

6002-20 Level 2 Technical Certificate in Barbering

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.

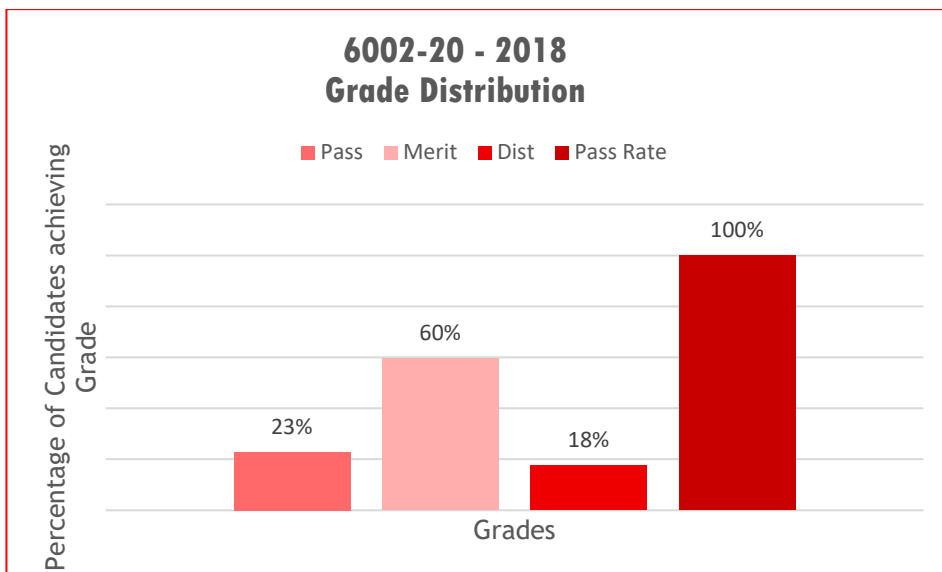
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments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

- 6002-005/505 - Level 2 Barbering - Theory exam
 - February 2018 (Spring)
 - May 2018 (Summer)
- 6002-006 - Level 2 Barbering - 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

