

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

**2019**

**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.

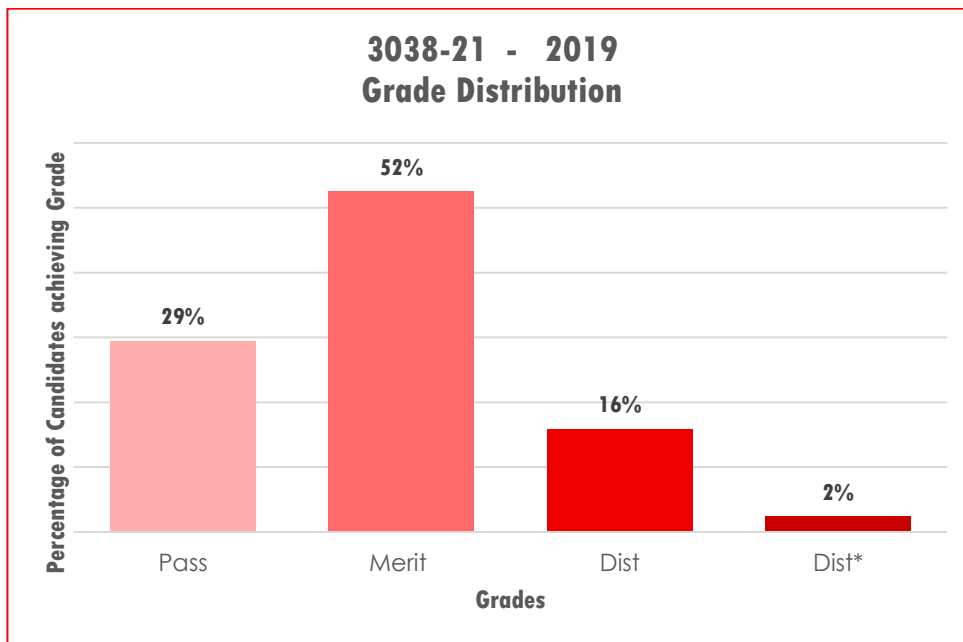
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2019 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 2019 (Spring)
  - June 2019 (Summer)
- 3038-001 - Level 2 Hair and Beauty Studies - Synoptic assignment

# Qualification Grade Distribution

The approximate grade distribution for this qualification is shown below:



Please note City & Guilds will only report qualification grades for candidates who have achieved all of the required assessment components, including Employer Involvement, optional units and any other centre assessed components as indicated within the Qualification Handbook. The grade distribution shown above could include performance from previous years.

