

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

**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.

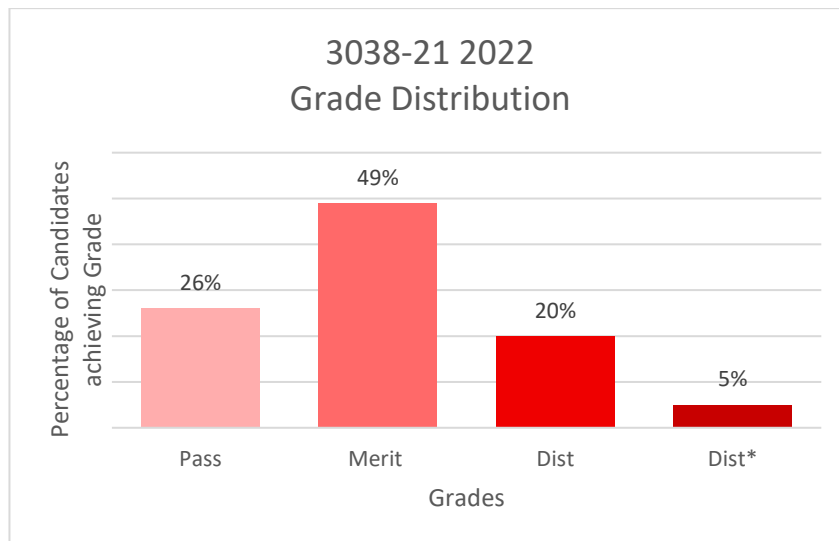
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments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

- 3038-005/502 - Level 2 Hair and Beauty Studies– Theory exam
  - March 2022 (Spring)
  - June 2022 (Summer)
- 3038-001 - Level 2 Hair and Beauty Studies - Synoptic Assignment

# Qualification Grade Distribution

The approximate grade distribution for this qualification is shown below:



This data is based on the distribution as of 22/08/2022.

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

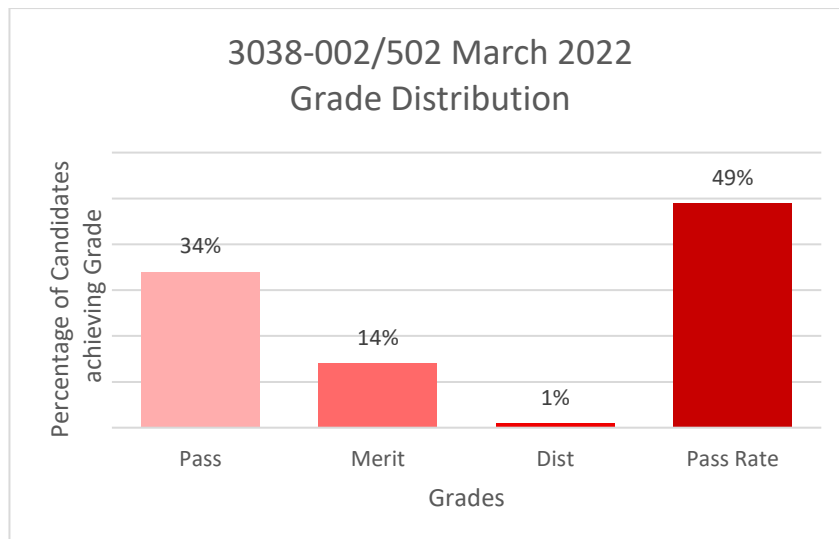
Assessment: **3038-002/502**  
Series: **March 2022 (Spring)**

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	24
Merit mark	33
Distinction mark	43

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:

