

6002-20 Level 2 Technical Certificate in Barbering

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.

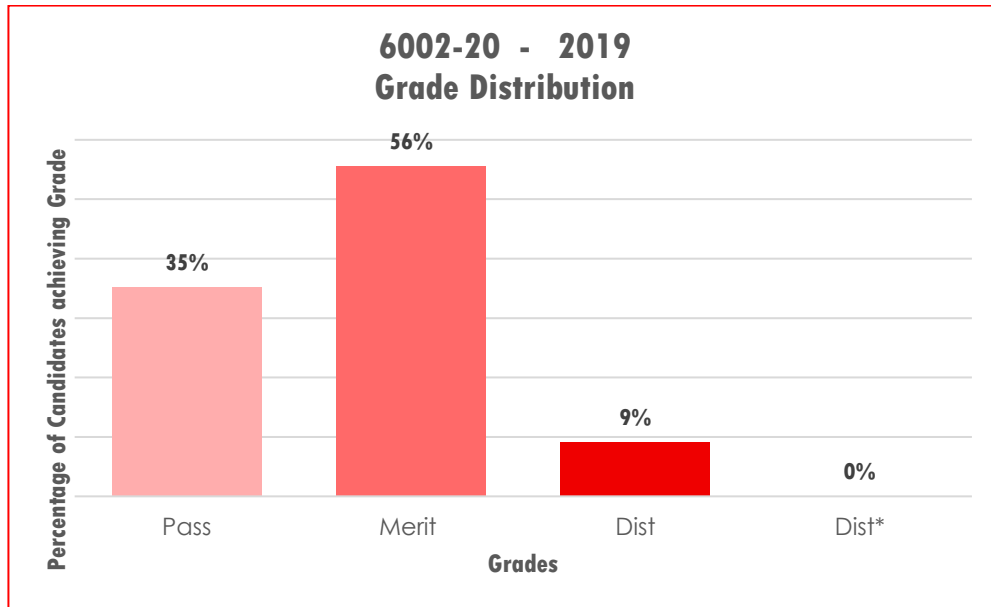
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments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

- 6002-005/505 - Level 2 Barbering - Theory exam
 - March 2019 (Spring)
 - June 2019 (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

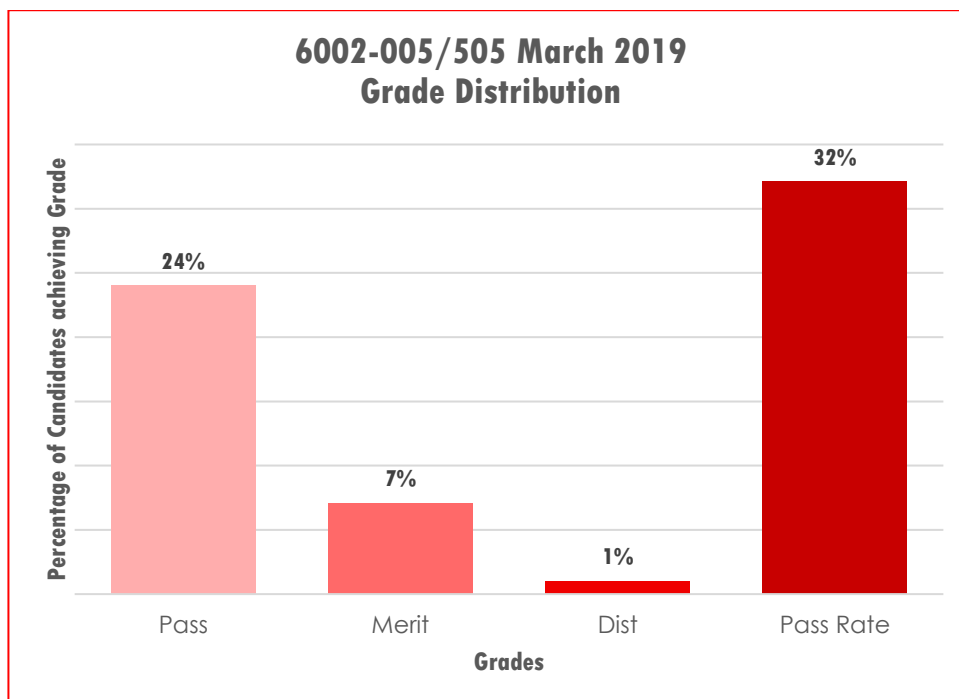
Assessment: 6002-005/505

Series: March 2019 (Spring)

