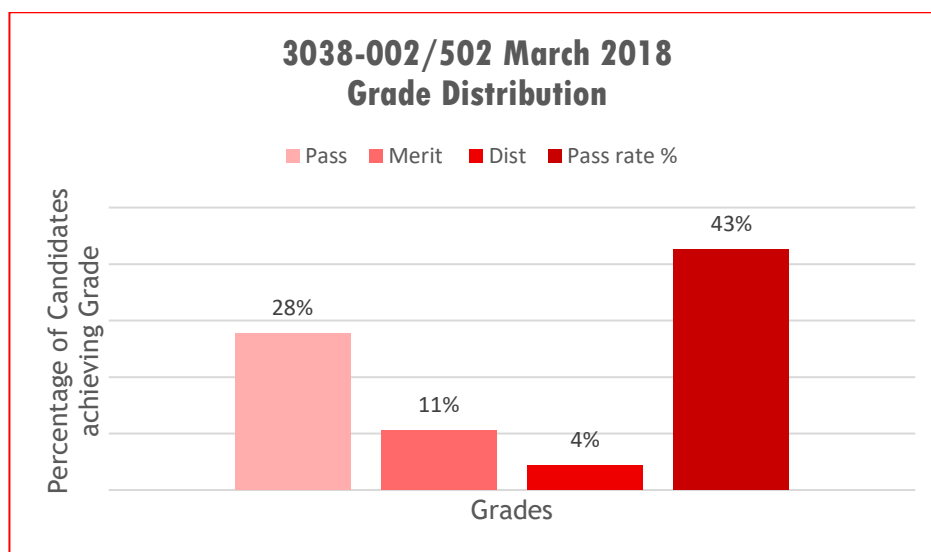
Assessment: 3038-002/502

Series: March 2018 (Spring)

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

Total marks available	60
Pass mark	25
Merit mark	34
Distinction mark	43

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

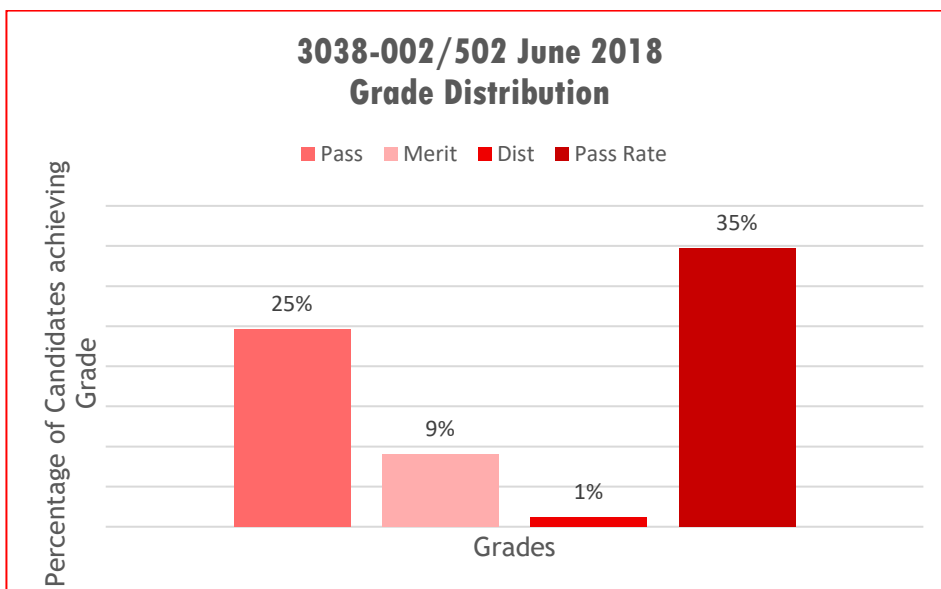


Assessment: 3038-002/502
Series: June 2018 (Summer)

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

Total marks available	60
Pass mark	24
Merit mark	33
Distinction mark	43

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



Chief Examiner Commentary

3038-002/502 - Level 2 Hair and Beauty Studies - Theory exam

As with previous years, it was noted over both papers, candidates picked up marks by showing a breadth of superficial knowledge rather than a deeper level of understanding. Cognitive domains such as discussing, comparing, summarising and analysing were under-developed, with many candidates giving basic, bullet pointed responses to these question constructs. Furthermore, candidates lost marks on constructs which asked for them to explain or describe, limiting their marks considerably. Surprisingly, the concept of iconic looks for a range of eras was not well engaged with.