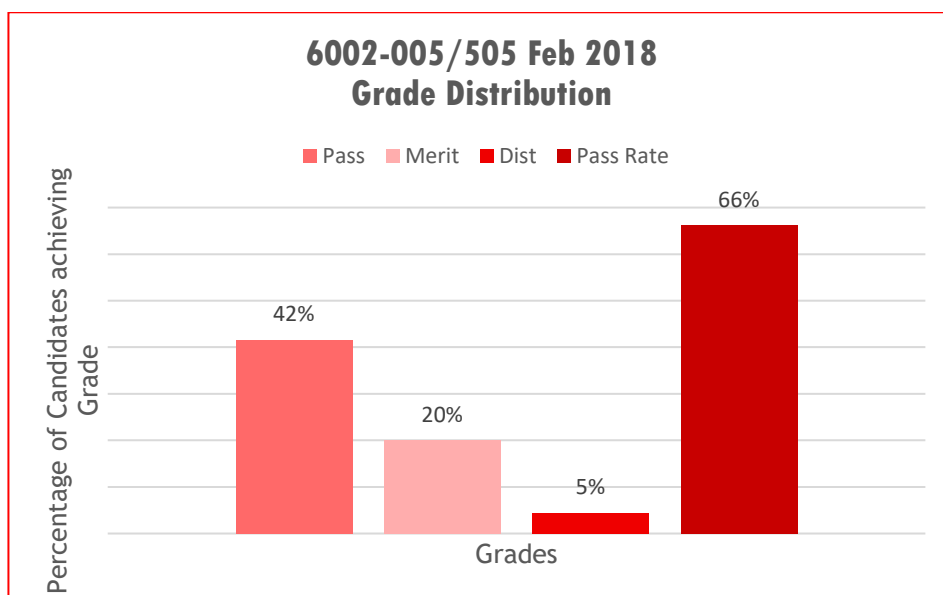
Assessment: 6002-005/505

Series: Feb 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	44

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

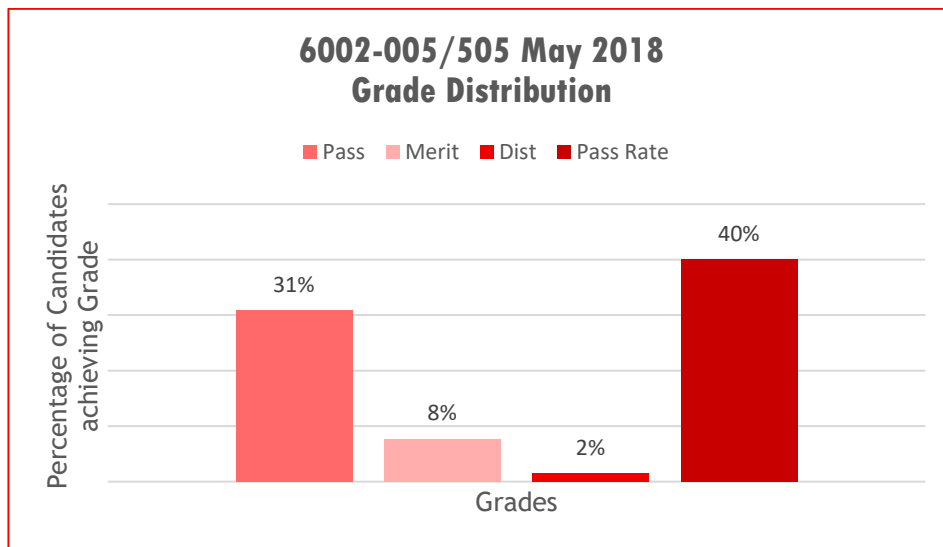


Assessment: 6002-005/505
Series: May 2018 (Summer)

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

Total marks available	60
Pass mark	26
Merit mark	35
Distinction mark	45

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



Chief Examiner Commentary

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

Series 1 – Feb 2018

This was the first examination series for the Level 2 Technical Certificate in Barbering; candidates had the opportunity to take the paper-based written exam, or sit the exam online through the City & Guilds Evolve platform.

The paper included a variety of question styles to draw out knowledge and understanding across subject areas from all units, giving candidates the opportunity to demonstrate a broad understanding of the qualification. The paper also included more challenging questions that helped to differentiate between the higher and lower scoring candidate.

There was a broad range of total marks achieved for this question paper showing that the paper differentiated across candidates. Candidates who achieved the higher range of marks showed evidence of reasoning and critical thinking in questions requiring a more detailed response, as well as recalling knowledge from across the qualification.

Some candidates missed marks due to not reading the questions accurately and others did not respond sufficiently to the command verb prescribed. Questions asking for an explanation require some reasoning to be provided. Candidates often gave a description of “how” they would do something rather than explaining further and justifying the “why”.

A similar trend can be seen where candidates were not able to demonstrate depth of their understanding and instead answered with recalled facts. In scenario questions which asked for adaptations for a client, many candidates only answered with one or two points rather than fully explaining the considerations and adaptations they had to make. This meant that candidates missed the opportunity to gain good marks where they did not cover all the factors or explain how the service could be adapted. This was specifically evident with questions around hair density, or when cutting hair with a double crown; some candidates only listed a few points, whereas the question required an explanation.

When asked for the appearance of contra-indications, some responses gave a description of what the condition was, or stated if the service could be carried out, and missed the visible signs.

Extended response question

There was good use of industry terminology for this question. Some candidates made a reasonable attempt to cover the main considerations and implications of style achievability and also included some detail and accuracy. Candidates achieving higher marks demonstrated evidence of reasoning and critical thinking, as well as the recall of knowledge across most of the assessment criteria being tested.