# Theory Exam

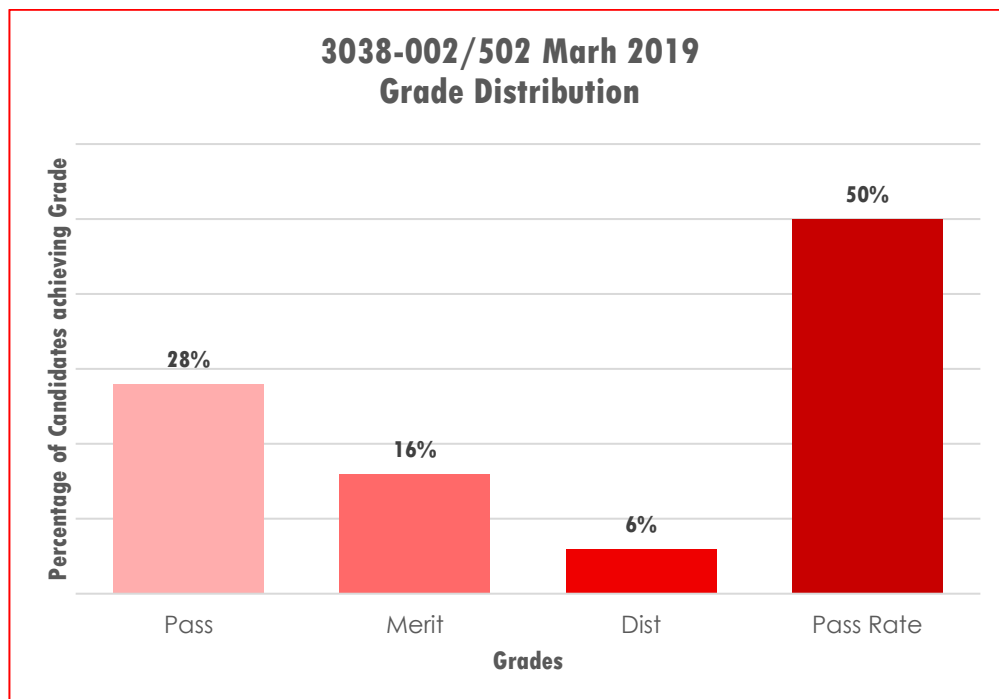
## Grade Boundaries

**Assessment:** 3038-002/502  
**Series:** March 2019 (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	34
Distinction mark	43

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



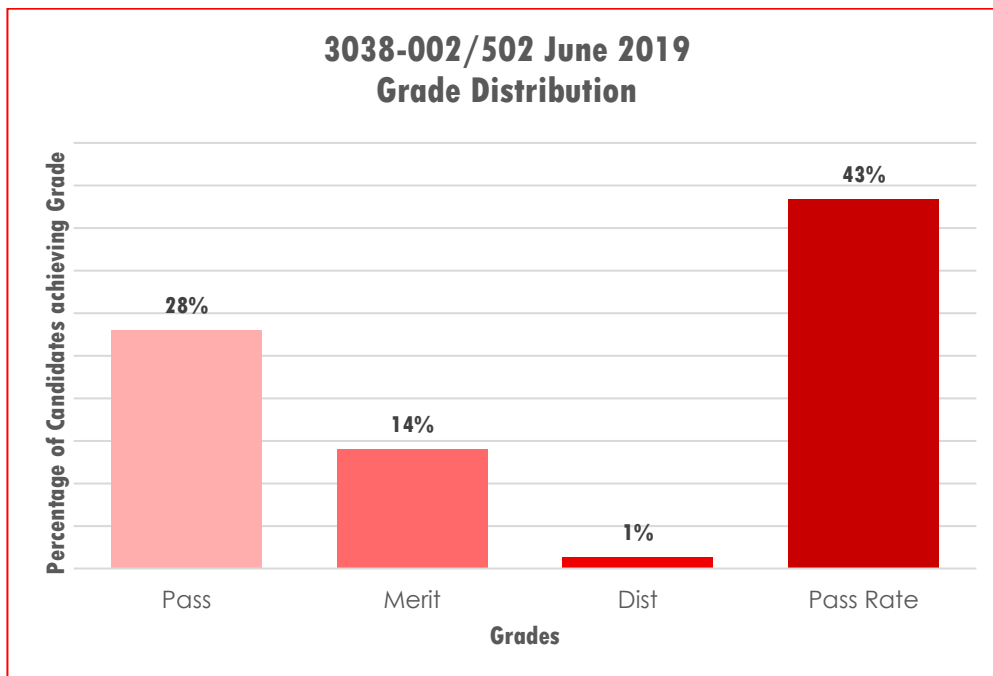
**Assessment:** 3038-002/502

**Series:** June 2019 (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	23
Merit mark	32
Distinction mark	42

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



# Chief Examiner Commentary

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

### Series 1 – March 2019 (Spring)

Overall, the question paper performed well with a very wide range of total marks achieved, showing the paper differentiated across the range of candidate abilities. There was a mix of both hair and beauty questions and a variety of question constructs covering scientific areas. The external examination is weighted heavily on Unit 202 and it should be noted that candidates must develop a broad knowledge and deep understanding of the Topics in this unit to enable them to achieve well.

Similar to previous years, it was noted that some candidates continue to struggle with the more challenging question constructs and cognitive domains such as questions asking them to 'explain' or 'discuss'. These types of questions aim to test a candidate's depth of understanding, therefore, candidates should be encouraged to provide further reasoning to justify their points and choices made. On the other hand, the majority of candidates performed well with questions testing knowledge, this was especially seen in areas such as the effects of using conditioner and stating contagious skin disorders, showing that they are able to provide answers if asked to name, state or identify.

