

6002-22 Level 2 Technical Certificate for Cutting and Styling Services

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.

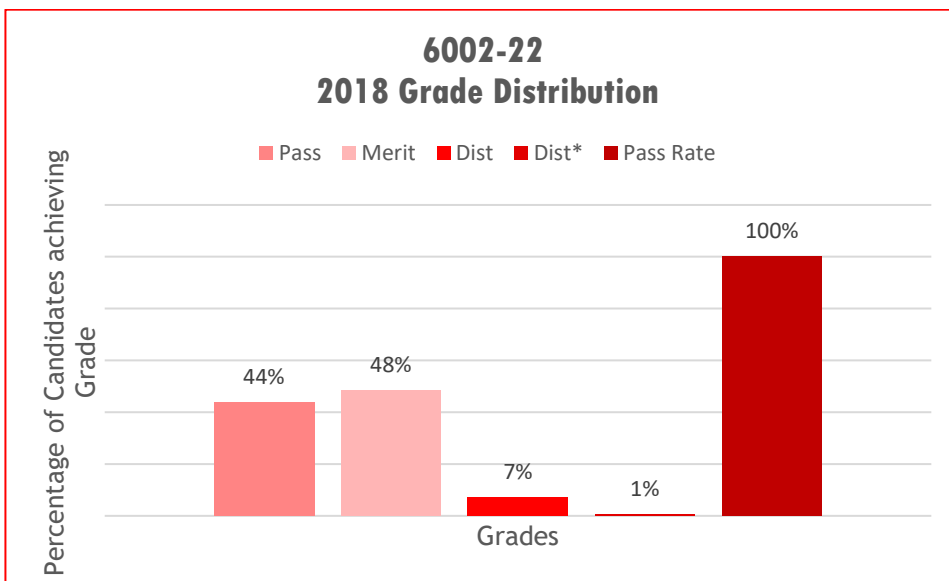
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments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

- 6002-009/509 - Level 2 Cutting and Styling Services - Theory exam
 - March 2018 (Spring)
 - June 2018 (Summer)
- 6002-010 - Level 2 Cutting and Styling Services - 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

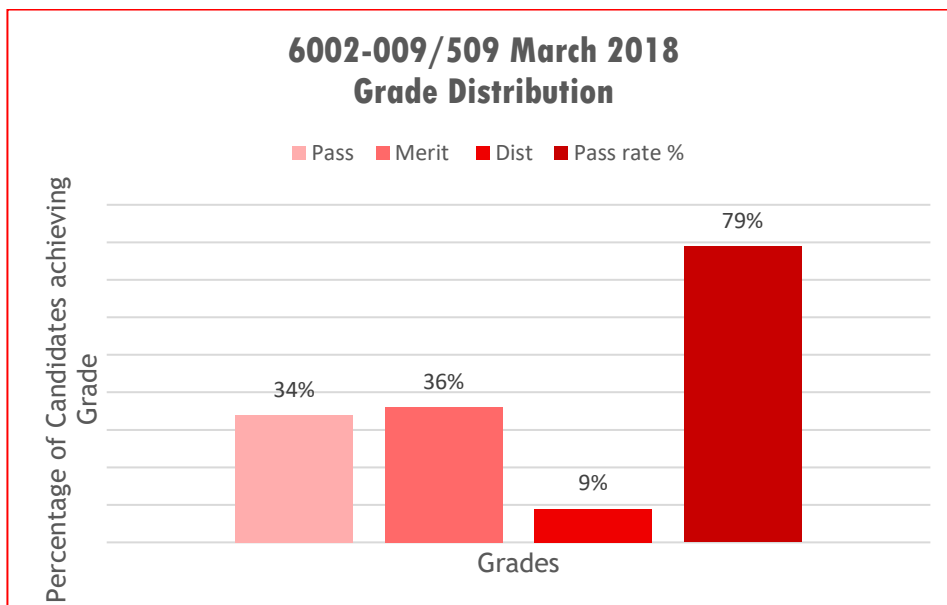
Assessment: 6002-009/509

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	23
Merit mark	31
Distinction mark	40