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	44

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

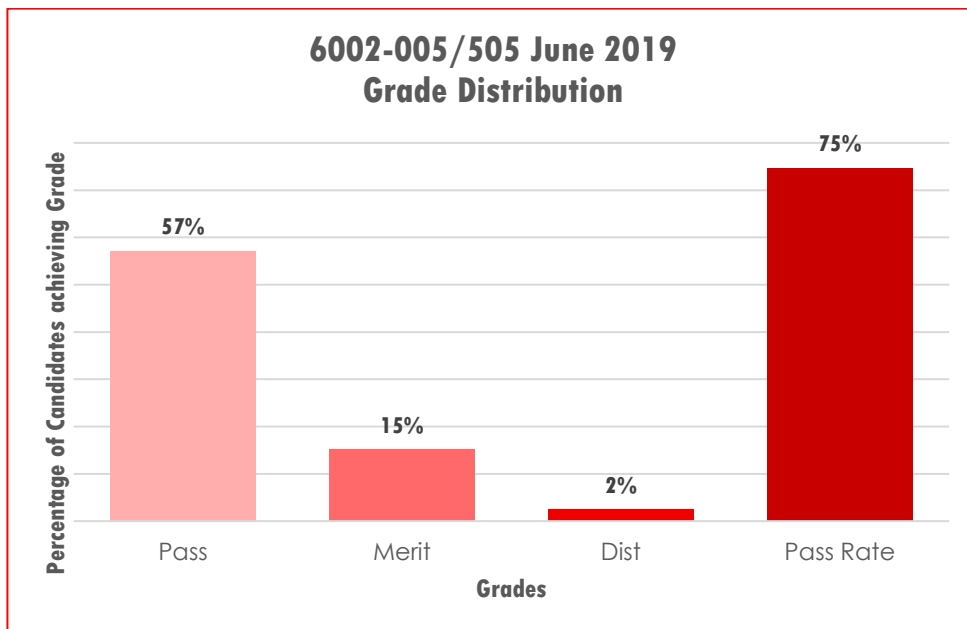


Assessment: 6002-005/505
Series: June 2019 (Summer)

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

Total marks available	60
Pass mark	25
Merit mark	35
Distinction mark	45

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



Chief Examiner Commentary

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

Series 1 - March 2019 (Spring)

This is the second year of the 6002-20 externally set and marked examination, the overall paper included a range of question styles designed to draw out knowledge and understanding across the subject areas within the qualification, giving candidates the opportunity to demonstrate a broad awareness of industry specific applied skills.

There was a broad range of total marks achieved for this question paper, showing that the paper differentiated across a range of candidate performance. Candidates scoring higher marks were able to recall knowledge across all of the mandatory units and evidence their understanding, through accurately targeted justification and reasoning. The combination of these skills enabled them to solve routine problems presented in scenarios which covered the breadth of the syllabus.

Candidates often missed the opportunity to gain marks due to a lack of exam technique, this was especially evident where they did not provide responses tailored to the command verb. 'Describe' type questions require a response detailing what something is like, whereas 'explain' type questions require candidates to demonstrate reasoning by providing further justification to the points made within their responses. Other areas include: failure to read and fully understand the requirements of the stem and ensuring the response offered remains focussed to the question.

Some candidates were more prepared than others and showed good recall of knowledge by identifying the stages of the hair growth cycle and massage techniques, however, some provided a list of all the techniques, which indicates possible guessing and does not demonstrate secure knowledge of the topic. Others gave a description rather than answering the question, for example, for the question testing knowledge on the visible signs of a scalp condition, many went into detail with an explanation of the cause of the condition and failed to satisfy the main requirements of the stem.

As seen last year, candidates continue to struggle to demonstrate knowledge around the different types of shampoo products and their suitability for different hair conditions - many referred to ingredients such as almond oil, citrus or egg, which are ingredients and not types of shampoos.

Candidates would benefit from further practice on exam techniques, specifically around reading the question more than once before attempting to answer to ensure that the answers provided are focussed to the main requirements of the stem. To access higher marks, candidates should demonstrate depth of understanding of various topic areas by linking their theory into practice and giving sound reasoning and explanations for higher mark questions.

Extended response question

All candidates attempted the question and a range of marks were achieved. However, many candidates were only able to provide a description of the process for a service, with little or no reference to the factors given the scenario. Some responses lacked examples or referred to a completely different style with inaccuracies and lacked industry terminology. Candidates would benefit from providing further justification to points made, to demonstrate deeper levels of understanding of the breadth of topics within the syllabus. To achieve higher marks, candidates need to link their response to the factors within the scenario with reference to the style requested, and include justifications and reasoning for each decision made.