Knowledge of the structure of the hair was not well demonstrated by some candidates who struggled to recognise a diagram or did not provide their responses in the sequence required by the diagram. Candidates should be encouraged to ensure they understand the question and provide responses that are focussed to the main requirements of the stem. Many candidates found it difficult to achieve full marks in questions which required candidates to show knowledge and understanding around designs for salon interiors and reasons why products are pH balanced. Additionally, some candidates found it challenging to demonstrate understanding on the relationship between different businesses in the hair and beauty sector.

Many candidates were unable to achieve higher marks when asked to explain how the human body is defended itself against pathogens, due to repeating the same aspect in different terms or confusing their answers with how the use of vaccines can help in the fight against disease. Those achieving high marks here were able to identify a number of ways and explain their role in ensuring the body is kept healthy.

### 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. A range of marks was achieved, showing that it was accessible to all candidates.

Frequently, candidates did not provide relevant justifications to their points made or make any conclusions, which limited their opportunity to access higher marks. Candidates should be encouraged to ensure their discussion is comprehensive and well balanced, presented in a logical way, covers a range of factors and rounded off with conclusions which are fully justified. This will enable them to achieve marks in the higher bands.

Similarly to previous years, some candidates continue to respond with a list of bullet points describing factors to be considered. This practice can prove to be unfavourable as it shows underdeveloped explanation or discussion writing skills. Candidates achieving marks in the higher bands considered a wide range of factors whilst effectively relating their discussion to the factors highlighted in the stem. These candidates ensured they demonstrated their depth and

breadth of knowledge and understanding with an ability to reason points made. Discussions were detailed and logical.



## Series 2 – June 2019 (Summer)

This paper differentiated well across the range of candidate abilities with a wide range of results observed. There was a mixture of hair and beauty questions, sampling across the units in the specification. Centres and providers should be aware that this examination focusses heavily on scientific topics, and there will be a range of questions which require candidates to show breadth and depth of knowledge and understanding of scientific principles to achieve higher marks.

Although it was noted this series that even lower scoring candidates were able to gain good marks in the integrated question, suggesting that work has been carried out around improving candidates' exam techniques, many of the other 'explain' question constructs proved challenging for a majority of the cohort. As observed with other series, candidates performed well with questions which enabled them to pick up marks for showing knowledge rather than understanding. Areas such as the layers of the skin and types of promotional material were engaged with well, showing that they are able to provide answers if asked to name, state or identify.

Many candidates were confused when asked to describe how to treat non-contagious disorders, and it was evident that some candidates struggled to recognise latin names of disorders. Similarly, whilst some candidates performed well, some seemed to struggle to identify ingredients in skin products commonly associated with allergic reactions. Some candidates gave a type of product opposed to ingredients, others provided ingredients which are not found in skin products or were not associated to common allergic reactions. This relates back to the need for candidates to ensure they understand the main requirements of the stem to produce focussed responses.

On questions testing knowledge of pH, some candidates missed opportunities to gain marks when asked to give an approximate pH value of products. For this type of question, it is expected that candidates give a single value and not a range. Whilst ranges were accepted, some were too wide to demonstrate clear knowledge of the topic, candidates should ensure they are as specific as possible to prevent missing out on valuable marks.

Similarly to the previous series, the June 2019 paper included a question testing understanding on the ways the body helps to keep our bodies healthy, but this series was focussed on the skin. Those achieving good marks in this question were able to effectively relate their responses to the functions of skin, those who did not perform so well identified the important factors, but were unable to develop their responses to explain the process. Candidates are reminded to ensure they provide the necessary depth to achieve higher marks in questions with an increased total. Identifying the factors with no explanations will generally warrant around half of the marks available. Moreover, many candidates struggled to show understanding on the process of keratinisation. Some of those who did attempt an answer related it to hair growth rather than skin, which was asked for in the stem. Finally, there seemed confusion where candidates did not manage to identify shower gel as a detergent, limiting their ability to provide an extensive response.

## **Extended response question**

This question aims to differentiate between levels of understanding across the breadth of taught content in the qualification. It is expected that points made are justified, by explaining the 'how' and/or 'why' or a statement to explain the consequences of something not happening. There was a notable difference in the levels of response seen, with many candidates picking up marks in this question where they may have struggled throughout the paper, showing an improvement in exam techniques. However, similarly to previous series, some candidates did not provide conclusions or present their discussion in a well-balanced, clear and logical way, which are some of the main requirements to gain marks in the higher bands.