Many candidates found it difficult to achieve full marks in the more open questions such as the 6 -12 mark items, with many neglecting to summarise or draw conclusions upon their response; these being a requirement to gain top marks. Many were able to state a good deal of factors to consider or were able to state aspects but seemed less confident in explaining why.

A lower range of marks were seen across the June paper compared to the March series. This is expected due to it being considered, in the main, as a resit paper for those who may not have been ready to take the exam in March or for those who did not pass in March.

Series 1 – March 2018

Overall, the question paper performed well with a range of results seen. There was a good range of both hair and beauty questions as the paper did not prioritise one area over the other. There was sufficient challenge across the range of taught content which differentiated across candidates' abilities. As with previous years, candidates continue to respond well to recall questions and struggle more with expressing their understanding.

Candidates showed good knowledge of promotional activities, bacterial infections and basic ingredients in skin creams, although scientific categories of these were not always shown. Unlike the June 2017 series there was less reliance upon technical terms although some technical terms seen in the topics of unit 202 are assessed.

Learners seemed to struggle with subjects such as pH, the science behind products such as cuticle removers and labelling a diagram of the skin. Questions on legal requirements relied upon in-depth knowledge on only one law which was a challenge for some candidates. Stating scientific terms when categorising ingredients and responding to how history has influenced today's make-up were also problematic areas.

Candidates are reminded to provide full answers to questions with command verbs such as 'describe', 'explain' or 'discuss'. Candidates are reminded to use full sentences to ensure clarity, and in the case of 'explain' or 'discuss' questions, they must also provide reasoning. Some candidates displayed a lack of exam technique by re-writing the question in their responses. This is a costly practice and will not gain the candidates any extra marks. Overall, there was a lack of expansion and focus, on one or two areas which resulted in loss of marks in the 'explain' type questions, which indicated that candidates had not always fully read the question. Along with this, it is believed many candidates are frequently not linking the number of marks to the depth of response required.

It must be noted by centres that exam preparation is important – and centres are reminded to use the Technicals Exam Document to help prepare candidates for sitting the theory test.

Extended response question

The extended response question is included in the question paper to enable candidates to demonstrate depth and breadth across all three units in the qualification. This style of question is marked similarly to an assignment or essay and allows candidates to achieve good marks if they show depth across one particular area of the scenario or breadth across all areas.

All candidates who attempted the question achieved some marks. Many candidates' responses focussed on promotion and advertising with few touching upon legal requirements of these activities. Some of the higher scoring candidates showed knowledge of cultural and social factors, but this was often missed. Candidates who focussed more on the scenario, often listed a significant number of factors to be considered - those considered when opening a new business - but failed to discuss these in any depth or to justify their decisions. The bullet point style of responses left the higher marking candidates unable to achieve marks in the top of the band.

Series 2 – June 2018

Series 2 June 2018

Overall the paper performed well with a good range of marks seen and it was agreed that this paper was consistent with previous versions in terms of the level of challenge. Candidates typically at the Pass boundary showed some aspects of common knowledge rather than subject specific understanding and some lacked the focus required to gain full marks on many questions. Many of the Distinction boundary candidates were able to link and utilise their GCSE science knowledge to gain good marks in the more scientific questions. The exam for this qualification is based around scientific content, with a focus on hair and beauty, and it is essential to test anatomy and physiology and scientific terminology and principles. As with previous series, the common theme of candidates struggling to express deeper levels of understanding was also apparent in this paper.

Topics on the pH of some products were better engaged with in this series as some candidates were able to provide more focused and concise answers by stating an actual number. Previously, a wide range of +/- 4 had been given. Some gave very good responses in explaining the effects on the hair structure of leaving an alkali on for too long; technical terms here were, on the whole, used appropriately. Many candidates were more able to engage with the pH value of the more familiar products such as shampoo and conditioner but seemed to be less accurate with lightening products and relaxers.

Many learners were unable to achieve marks by stating the era during which an iconic look was popular; some misread this word as 'area', making them relate their responses to where it is seen (such as on the lips / eyes etc.). When asked about the impact celebrities had on the hair and beauty sector, some merely stated what they knew about the celebrity and missed the opportunity to say how they can promote the business and increase sales / profits. A few candidates found it difficult to recall the technical and anatomy & physiology terms such as the layers of skin and labelling a diagram of the nail. Others found difficulty in describing the body's internal defence mechanisms by mistaking this for external defences.