Series 2: June 2019 (Summer)

This was the second exam of the 2019 series for Level 2 Technical qualification in Barbering. Overall, the paper included a range of question styles to draw out knowledge and understanding across the subject areas within the qualification, giving candidates the opportunity to demonstrate a broad awareness of industry specific applied skills. The paper also included more challenging questions that helped to differentiate between the higher and lower scoring candidate. The June exam tested different topics from the qualification to the previous series. Centres should note that this report is specific to the June 2019 examination.

It was evident that the candidates' approach to the June exam had improved from the March series, with most attempting all the questions on the paper. The overall performance generally showed that candidates had improved their exam techniques, as responses indicated that they read and understood the main requirements of the stem, and gave more detailed responses with reasoning and justifications where relevant. Most candidates showed good knowledge around client protection during services, and good understanding on the importance of hygienic working practice, techniques used for hair and facial hair cutting services , as well as ways of maintaining client comfort.

On the other hand, some candidates missed opportunities to gain higher marks by only giving bullet pointed responses with limited or no explanation. Some responses digressed from the subject, with a lack of focus on the areas being tested. To gain higher marks, candidates should expand their answers by giving more options and justifications, especially for question where higher marks are allocated.

Candidates who performed well in this exam demonstrated good breadth of knowledge and depth of understanding across the range of topics. These candidates achieved higher marks in the more challenging questions and demonstrated an ability to accurately recall knowledge where appropriate. Responses were coherent, accurate in content with detailed justifications and relevant use of technical language.

There were still some lower mark candidates who often missed the opportunity to gain more marks due to incorrectly interpreting the command verb, leading them to provide incorrect responses, or responses which often lacked focus. Some candidates did not use their time effectively by repeating the stem in their initial response. Whilst candidates are not penalised for such an approach, it would be useful to develop the candidate's exam technique to provide them with ways to plan and write responses that are focussed and directly answer the question. Some candidates struggled with the basic structure of the hair and confused the sebaceous gland with the sweat gland. Other candidates were unsure when asked to describe a specific contra-indication and explain its impact on a service.

Extended response question

Candidates answers to the extended response question varied, with some including detailed and relevant discussions, whereas, some answers were brief with only a few basic points on the services. Occasionally, some provided extensive answers that included a lot of repetition.

Candidates who achieved lower marks lacked discussion, with some giving a description of the service, with little or no consideration to the factors given within the scenario, and relating the discussion back to the style achievability. Responses generally lacked analysis and conclusions. Some candidates referred to cutting techniques for the requested style, but did not discuss how this should be adjusted or why. There was some use of industry terminology although limited in places.

Candidates who achieved good marks for the extended response question, attempted to discuss most of the factors within the scenario with links to the style requested. Candidates will benefit from including some examples within their responses to aid with their reasoning and conclusions. They should focus on the suitability of the service, with some adaptations to the service, tools and techniques. Candidates should strive to demonstrate sound breadth and depth of knowledge and understanding with structured responses and a good use of technical terminology.

Synoptic Assignment

Grade Boundaries

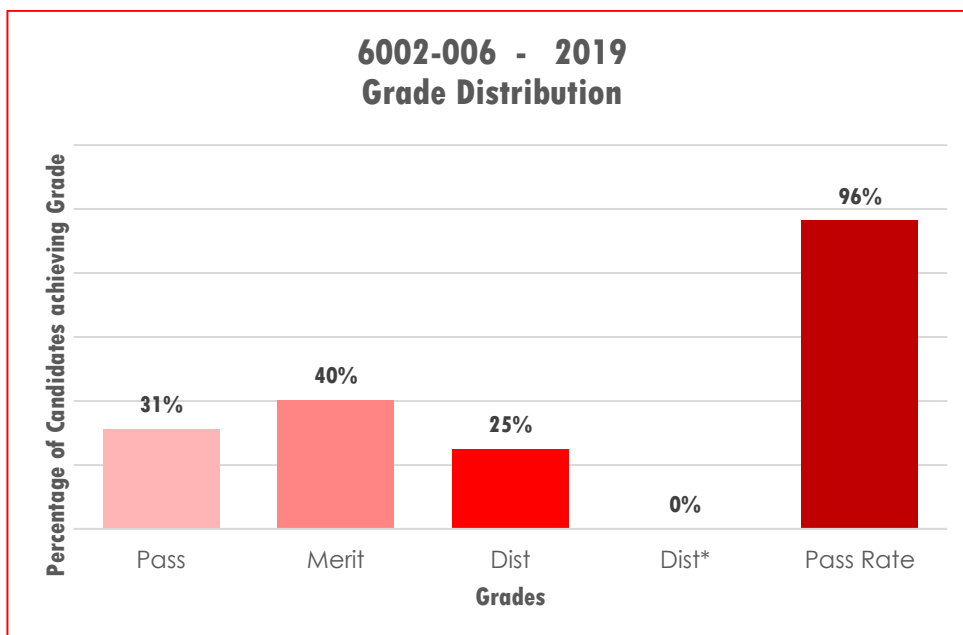
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