Those who struggled to gain marks provided a discussion containing limited detail, considered a narrow range of factors and did not always manage to link their points to the scenario. Candidates who achieved marks in the higher bands were able to produce thorough and accurate responses, covering a broad range of relevant factors. The factors discussed were logically prioritised with justifications, showing an in-depth level of understanding of why and how these factors affect an event.

# Synoptic Assignment

## Grade Boundaries

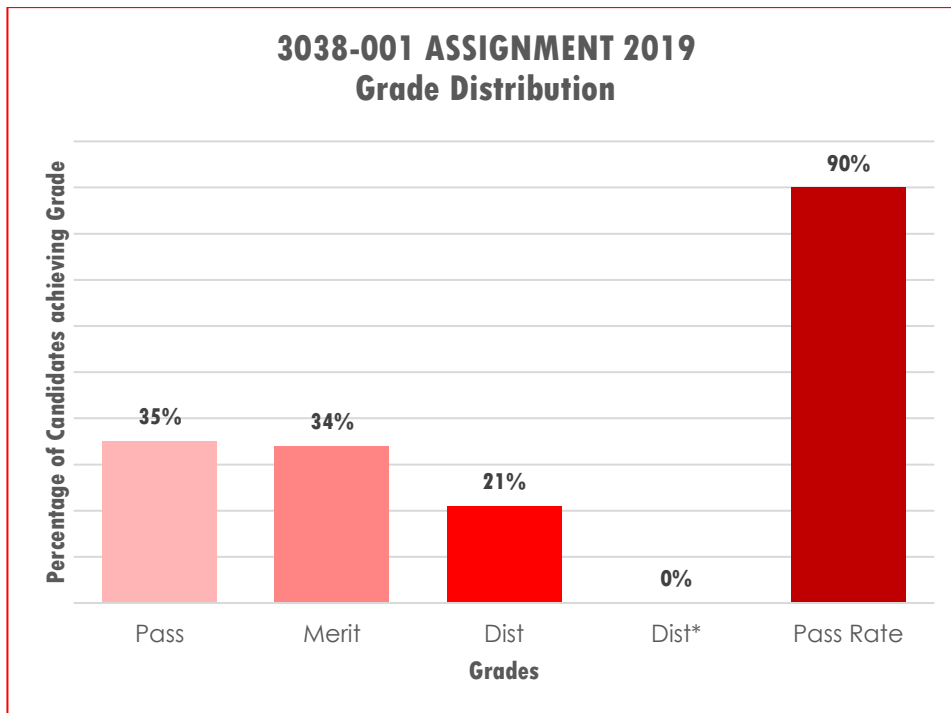
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

**Assessment:** 3038-001

**Series:** 2019

<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

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 was judged that candidates responded well to the 1940s 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. A coherent approach was taken to the production of work seen this year with candidates showing better recognition to the requirement that each task is linked throughout. Those candidates scoring lower marks found it difficult to produce a logical approach to the three tasks and also failed to show creativity with their production of Task 3.

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 the questions of how long the candidate had been given to create the work, with some pieces being very extensive. To ensure fairness and equity to all, care should be taken to ensure that assignment timings (recommended in the assessment pack) are adhered to and that industry standards are not placed on these candidates by expecting that they produce treatment outcomes to commercially viable times. Centres may want to explore the possibility of taking a note on candidates' work of how long each individual has taken to produce each task. Or simply to upload a register-type document to show this detail.

Providers used the documents supplied by City & Guilds and these were seen to be helpful when creating practical evidence. The candidates' own report on their practical showed their knowledge and understanding of this task. Providers are discouraged from using centre devised forms as the City and Guilds proformas must be used. However, where necessary, centres should be mindful when devising their own paperwork to ensure the content is identical, and candidates are not given an advantage by including additional prompts, or disadvantaged by limiting the candidate's ability to show relevant breadth and depth of knowledge and understanding.

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 being signed by the tutor and the candidate, a typed signature is not accepted as authentic.

### Breakdown of performance against each AO

#### AO1 Recall of knowledge

In general, candidates were able to bring together a range of facts about hair and beauty in 1940s 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 when working.