Extended response question:

The extended response question was less well engaged with; many candidates opted to bullet point their responses and not discuss the reasons 'why' they had stated the factors. This question is included in the question paper to enable candidates to demonstrate depth and breadth across all three units in the qualification. It is marked similarly to an assignment or essay, allowing candidates to achieve good marks if they show depth across one particular area of the scenario or breadth across all areas.

Although all candidates who attempted the question managed to achieve some marks, many did not access Band 3 marks due to the lack of explanations to their points. Candidates who focussed on the scenario, often listed a significant number of factors to be considered - those considered when promoting an ethically aware skin care range - but failed to discuss these in any depth or try to justify their decisions. As seen in previous series, the bullet point style of responses left the higher marking candidates unable to achieve the top of the band.

Candidates are reminded to provide full answers to questions with command verbs such as 'describe', 'explain' or 'discuss'. It is best if candidates use full sentences to ensure clarity and in the case of 'explain' or 'discuss' questions they also need to provide reasoning. Candidates should not spend time re-writing the question in their response. Overall, lack of expansion and focus on one or two areas resulted in loss of marks in 'explain' type questions, candidates are reminded to fully read the question properly, paying attention to the command verb, before attempting to respond.

Synoptic Assignment

Grade Boundaries

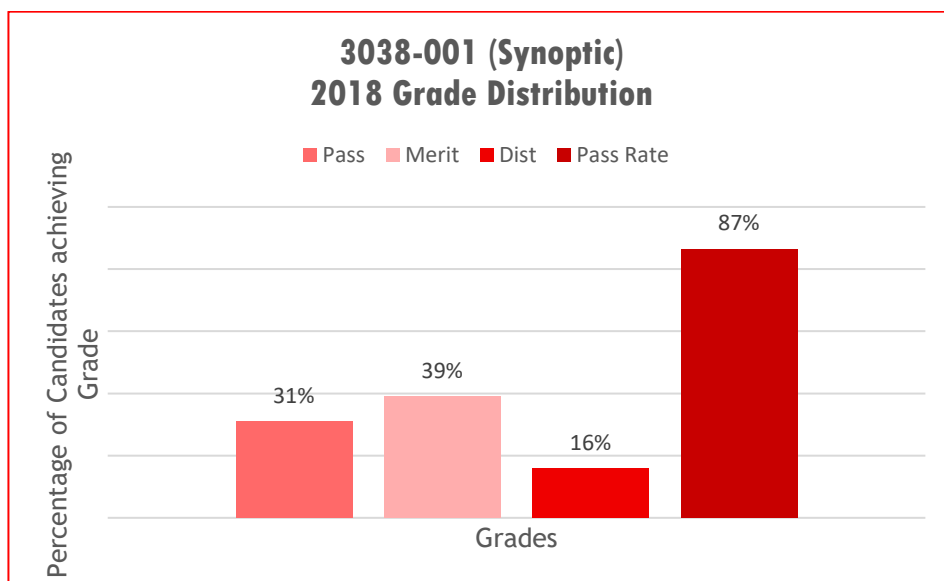
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

Assessment: 3038-001

Series: 2018

Total marks available	60
Pass mark	25
Merit mark	35
Distinction mark	46

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



Principal Moderator Commentary

The synoptic assignment is designed to assess knowledge, understanding and skills over the range of taught content, in the 3038-21 – Level 2 Technical Award in Hair and Beauty Studies qualification. Candidates were required to utilise these skills to bring together a range of evidence and overall, candidates responded well to the ‘Ancient Greek’ themed scenario given in the assignment brief. Evidence of excellence in teaching and learning of the specification was seen by the clear links made to the taught content. On the whole, a coherent approach was taken to the production of work seen this year with candidates showing good recognition to the requirements of each task. Candidates scoring lower marks found difficulty in producing a logical approach to the three tasks, showing a lack of understanding that they were linked; Task 3 was problematic for some candidates who did not follow the requirement of producing a TV advert with an Ancient Greek theme, with some not using the design they had produced themselves in Task 2.

Most providers used the documents supplied by City & Guilds and these were seen to be helpful when creating observation (ephemeral) evidence as well as evidence coming from the candidate to show their knowledge and understanding of the practical task. Centres devising their own paperwork should be mindful of the requirements of the assessment to ensure that candidates are not advantaged/disadvantaged. It is not recommended to use any centre devised, pre-populated consultation sheets as these are seen to be too leading to candidates and can disadvantage some by limiting the detail that they may have added.