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

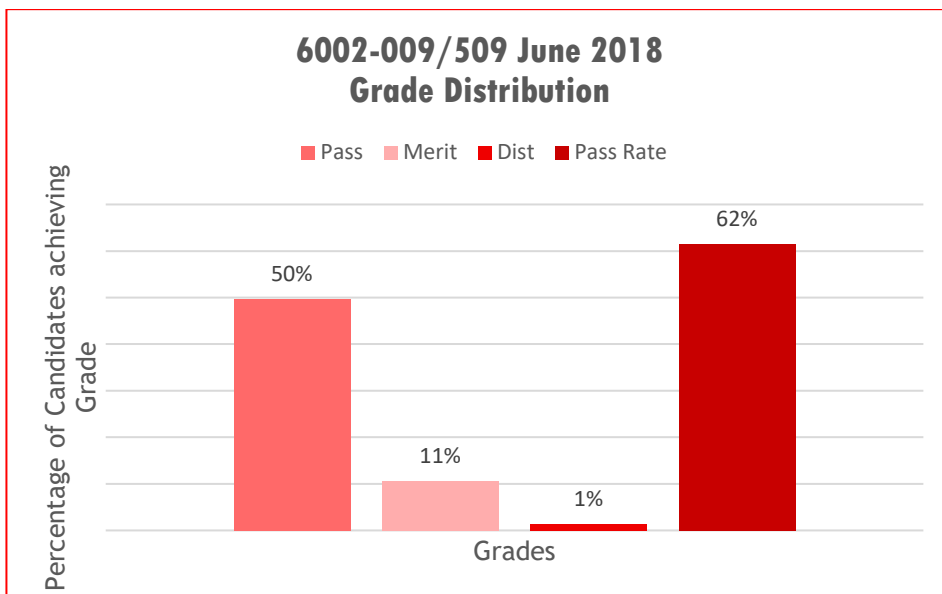


Assessment: 6002-009/509
Series: June 2018 (Summer)

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

Total marks available	60
Pass mark	22
Merit mark	31
Distinction mark	50

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



Chief Examiner Commentary

6002-009/509 - Level 2 Cutting and Styling Services - Theory exam

Series 1 – March 2018

March 2018 saw the first series for the 6002 – 009/509 externally set and marked examination. It should be noted that future exams will include sampling of some different topics and learning outcomes from the qualification, so this commentary relates to the March 2018 examination only.

Overall the paper enabled candidates to be stretched and challenged at a good Level 2 standard. Candidates who were successful in this examination showed that they could link theory into practice and use industry specific terminology. These candidates showed that they had a professional level of knowledge and understanding, and could solve routine problems presented to them using a breadth of topics and scenarios.

There was a broad range of total marks achieved for this question paper showing that the paper differentiated across candidates. Those candidates achieving the higher spectrum of marks showed evidence of justification through reasoning, as well as their recall of knowledge across all mandatory units. Candidates often missed marks due to not reading the question accurately or their lack of exam techniques, e.g. not answering the question according to the command verb prescribed. Candidates also missed opportunities for further marks due to their lack of literacy skills, especially where they were asked to describe a process. At times, candidates got confused when trying to put a process into writing, e.g. getting the description around the wrong way or contradicting themselves as the text progressed. Common themes include; when questions asked for an explanation, candidates often gave one or two word answers or gave a description of how they would do something rather than going further and explaining why/impact/alternatives. A question asking for an explanation requires some reasoning to be given. This was especially apparent in the extended response question.