A lot of candidates described the service in a logical order but lacked discussion of the scenario. Some struggled with the link between face shape and hair style suitability that might complement or disguise the face shape with recommendations of a uniform layer. There was lack of discussion on the hair classification and how this might impact on the style choice and/or cutting and styling techniques. Discussion around drying, and styling techniques was limited and often missed. Some referred to the use of the “correct” product, but didn’t state the type of product, or why the product was more suitable than any other product. A few candidates listed considerations but did not discuss or give examples of why they needed to be considered.

To access higher marks in future series, candidates need to explore more than one service option and include relevant factual justifications across a variety of considerations and implications.

Series 2 – May 2018

This was the second examination series for the Level 2 Technical Certificate in Barbering qualification, the cohort comprised of first attempt and resit candidates.

The paper included a range of question styles designed to draw out knowledge and understanding, test learning across all units and give candidates the opportunity to demonstrate a broad understanding of the qualification as a whole. The paper also included more challenging questions that helped to differentiate between the higher and lower scoring candidates in a similar style to the exam in February.

Quite a few inaccuracies were seen across the paper where some candidates had misunderstood the question due to not reading it entirely. As observed in the Spring series, some responses were insufficient or didn't address the command verb prescribed which resulted in a loss of marks. It is important to note that questions asking for an explanation, require some reasoning to be provided. Candidates often gave a description of how they would do something rather than explaining further giving the reason 'why'.

The word "correct" was used too often. For example, when asked to identify a product for use on an oily scalp, answers often referred to the "correct product". Some candidates referred to shampoo products as "lemon, or almond" shampoo when giving aftercare advice which does not reflect the industry. Candidates need to identify the type of product - although there might be an element of one of these ingredients present in the product. Candidates would benefit from stating 'deep cleansing' or 'clarifying shampoo' when making recommendations for example.

Some candidates struggled with the basic science questions regarding the benefits of using a pH balanced product, whilst others were unsure of the basic structure of the skin. However, a stronger performance was observed on the structure of the hair. Responses around contra-indications varied, some gave a vague description hoping to gain marks and some responded well showing good knowledge.

Scenario questions challenged and stretched candidates; some provided detailed and generally accurate responses; others gave limited responses, lacking detail, accuracy or justification. A few struggled with hair density and how it might impact a service. The use of industry terminology was generally poor for this level of candidate, with some exceptions.

There was a range of total marks achieved for this question paper. Candidates achieving the higher range of marks showed evidence of reasoning and some critical thinking in the questions requiring a more detailed response, as well as minimal gaps in recall of knowledge across the paper.

Extended response question

This question gives candidates the opportunity to demonstrate reasoning and critical thinking skills, as well as their recall of knowledge across the mandatory units within the qualification.

Some responses included a list of the indicative content taken from past papers as factors to consider, but candidates failed to explain, discuss or relate their response back to the case study. Some candidates provided relevant points and appropriate action to take but their answers lacked justification. Others referred to how the service would be carried out with little or no discussion on the considerations to take and some did not provide any examples. Some candidates talked through the service process, with little or no reference to the factors given in the case study.

There were instances where some candidates confused hair texture with hair density and recommended the incorrect shampoo product for the scalp condition. Some referred to non-professional products bought on the high street or supermarket.

Some candidates made a reasonable attempt to cover the main considerations with a degree of detail and accuracy, and responses contained some evidence of reasoning. Higher achievers demonstrated a good use of industry terminology and sound recall of knowledge across most of the assessment criteria being tested.

For future examinations, to access higher marks, candidates need to explore more than one service option and include relevant factual justifications across a variety of considerations and implications.