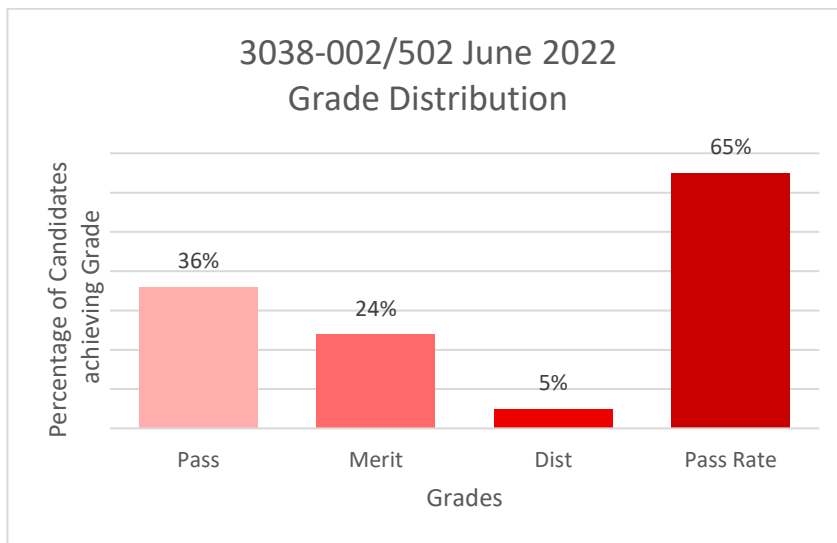


Assessment: **3038-002/502**  
Series: **June 2022 (Summer)**

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	21
Merit mark	30
Distinction mark	40

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



# Chief Examiner Commentary

## 3038-005/502 - Level 2 Hair and Beauty Studies– Theory exam

### Series 1 – March 2022

This paper covered a good range of learning outcomes and was comparable to previous series in relation to accessibility, level and range of topics. Candidates in this examination gained marks across most learning outcomes, showing depth of understanding in some topic areas.

Most candidates demonstrated a good level of knowledge recall on careers in the industry and use of marketing materials. Many candidates also demonstrated understanding of the benefits of certain beauty therapy treatments, resulting in higher marks being achieved. However, use of industry terminology was inconsistent for the majority. Questions on topics such as: pathogens, skin structures, shampoo molecules the effects of strong alkalis differentiated between higher and lower achieving candidates. Candidates achieving higher marks could demonstrate depth of understanding on a specific topic.

Many candidates did not demonstrate a suitable level of knowledge recall of para-medical treatments, the majority made reference to a beauty therapy treatment instead. The composition of the acid mantle was also a topic unfamiliar to most candidates, few were able to recall what forms it.

Candidates should be encouraged to go over the full question before answering as responses did not always relate to the main requirements of the stem. One example of this was on a question testing the purpose of ingredients found in beauty products, where many candidates missed the opportunity to gain marks by naming a product which included the ingredient. Although the question testing knowledge on the anatomy of the skin was generally well answered, candidates achieved limited marks when required to display understanding on the function of specific structures. Unlike previous cohorts, candidates in this series showed a lack of knowledge relating to the signs of skin conditions.

For the Extended Response Question, candidates were given a scenario about online options to discuss with an IT expert for the opening of a new salon. Many candidates focussed their discussions around opening a new salon and what it should look like which resulted in candidates not being able to access marks in the higher bands. Some candidates provided depth on the design factors (e.g. colour, images, text size, front page) but missed the opportunity to gain higher marks by not considering additional factors, such as financial implications, social/cultural diversity and legislation. Candidates who did discuss the additional factors tended to struggle to keep their discussion focused to the scenario.

Candidates will benefit from practising examination techniques when preparing for this examination. They need to be familiar with the variety of command verbs and be prepared to respond to the different types and structures of questions contained within the paper. They will also benefit from reading each question carefully to clearly respond with the depth required. To access higher marks on questions testing understanding, candidates should ensure they demonstrate clear understanding by supporting their responses with justification and reasoning.



## Series 2 – June 2022

This paper contained a range of learning outcomes and was comparable to previous series in relation to accessibility, level and range of topics. This cohort gained marks across all questions, with some candidates achieving full marks in AO1 and AO2 questions.

Most candidates were able to show good knowledge of the hair and beauty industries and the services and treatments they each provide. Many candidates also demonstrated understanding of why salons use social media as a marketing tool and achieved high marks in questions testing this. However, the majority were unfamiliar with the legislations to follow when marketing a new salon and struggled to recall relevant pH values of industry products. Topics that differentiated between higher and lower achieving candidates included: structure of the nail and the effects of using a weak acid on the hair structure. Higher achieving candidates were able to show depth of understanding whereas lower achievers often used repetition to reinforce a point.

Candidates across the cohort showed limited understanding of how the shampoo molecule works to clean the hair and often described ways to shampoo the hair and create a lather. Opportunities to gain higher marks were missed due to responses only stating that the molecule had a head and a tail without providing more detail or using the scientific language required.

Some candidates continue to give responses that do not relate to the question implying that the question has not been read thoroughly. An example of this was where the colour of universal indicator was required, and pH number values were given instead.