Opportunities to gain full marks within each question were missed due to candidates not being able to demonstrate depth of understanding and often listing factors where considerations were required instead. There was a mixture of candidate performance when questions asked for understanding of massage techniques and when to use them. Other areas where marks were lost included: being able to state the characteristics of type 1 hair, the characteristics of ‘alopecia areata’ and describing the friction massage movement. The majority of candidates did not gain marks when asked to describe setting hair on and off base and performed poorly as candidates either didn’t answer the question, did not understand the terminology or were unable to describe the process. Many candidates did not understand how to remove section marks after a set.

Candidates who gained a pass in this paper showed good breadth of knowledge across the whole paper and their answers included some justifications, with links between theory and practice. Candidates who gained higher marks gave answers that were consistently good across all topics of the paper. They demonstrated breadth of knowledge and understanding and their responses were focussed on the question and successfully gave plausible reasons for decisions made.

Extended response question

This is a question which requires candidates to discuss the service options for a client based on a case study. Candidates missed opportunities to gain more marks due to them missing out on either one or two of the service requirements, e.g. cut or styling. Candidates gaining higher marks listed and included factors they would need to consider at the start of their response in order to answer the case study scenario.

The majority of candidates did gain marks in areas of health and safety, how to protect the client during the service, how to adapt the massage used during shampooing and conditioning when faced with different scenarios, how product build up can affect the hair and service to follow, the tests that are required before a cut and styling service is carried out and how to control the hair when blow-drying. Candidates who achieved higher marks showed clarity in their explanation skills and had responded well to the command verbs. These candidates also showed a deeper understanding of the topics and had developed a higher level of understanding of all technical requirements.

Series 2 – June 2018

June 2018 saw the second series for the 6002 – 007/507, externally set and marked examination. It should be noted that future exams will include sampling of some different topics and learning outcomes from the qualification, so this commentary relates to the March 2018 examination only.

Overall the paper enabled candidates to be stretched and challenged at a good Level 2 standard. Candidates who were successful in this examination showed that they could link theory into practice and use industry specific terminology. These candidates showed that they had a professional level of knowledge and understanding and could solve routine problems presented to them using a breadth of topics and scenarios.

It was felt that candidates often missed opportunities to gain marks due to not reading the question accurately or their lack of exam techniques, where they were not answering the question according to the command verb prescribed. Questions asking for an explanation require some reasoning to be provided, however, candidates often gave a description of “how” they would do something rather than explaining further and justifying the “why”. This is a common area where candidates will benefit from having further practice on examination techniques.

Additionally, candidates often missed marks due their lack of exam techniques, e.g. not answering the question according to the command verb prescribed. Candidates also missed opportunities for further marks due to their inability to describe a process. At times, candidates got confused when trying to put a process into writing, e.g. getting the description around the wrong way or contradicting themselves as the text progressed.

Candidates scoring marks in the higher bands were concise in their responses and provided good justifications in their answers. To achieve marks in the higher bands, candidates will benefit from demonstrating sound recall of knowledge by expanding on wider factors using high level technical terminology. Candidates with higher marks managed to effectively contextualise their responses and showed an ability to problem solve.

Most candidates did gain marks in the areas of health and safety, the importance of protecting the client and methods used to check a cut for accuracy. However candidates who achieved higher marks went a step further and showed clarity in their explanation skills, as well as responded well to the command verbs within each question. Candidates are encouraged to construct responses which show a deeper level of understanding of the breadth of topics and had support their answer with the use of technical terminology.

Extended response question

Some candidates didn't perform as well on the extended response question because they presented descriptive responses, detailing what they would do, rather than expanding further by providing justifications or reasoning on the benefits and limitations for the service e.g. setting up the area and preparing for the service etc. Some responses focussed heavily on consultation and did not provide emphasis on the technical areas.

Higher scoring candidates showed an ability to use some scientific terminology and covered a wider range of factors to consider (e.g. cutting techniques, choice of tools to carry out the cut, suitability, products and actions for the scalp condition). This approach demonstrated breadth of knowledge allowed candidates to include relevant justifications in their response. These learners contextualised their answers, showing an ability to problem solve non-routine problems.