Synoptic Assignment

Grade Boundaries

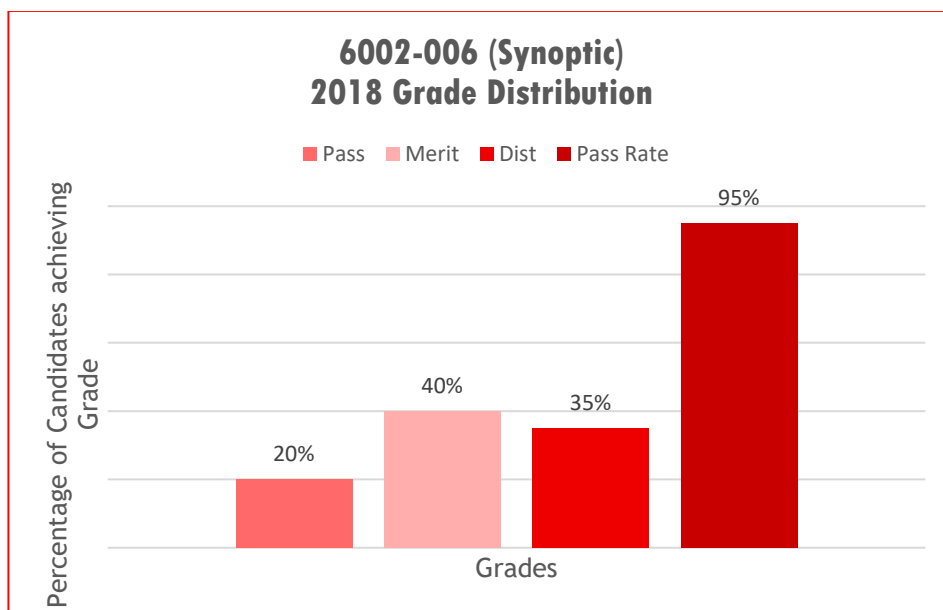
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

Assessment: 6002-006

Series: 2018

Total marks available	60
Pass mark	26
Merit mark	36
Distinction mark	46

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



Principal Moderator Commentary

This is the first year for the 6002-20 Technical Certificate in Barbering L2 Synoptic Assignment, with some centres delivering the technical qualifications for the first time. Some were unsure of the relevant forms to use for the different parts of the moderation process. Notes documented on the Candidate Record Form (CRF) were more relevant to one band, however, marks were sometimes awarded in higher or lower bands than the one that best fit. Centres are advised to ensure they thoroughly review the bands to best allocate marks.

Most centres submitted marks and uploaded evidence within the deadline. A few had difficulties uploading evidence. There were late submissions of the Standardisation Declaration Form, this must be completed and submitted onto the moderation platform when uploading candidates work. For future assignments, centres will need to reflect on this when preparing for the synoptic practical exam to ensure enough time is available for marking and collating paperwork.

There was evidence of good practice with some centres who had familiarised themselves with the Assessment Objectives (AOs) and how to link the evidence observed to the AOs. Some carried out mock practical assignment tasks, to help both candidates and centre staff involved in the delivery and assessment of the qualification, to familiarise themselves with the paperwork and documenting against the AOs. This helped those centres that carried out standardisation activities and is good practice.

There was some confusion on which part of the assignment brief should be given out prior to the practical exam, this is clearly documented within the assignment pack. Centres can release only the assignment brief to candidates four weeks ahead of the assessment so that there is sufficient time for candidates to source clients. Centres must ensure that staff delivering the qualification, have fully read and familiarised themselves with the assignment brief requirements, as well as the timings for when each task can be given to candidates.

Some centres were poorly equipped with no or limited access to barber chairs with a head rest, which are designed to support the client's neck during facial hair cutting services and this is a health and safety issue. Candidates practical start times can be staggered if a limited amount of barber chairs are available.

Lower level candidates produced plans which were brief and did not present a clear picture of what was going to be achieved, however, they did start to link their research to the practical elements of the assignment. Higher level candidates produced detailed plans which were reflected in the finished looks. Some evaluations were descriptive however, in some instances, evaluations showed some evidence of self-reflection, which is the skill which needs to be demonstrated in this task.

The practical tasks are about showcasing practical skills; therefore, it is important that candidates find the most suitable and willing models to be able to link their research of style ideas around the models and throughout all tasks. Some models cancelled at the last minute and where this did happen, most candidates made reference of it in their evaluation. These candidates should adapt their plan to suit the new model. This is an example of good problem solving skills which is expected.