The extended response question (ERQ) scenario was about planning a window display to promote a newly qualified stylist. Candidates who achieved higher marks were able to demonstrate depth of understanding across a range of factors that were directly linked to the scenario. Some candidates' discussions were around applying for a new stylist to work at the salon, resulting in these candidates not being able to achieve marks in higher bands for an unrelated marketing activity. Many candidates focussed their discussions on the design practicalities of the window display, for example: cost, colour, size, location and achieved mid-range marks. To achieve higher marks factors could have included legal implications, social and cultural, or candidates could have further reasoned the factors they had identified.

Candidates will benefit from practising examination techniques as part of their exam preparation. They need to be familiarise themselves with the variety of command verbs and be able to respond to the different types and structures of questions contained within the paper. They will also benefit from reading each question carefully to fully understand what the question is asking of them, and enable them to clearly respond with the depth required. To access higher marks on questions testing understanding, candidates should ensure they demonstrate clear understanding by supporting their responses with justification and reasoning.

# Synoptic Assignment

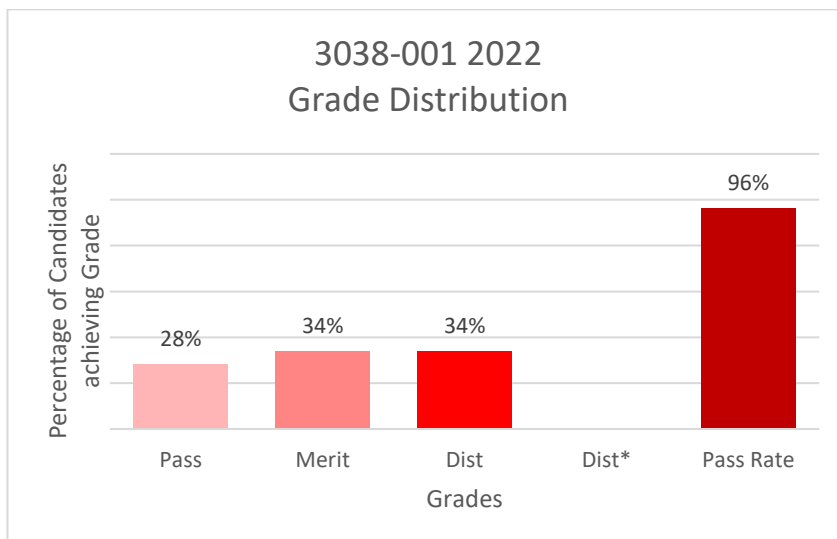
## Grade Boundaries

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

Assessment: **3038-001 - Level 2 Hair and Beauty Studies - Synoptic Assignment**  
Series: **2022**

<b>Total marks available</b>	<b>60</b>
Pass mark	22
Merit mark	32
Distinction mark	43

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



## Principal Moderator Commentary

The synoptic assignment is designed to assess knowledge, understanding and skill level over the range of taught content in the Technical Award in Hair and Beauty Studies. Candidates are required to utilise basic hair and beauty technical skills and bring together a creative piece of written work. This year it is viewed that candidates responded well to the Ancient Japanese theme used for this synoptic assignment.

Good research of Ancient Japanese hair, make-up and nails was seen in Task 1 which supported the marks given in AO1 and AO2. Most candidates used images effectively to support the personalisation of the written piece of work in Task 1. Some candidates however presented images of mood boards for Task 1, these were often difficult to read and sometimes limited candidates from expanding the content of this task and consequently impacted the marks given. Key developments in the hair and beauty sector since the given era were often limited from candidates across the whole cohort.

The practical observation forms were used effectively to showcase the practical activities of Task 2, good practice included: examples of safe working practices, holistic comments and decisions across the three services, reference to AOs 1-5, including the four recommended photographs of candidate's work. Areas for further development include: to avoid giving marks to each service individually and taking the realism out of the observation form by making them very wordy documents.

Most candidates produced images that were reflective of the Ancient Japanese era however some candidates' marks were affected by producing modern day images, this was particularly seen in the hairstyling image.

To ensure fairness and equality to all, the nail service requires a manicure to be carried out, it is accepted that due to the age range of the cohort sharps are not used. A few centres for this series created nail art designs on false nails and stuck these over natural nails, sometimes using blutac, without any reference to a manicure being carried out.