Candidates who gained higher marks overall showed good knowledge throughout with strong links between theory and practice. Answers were consistent with sound reasoning. Understanding was demonstrated by using explanation skills. Candidates should display broad knowledge and understanding across all technical areas and answered in depth, and be able to identify different impacts on a range of factors. This will help to show a comprehensive understanding of individual topics and allow access to higher marks.

Synoptic Assignment

Grade Boundaries

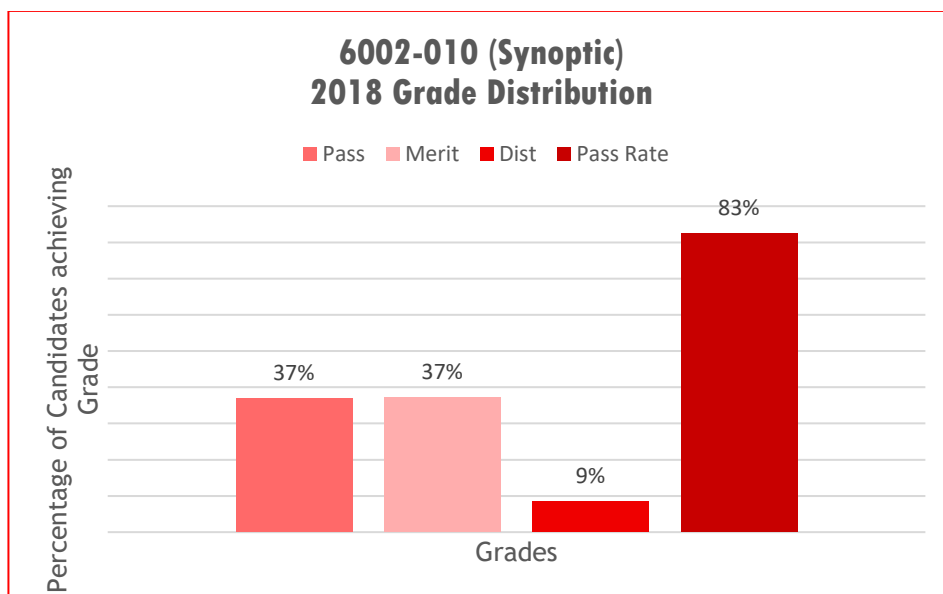
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

Assessment: 6002-010

Series: 2018

Total marks available	60
Pass mark	29
Merit mark	40
Distinction mark	52

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



Principal Moderator Commentary

This is the first year for the 6002-22 - Level 2 Technical Certificate for Cutting & Styling Services Synoptic Assignment, with some centres delivering the technical qualifications for the first time.

Task 1

For this task, centres and candidates are reminded to use the City & Guilds pro-formas to present their evidence. A few centres included centre devised consultation sheets, this practice is discouraged by City and Guilds as these centre devised forms are deemed to give candidates an advantage, but can also suppress candidates' opportunities to show their knowledge and understanding at a higher level. It should also be noted that this does not comply with the national evidence submission requirements.

Candidates should understand that plans they produced need to support their vision for each service, therefore, images should be included to support the commentary. Higher scoring candidates produced detailed plans, accurately reflecting on how they would achieve each look they attempted. There were images and annotated drawings that showed; the final look to be achieved, sectioning patterns, positioning of rollers in pli and the cutting angles to be used during services. In order to achieve marks in the higher bands, preparation, products, tools, equipment and techniques to be used need to be considered, and candidates should include some form of reasoning for these choices.

Higher scoring candidates produced plans which were accurately related to the particular client scenario. This allowed candidates to identify influencing factors such as hair characteristics and any contra-indications. In turn, this permitted them to construct a discussion on Health & Safety aspects, skin & scalp analysis including hair testing in detail, as well as products, tools & equipment that would need to be used.