Lower scoring candidates provided limited depth of knowledge with some inaccuracies in their knowledge on eras. Higher scoring candidates showed good breadth of knowledge and were able to explain how the sector has been affected by technological advancements. Also they showed a good range of in-depth and accurate knowledge of product ingredients and their functions.

### **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 1940s and the present day, but this is in general where marks were lost due to many candidates merely stating facts in a bullet point style. Lack of justification for cosmetics used in the forties and how developments in technology have changed hair and beauty practices since the 1940s showed up as superficial knowledge rather than deep understanding.

Lower scoring candidates provided limited justification for their use of products in Task 2 but showed some coherence in their understanding of the techniques they used. Frequently, there was a lack of depth in the content and comparisons were slightly disjointed.

Higher achieving candidates provided justifications for the products and techniques they used to create the image in Task 2 and some reasoning for the image being used for the TV ad in Task 3. Their evaluation showed some logical connections. Even though some may have presented their work in bullet point style in Task 1, they often provided a good range of explanations in other areas of their work.

### **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. Most candidates tested the hair and skin prior to commencing services, showing good adherence to health and safety. Many were able to show their understanding within the practical task.

Lower scoring candidates were able to select appropriate products and techniques and provide limited explanations for their use and the benefits of some ingredients. Many showed some dexterity in practical skills. Higher scoring candidates showed a greater level of dexterity and compliance with health & safety. They presented good images and these were well aligned to the brief of being a 40s style. These candidates considered all aspects of the taught content.

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

Many candidates gave 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 opportunity for high marks.

Lower scoring candidates needed some prompting, their planning showed inaccuracies and they went off-task at times. There were inaccuracies in the written communication and there were only a limited number of resources used during the research. These candidates are encouraged to use a wide range of resources and ensure the bibliography clearly references them.

Higher scoring candidates showed good methods of communication in their written work. They linked and applied their knowledge and understanding to the tasks in a coherent way to show their ability to use the full toolkit of skills according to the requirements of the assessment. A good range of research sources were evidenced and these were consistently used well.

### **AO5 Attending to detail/ perfecting**

Some excellent report writing along with application of technical skills showed this assessment objective was engaged with well. Some of the lower scoring candidates did not link the scenario to the task and lost the link between 1940s and the present day. These candidates provided limited evidence of planning and basic responses to some of the tasks – in particular the written ones.

Higher scoring candidates provided clear and consistent responses to all assessment tasks with very few spelling and grammatical errors. They employed a good range of skills – both written and practical and were attentive to the finished result of all three tasks.

## Best practice

- Zipped files were suitably named with each task number rather than many individual pdfs. Evidence of best practice was where one concurrent Word document was uploaded as a pdf which reduces the file size making it easier to upload for the centre and easier to view for the moderator.
  - Most centre markers completed electronic versions of City & Guilds paperwork which helped moderation as some handwriting can be illegible, particularly when scanned.
  - Candidates took note of the advice provided on page 2 of the Assessment Pack regarding plagiarism, and work produced was in candidates' own words with a bibliography of reference material.
  - Evidence of good Health and safety practices was observed and markers made clear comments regarding safe working practice during Task 2.
  - Authentication forms were completed with all important details, including signatures and candidate enrolment numbers.
  - Observation notes on PO forms were improved from last year. Many tutors gave good descriptions of strengths and weaknesses seen in Task 2 and, on most occasions, these notes were descriptive enough to validate the marks awarded by the centre.
  - The comments made by staff seen on CRFs gave indicators as to where or why the marks had been awarded in each AO.
  - Along with authentication by signature, centre and candidate enrolment numbers showed on all documents with a tick in the appropriate box to say whether additional support has been given. PO documents should have the name of the candidates and the observer.
- Centres had fully prepared candidates and themselves for the synoptic assignment, by previously carrying out a mock assignment and standardisation. The centre went through the task prior to the start, as well as the general guidance of the brief for candidates to ensure they fully understand the requirements. Standardisation can prevent overgenerous marking or under marking which could lead to marks being adjusted during the modernisation process.
- Images are clear, in-line with the assessment requirements and accurately annotated.