For the make-up service most candidates used a white foundation base effectively. However, some images show that the base often separated or dried very patchy. Candidates should be encouraged to include this type of issue in their reflections of the service to reduce the risk of attention to detail marks being affected (AO5).

Many candidates used their research well to create and perfect their hair, make-up and nail looks that clearly reflected the Ancient Japanese era and gained good marks in AO4, bringing it all together.

Most candidates used questionnaires for their evaluation, which appeared to be generic, and created by the centre. Whilst this is allowed, it did not always give candidates the opportunity to be fully reflective and draw personalised conclusions from their own performance.

### **Breakdown of performance against each AO – strengths & weaknesses**

#### **AO1 Recall of knowledge**

Most candidates were able to show knowledge of hair and beauty looks of the Ancient Japanese era and how they differ from the everyday looks of today. Candidates' knowledge of how and why they selected certain products and equipment to create their looks in Task 2, was evident in the written accounts of the practical activities and in the practical observation reports completed by observers. Lower achieving candidates gave brief descriptions, often with gaps or

inaccuracies. Higher achieving candidates were able to show breadth across the taught content and gave responses that were mainly accurate.

### **AO2 Understanding**

Most candidates were able to show clear comparisons between the researched looks of the Ancient Japanese era and the looks seen today. Candidates that listed facts or used images without annotations missed marks for a lack of understanding shown. In general, there was a lack of understanding shown between hair up styles of the Ancient Japanese era and the hair up styles of today, most learners compared the looks to long, straight hair blow-dries.

Lower achieving candidates gave limited justification for their use of products in Task 2 but attempted to show some understanding of the techniques they used to create their looks. The higher achieving candidates were able to give detailed explanations and reasoned their product and equipment choices for the practical element of the assignment. These candidates also demonstrated the ability to analyse the feedback received from their evaluation in Task 3.

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

Candidates demonstrated a range of hair and beauty technical skills particularly in Task 2 with good resemblances to the iconic Geisha hairstyle. Some candidates tested the hair and skin prior to commencing services, showing good adherence to health and safety. Practical observation forms showed that lower achieving candidates were able to select appropriate products and techniques and provide limited explanations for their use, with higher achieving candidates using skills with dexterity.

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

Many candidates were able to effectively link their research of the Ancient Japanese era to the looks they produced in Task 2. Most were able to produce a social media post using elements from both Tasks 1 and 2, showing coherence. Research from a range of sources to aid further understanding of techniques and methodology would have given further opportunity for higher marks in the practical task.

Lower achieving candidates needed some prompting, their planning was limited, and they sometimes went off-task. Higher achieving candidates showed good methods of communication in their written work across all three tasks. These candidate's evidence showed that tasks were carried out in a coherent way that demonstrated their ability to use the full breadth of skills according to the taught content and requirements of the assessment.

### **AO5 Attending to detail**

In general, report writing and the application of technical skills had been planned and this assessment objective was well met. A few candidates did not link the scenario to the tasks, and some did not link their research findings in Task 1 into Tasks 2 and 3, resulting in marks being lost for this assessment objective. Higher achieving candidates provided clear and consistent responses to all assessment tasks with very few spelling and grammatical errors. They used a good range of skills – both written and practical and were attentive to the finished result of all three tasks.

### **Examples of best practice:**

- An uploaded file, per candidate, was suitably named and included CRF, declaration form, evidence of tasks in a logical order (with 4 images), practical observation form and evidence of standardisation, rather than many individual pdfs.
- Where one concurrent Word document was uploaded as a pdf this reduces the file size, making it easier to upload for the centre and easier to view for the moderator.

- Most centre markers and candidates completed electronic versions of City & Guilds paperwork which helped moderation as some handwriting can be illegible, particularly when scanned.
- Most candidate's work was free from plagiarism with relevant lists of sources of research material.
- Evidence of good health and safety practices was observed, and observers made clear comments regarding safe working practice in Task 2.
- CRFs and declaration forms were generally authenticated with wet signatures by the marker and the candidate.
- Observation notes on practical observation forms were individualised with good descriptive details, enabling the moderator to mainly agree the marks given.
- The comments made on CRFs gave indicators as to where or why the marks had been awarded in each AO, occasionally however some were a carbon copy of the practical observation form.
- Images were mainly clear and generally in-line with the assessment requirements, a few centres however uploaded more than the required 4 images of the practical tasks, this can affect the uploading due to the size of the files.