Lower scoring candidates would have benefited from the use of images to illustrate the outcome/s to be achieved. They often described how to carry out services rather than relating it back the particular clients' hair characteristics, any influencing factors or contra-indications and how these might specifically influence their choices in the actual service/s being conducted. The identification of factors during hair & scalp analysis and considerations for aftercare were frequently limited. The use of terminology was sporadic, reference to techniques and the use of tools was generally accurate, for example some candidates made reference to club-cutting. However, when discussing guidelines, layering techniques / different types of layers and the angles used to achieve these, clear understanding became less apparent which could potentially place them in a lower band.

In some instances, the aftercare advice provided was specific and thorough, particularly with regards to the removal of plaits and twists, with many making reference to pull tests and traction Alopecia in relation to tension, showing a sound level of knowledge recall and understanding. Disappointingly, there was little evidence of acknowledgement for the use of visual aids as a communication method during the consultation for cutting or hair-up services. Best examples suggested truly 'tailor-made' aftercare advice, specific to the client, with hair testing being considered, allowing candidates to show they can create links between theory and practice with regards to changes in product use, tension and timings.

The majority of candidates considered Health & Safety during their planning. Many considered their timings for the day. The best plans reflected commercial practice, integrating services in a time efficient manner that truly mirrored commercial salon practice. Shampooing and conditioning products were always considered and many candidates discussed massage techniques. These were accurately related to use with hair length, density and in relation to stimulation of the sebaceous gland and the effects on greasy hair conditions in many cases. Planning for the use of styling and finishing products other than heat protectors and hairspray, their benefits of use in different situations was not well focussed.

Task 2

As mentioned above, a significant number of candidates had not planned their day realistically, relative to working a salon column, some struggled to complete the services in times that aligned to being 'reasonably' commercially viable. On the other hand, some candidates performed in line with commercial working patterns and demonstrated the ability to work within realistic service times.

In some instances, the service requirements of the synoptic assignment were not always fully met, especially during cutting, setting & hair-up services. On a few occasions, it was observed that insufficient hair had been removed during cutting services, some one-length looks failed to be above shoulder and setting techniques used were not consistently implemented in line with the qualification specification, with many solely using thermal styling or dressing techniques. During hair-up services, the same was observed where the required amount of hair had not always been secured up.

High scoring candidates demonstrated consistency across a wide range of techniques for the full range of services required. Some finished looks clearly showed accurate and balanced finishes with a good level of finesse / 'polish'. These candidates ensured that looks complimented the client's overall image.

Candidates performing in the mid-ranges were demonstrating sound Health and Safety practices, and knowledge on professional behaviours was embedded. Their performance showed that skills sets were sound, producing accurate finishes for some services. However, this was not the case across all of the services. Frequently, candidates demonstrated good ability in cutting techniques, but not at the same level for other services. In this mark range, there were examples of sound to excellent capabilities in relation to styling services, however, there were also instances of imbalance and a lack of consideration on the suitability of the look to compliment the clients overall image and face shape. These are examples of factors which could limit the amount of marks a candidate can achieve. Candidates are also encouraged to imbed their aftercare advice into the service, rather than solely giving it at the end of the service. This shows that the candidate is constantly interacting with the client and demonstrates they are confident in giving aftercare advice.

Lower scoring candidates showed the ability to work safely and with a level of professionalism. They usually considered aftercare advice, but this was limited mainly to products for shampooing and conditioning. Candidates should expand on this to ensure they consider all aspects of aftercare e.g. combing, drying techniques, etc. Technical services presented a particular challenge for lower scoring candidates, with inaccuracies being evident across the services. These candidates would benefit from extra attention being given to areas such as working within the allocated of time, attention to detail and the ability to adapt the service, ensuring finished looks are in line with expectation.