Some parts of the assignment tasks were not always met, there was evidence of a few candidates only carrying out one of the haircuts, where two were required. Others missed out detailing and outlines, whilst an insufficient amount of hair was removed on some models and some candidates showed a lack of confidence with fading. Some inconsistencies were observed where practical skills were being demonstrated e.g. visible lines and steps could be seen in some of the finished looks, which shows a lack of commercial awareness. Candidates are reminded to cross-check the shape and balance of their finished looks. Unfortunately, this was not always apparent which indicated a lack of attention to detail.

Across all of the services, higher level candidates produced looks which were generally accurate and well balanced with some slight inconsistencies. They showed evidence of outlines, without following previous guidelines, however, detailing was not generally carried out. Some candidates did meet all the

requirements of the assignments brief by producing two different looks. Evidence showed that they were beginning to use different techniques, adding some creativity to their finished looks.

Candidate performance against each AO – strengths & weaknesses

AO1 – Recall of knowledge

Generally candidates identified safe working practice very well across the services carried out, as well as in their planning. There was good use of PPE and client protection, with some using cotton eye pads and disposable neck strips during facial hair trimming. There were a few inconsistencies in removing hair clippings from the client and work area.

AO2 – Understanding

There were varying standards on consultation interpretations. Some candidates demonstrated sound understanding, whilst others were brief with little documented evidence of the style requirements and the finish they were aiming for, or how to adapt the service taking into account a variety of factors. Consultations on beard trimming and the shampoo service were generally brief. Others carried out thorough consultations documenting adjustments to the service, taking into account growth patterns, hair characteristics and other relevant factors.

AO3 – Application of practical/technical skills

Most candidates showed some good blending and fading skills, whilst others did not remove enough hair length, but skimmed over the previous haircut as a guide showing a lack of confidence in their ability. This was also seen with the beard trimming service, where candidates showed a lack in confidence to tidy the outlines. There was little or no reference to the shampoo service or the drying and finishing of the style. There were good examples of detailing and outlines, as well as good use of a range of tools and equipment during the services. There was evidence of some using different scissor sizes for different cutting techniques and the use of a razor for hair cutting and removing unwanted hair outside the outline shapes.

AO4 – Bringing it all together

This AO encompasses many aspects, ranging from research of style ideas, service planning, application of understanding, to using an integrated range of skills, evaluating services carried out and meeting all parts of the assignment brief and tasks within it.

Some candidates planned and managed their time more efficiently than others, these candidates were well organised throughout all three tasks, showing evidence of detailed planning that flowed through to methodical application of skills. Where necessary, finished looks were refined, demonstrating balance, precision and skill. Evaluations identified strengths and weaknesses and how these could have been worked at to improve.

Some candidates were unable to gain higher marks because part of the brief wasn't met. This was seen where an insufficient amount of hair length was removed, only one haircut was carried out, or there was evidence of poor planning and little or no evaluation. Some struggled with timings, spending too long on one or more of the practical tasks resulting in a hurried last service with finished results that reflected this.

AO5 – Attending to detail

This refers to persistence throughout, perfecting and refining across all services, staying focused and working meticulously to achieve perfect results every time.

Evidence showed a lack of consistency within parts of a service, or across all services. Candidates are reminded to check the finish for balance or neat outlines. Or, when if one of the haircuts or the beard cut had been rushed to make up time. However, there were good examples of looks finished to a high standard for Level 2.

Examples of best practice:

- Centres had fully prepared candidates and themselves for the synoptic assignment, by previously carrying out a mock assignment and standardisation.
- Task 1 included evidence (images) of research on style ideas, these were used during task 2 to discuss with models/clients.
- The assignment brief was fully explained to candidates prior to the start of the practical and a hard copy of the task given to the candidates.
- Staff checked that there was a sufficient amount of products, tools and equipment readily available for use.
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- Clocks were clearly visible, and a staff member advised candidates when of the time left.
- Candidates were reminded to take before and after, 360°, photographs and check them to ensure they are clear.
- The observer/marker documented any oral questions asked during the practical Task 2 stage and included these with the Centre Observation Form.