Overall, observation notes had improved from last year. Many centres took part in a webinar produced by the Principal Moderator which guided them on the level of detail to add on the City & Guilds forms. The commentary made on practical observation document, which forms part of candidate evidence, should describe how well the activity has been carried out, rather than stating the steps the candidate has taken and, on most occasions, these tutor notes were descriptive enough to validate the marks awarded by the centre. Photographic evidence of practical performance had improved from last year but there were occasions where clarity was lost or evidence of the nail treatments was not available.

It should be noted that the submission of work is often just a sample, depending on cohort sizes. However, a request for the work of the full cohort may be needed if problems arise during moderation. Therefore, all work should be ready and available for upload during the moderation period. This work should be fully authenticated with the Declaration of Authenticity should be signed by the tutor and the candidate. Along with this, the centre and candidate enrolment numbers should show on these documents with a tick in the appropriate box to say whether additional support has been given.

It is recommended that only evidence generated in the controlled assessment time should be presented for moderation and most centres complied with this requirement. There were some occasions where the evidence submitted gave rise to these questions: a) how long the candidate had been given to create the work, with some pieces being very extensive, and b) whether the internet had been used during production of the work, with some pieces, again, being very extensive and looking very similar to webpages. To ensure fairness and equity to all, care should be taken to ensure that assignment timings and directives for tasks (written in the synoptic assignment) are adhered to and that industry standards are not placed on these candidates by expecting that they produce treatment outcomes to commercially viable times.

Formative assessments are not a requirement of this specification and, although seen as good practice, proof of this is not needed. Where formative assessments are used, evidence does not need to be uploaded for moderation.

Breakdown of performance against each AO - strengths & weaknesses

AO1 - Recall of knowledge

In general, candidates were able to bring together a range of facts about hair and beauty in Ancient Greek times and compare these to the looks of today. They were able to show knowledge in practical skills when they selected appropriate products, equipment and techniques and showed consideration to health and safety practices when working.

AO2 - Understanding of concepts theories and processes

Some candidates could make connections and show causal links in their comparisons of hair and beauty between the Ancient Greek times and the present day, but, in general, this is where marks were lost due to many candidates merely stating facts in the form of a bullet point list. Lack of justification for cosmetics used in past times and how technological advancements have shaped today's hair and beauty sector, came across as superficial knowledge rather than deep understanding.

AO3 - Application of practical/technical skills

Most candidates showed a range of hair and beauty technical skills and used a wide range of techniques in hair and beauty. A weaker area was the nails task, with many candidates not touching upon this. Most candidates tested hair and skin prior to commencing services showing good adherence to health and safety. It must be noted here that this is not a licence to practice qualification and judgements of practical skills should reflect the fact that candidates have not been taught a wide range of skills over a long period.

AO4 - Bringing it all together

Many candidates provided acceptable reasoning in their planning and evaluations showing their ability to link the scenario with each task. Higher marks could have been awarded here if further analysis was submitted. Knowing how to fully evaluate their performance using more detailed methodology would have given further access to high marks.

AO5 - Attending to detail/ perfecting

Some excellent report writing along with the application of technical skills showed this assessment objective was well engaged with. Some of the lower scoring candidates did not link the scenario to the task and lost the link between Ancient Greek times and the present day.

Examples of best practice:

Most candidates had taken note of the advice provided on page 2 of the Assessment Pack regarding plagiarism. Most of the work was of a good standard, in candidates' own words and with a bibliography of reference material. Where plagiarism was identified, the centre marker had noted this on the work and reduced marks accordingly. Further care could be taken in centres to ensure that candidates' work is checked and any source material has been re-worded to show their own level of understanding of the text they used.

Health and safety was observed and markers made clear comments regarding safe working practice during Task 2, which is to be commended.

The presentation of work for moderation was neat and often uploaded in a clear and logical order. Zipped files which are named suitably with each task number rather than many individual pdfs were more apparent this year. A note to centres for uploading photographs: if these are uploaded separately, they must be labelled with 'before' and 'after'.

Most centre markers completed electronic versions of City & Guilds paperwork which helped moderation as some handwriting can be illegible, particularly when scanned. Important details were sometimes

omitted from candidate authentication forms including signatures and candidate enrolment numbers. It should also be noted that if marks have been changed by the internal standardisation process, these are the marks that should be uploaded. There was good evidence of internal standardisation in many centres and the importance of this should be reinforced for future years.

In general candidates had access to a wide range of suitable resources to complete the tasks effectively although it seemed that some were not offering nail treatments as part of the assessment task. With nails being part of the beauty industry and seen in Unit 203 Topic 2.3, it will be expected that the image they produce for Task 2 will encompass a basic nail treatment. Centres must be aware that resource requirements may differ for each series with changes to the assessment being annual.