Task 3

Candidates generally performed well here, sometimes reflecting on issues that were not documented on the observer notes / PO forms which gave a better picture of overall performance.

The higher scoring candidates had been able to discuss further improvements, giving suggestions of techniques, products and tools that could be used, and they also included further commentary detailing why / how these would improve outcome next time around.

Going forward, lower scoring candidates are encouraged to employ this method as most provided a descriptive account of 'what they had done' during the service, rather than trying to produce a reflective evaluation of their performance across the services, with comments on what they might do to improve performance moving forward.

Whilst the task was mainly completed using the correct form as provided by City & Guilds, this was not consistent across the full submission and so centres are reminded again of the importance of using all the required documentation during the assessment of the 6002-22 synoptic.

Candidate performance against each AO - strengths & weaknesses

AO1 – Recall of knowledge

Generally a good performance in this AO, with most candidates demonstrating sound knowledge recall for health & safety, professional behaviours and hair/scalp analysis. Those gaining higher marks showed greater accuracy of recall in regards to cutting angles, aftercare, procedure / timings, products, tools & techniques and their accuracy of application.

AO2 – Understanding

In this AO, performance varied significantly. Some understanding was disjointed with inaccuracies in understanding being clearly apparent in regards to reasons for completing porosity & elasticity testing and descriptions of cut looks.

In the best examples, students showed embedded understanding of scientific aspects. They could clearly relate the assignment to services, product ingredients and their use to treat specific conditions to gain the required results. Higher achieving candidates demonstrated the ability to discuss structural changes during drying services, the impact of a massage technique on hair/scalp and their use in differing situations. They demonstrated the ability to discuss differing techniques and their advantages / disadvantages for use, providing justifications for their selections.

Generally, aftercare advice was also well documented, but this was not always followed through to the practical performance.

AO3 – Application of practical/technical skills

Candidate's ability to complete the full range of services/techniques required of the synoptic assignment was not consistently demonstrated in this AO. Candidates were not meeting the full requirements for the cutting service, e.g. the amount of hair to be removed and the requirement for one-length cuts to be above shoulder. This was also seen during hair-up services, where directives regarding the minimum amount to be dressed up was not complied with. Examples of best practice showed candidates meeting all the requirements of the brief and doing so with the accuracy and the timeline expectation of a junior stylist entering the 'shop floor'.

AO4 – Bringing it all together

Candidates gaining better marks were able to show that they could work within commercially realistic timings. They were able to show that they had considered aftercare for the client and this was embedded within practice. They showed an awareness for the salon environment as a whole, rather than the focus just being on their services. These candidates were able to perform services that accurately aligned with the brief (client requirements).

AO5 – Attending to detail

Candidates gaining marks in the top of band 2 and in band 3, demonstrated accuracy when working across the full range of services. They were focussed on producing their best work, checking stages of progress with the client, as well as cross-checking for balance and accuracy. Some of the lower scoring candidates, whilst starting the assessment well, were unable to maintain professional levels of focus that ensured 'attention to detail' throughout.

Examples of Best practice:

- City and Guilds assessment paperwork was used for candidates, observers and markers for tasks 1, 2 and 3.
- The assessment was carried out accurately according to the guidance. Completing task 1 no more than 3 days before task 2, and allowed the candidate reflection time before the completion of task 3 without giving feedback on performance that would influence the reflection.
- Marks were not allocated during the observation of task 2, but made descriptive notes using the marking grids that differentiated the quality of performance. These descriptors being substantiated with examples of working practice to help with marking at a later date.
- Evidence was uploaded with file names that were clear. Files logically organised and minimal. Images clear and accurately annotated.
- Learners were prepared with 'mock' opportunities and had actively encouraged candidates to showcase a full range of services that reflected a range of skills / techniques.
- Images clearly displayed long hair with nothing covering the finished look.
- Band descriptors, differentiating performance level from the marking grid bands, were used to describe how well the service / activity had been carried out.