Assessment: 6002-006

Series: 2019

Total marks available	60
Pass mark	24
Merit mark	35
Distinction mark	46

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



Principal Moderator Commentary

This was the second year of the 6002-20 Technical Certificate in Barbering L2 synoptic assignment with some new centres delivering for the first time. Generally, centres were more familiar the relevant forms to be completed and submitted with the candidates work, however, there were a few issues with the Candidate Declaration of Authenticity form. Some submissions did not include signatures and therefore were not valid. Whilst centre staff responded speedily to requests by moderators to correct this, centres need to ensure this is completed for future submissions.

Generally, there was good use of the Practical Observation (PO) forms by most centres, with relevant information on the candidate's practical performance documented. On the other hand, some forms lacked any reference to the shampoo service, or the blow dry and finishing of the hair. Some PO forms only identified candidate strengths and did not document a true picture of the performance where there might have been some weaknesses. This needs to be considered for future series to ensure the PO forms reflect a true picture of the candidate's performance across the services.

Justification of candidate's marks documented on the Candidate Record Form (CRF) were often a repeat of the PO forms and did not always consider all the tasks within the synoptic assignment (eg Task 1, 2 & 3). Some comments referred to a different band, therefore were not always aligned with the marks awarded. Centres are advised to ensure they thoroughly review the bands to best allocate marks and refer to the whole assignment evidence submitted for the CRF records.

The selection of models for the two haircuts were not always the best suited for candidates to showcase their skills to the best of their ability. In most cases, models had the same hair classification which was a hindrance on the range of skills which could be used. Some did not having sufficient density across the head, or the length was too short to keep to the requirements of the brief with regards to the length to be removed. Additionally, many finished cuts were very similar which did not satisfy one of the main requirements of the brief which states that both cuts must be sufficiently different.

A few centres do not have enough barber chairs with head rests for candidates to use during facial hair cutting services to support the models neck and enable the correct posture of the barber (candidate) while carrying out the service. Where this is the case, centres should consider staggering the start time to allow all candidates the use of the correct barber chairs.

Photographs submitted were mostly clear and covered before and after the service, as required, however, a few candidates had taken the photo too close, which resulted in images being slightly out of focus. Most were referenced to the model by name or number, although a few did not do this, making it difficult to work out at times.

Task 1

Candidates produced a varied range of research evidence for style ideas on the services plans. Candidates are reminded to ensure images used for research are annotated and should include source reference. Candidates who performed well in this task produced plans which included reference to safe working practices, relevant to the services they planned to carry out. Some focused heavily on health and safety legislation which is not an area specifically required in the synoptic assignment. Centres must ensure candidates follow the assignment task requirements and focus on the planned services.

Lower achievers produced limited plans with only a brief outline of some of the services they would carry out. Higher achieving candidates produced evidence of detailed plans with diagrams showing the angles to be used for both haircuts and beard trim. Some showed thorough planning by including plans for the shampoo service, blow drying and finishing of the hair cuts and beard trim.

Task 2

The standard of work varied with high standards seen across parts or most of the services within the task. Others finished looks were not completed to the same standard and generally needed more refinement and finish.

There was generally good coverage of most services within Task 2, with the exception of a few who did not cover outlining and detailing. Those who did were able to show a range of skills with finished looks showing evidence of refinement, balance and accuracy with slight imperfections in some parts. These are areas which need to be considered for future submissions to enable candidates to have the opportunity to achieve higher marks.

Task 3

Task 3 should reflect on all parts of the assignment brief, from research to planning with clear links to the practical application in Task 2.

Most candidates provided descriptive evaluations with little relevance to their work and minimal reflection on how the services went or areas to be improved. A few suggested there was nothing to improve on.

Candidates should be reminded that evaluations should identify areas of strengths and weaknesses, be reflective of personal performance and discuss how well the planned looks were realised as well as how the services could have been improved.

Breakdown of performance against each AO – strengths & weaknesses

AO1 Recall of knowledge

There was generally a good performance shown for this AO, with most candidates demonstrating sound knowledge of influencing factors specific to the planned services, including relevant hair tests. Those gaining higher marks showed greater accuracy for recall of knowledge across all three tasks within the assignment, and this was supported with relevant justifications on the PO forms & CRF. There was detail on the planning stage around how safe working practices would be implemented across the services, with reference to products, tools & equipment and use of barber chair, PPE etc.

There were a few weaknesses observed for this AO where the use of PPE was intermittent, barber chairs were not always used for beard trims, although available. Some did not evidence sufficient information of influencing factors across all of the services and the PO forms lacked detail on personal presentation and hygiene.

AO2 Understanding

Overall, there were varying standards on consultation interpretations, with some candidates showing sound understanding, whilst others were brief with little evidence of the style requirements and/or the finish they were aiming for. Some assignments did not include information on how the service was adapted to take into account influencing factors, or possible unforeseen factors, e.g. model turning up late and having to adjust service sequence to manage time.

There were gaps seen in some consultations where there was a lack of detail on the shampoo/shampoo and conditioning service, or the blow dry and finish. Others were very brief on consultation for beard trims, e.g. was the service adapted to cleanse the beard first, were products used to calm the beard hair? In some cases, there was a lack detail on aftercare advice being personalised to the individual model's needs.

Those who gained good marks for this AO included detailed plans in Task 1, which were followed through with thorough consultation notes and aftercare advice in Task 2. There was relevant information on the adjustments to any of the services with adequate reasoning in Task 3.

AO3 Application of practical/technical skills

Generally, there were good examples where most candidates met all elements of the practical tasks, demonstrating dexterity and skill across some/most of the services. It was evident these candidates had built up a rapport with models, were more confident in their skills and approach to each service.

There were a few inconsistencies with evidence for this AO, where candidates abilities to complete all elements within Task 2 were not always evident. Not all candidates incorporated outlining and detailing within their cuts and a few missed out the shampoo service or blow dry and finish. Some candidates selected models with the same hair classification and/or style requirements, some did not have a full head of hair, or the hair length was too short to remove the required amount set out in the assignment. This limited candidate's opportunity to demonstrate a broad range of techniques and skill across their models and is where some centres were out of alignment with the moderator. Candidates should ensure the models selected allow for different techniques to be used during services to demonstrate their confidence and fluidity.

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. Higher achieving 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 linked through to methodical application of skills. Finished looks were refined, showed balance, precision and skill.

These candidates were generally able to evaluate their work effectively and suggest areas for improvement. All Tasks within the assignment had been fully understood and implemented showing thorough consideration of theory to practice.

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 research, with a brief 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 reflecting this.

AO5 Attending to detail

This AO refers to a candidate's persistence throughout the assignment, perfecting and refining their work across all services, staying focused and working meticulously to achieve the result desired.

There were some inconsistencies in some candidates' performances some of the services or across all services carried out. Some did not use the mirror to check results, others showed hesitancy when finishing the looks created and a few were rushed with finishes lacking refinement and were not balanced or finished to a professional standard. This was especially seen if the hair was cut dry and just left after the cut.

On the other hand, there was some very good examples of all aspects of the assignment finished to an excellent standard throughout. With evidence supporting the candidate's persistence and refinement.

Best practice

- 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.
- Templates provided by C&G were used for each tasks. Where the centre devised their own forms, the information they contained was identical to the proformas.
- CRF included fully justified comments of why the marks allocated were given. And, covered all three tasks within the assignment.
- The Brief was given to candidates 4 weeks prior to the Task instructions. The assignment brief was fully explained to candidates prior to the start of the practical and a hard copy of the task instructions were given and removed before starting the models.

Task 1 included evidence of research on style ideas, eg annotated images (these were used during task 2 to discuss with models/clients). Research evidence was referenced.

- Staff checked that there was sufficient products, tools and equipment readily available for use. And methods of serialisation.
- Clocks were clearly visible during each of the tasks and a staff member advised candidates of the time left.
- Candidates were reminded to take before and after, 360o , photographs and check them to ensure they are clear.
- Centres had spare models available at short notice in case a candidate was let down by their model.
- The observer/marker documented any oral questions asked during the practical Task 2 stage and included these with the Centre Observation Form.