

# 6002-23 Level 2 Technical Certificate for Hair Colouring Services

2019

**Qualification Report**

# Contents

Introduction .....	3
Qualification Grade Distribution.....	4
Theory Exam.....	5
Grade Boundaries.....	5
Chief Examiner Commentary.....	7
Synoptic Assignment.....	9
Grade Boundaries.....	9
Principal Moderator Commentary.....	10

# 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.

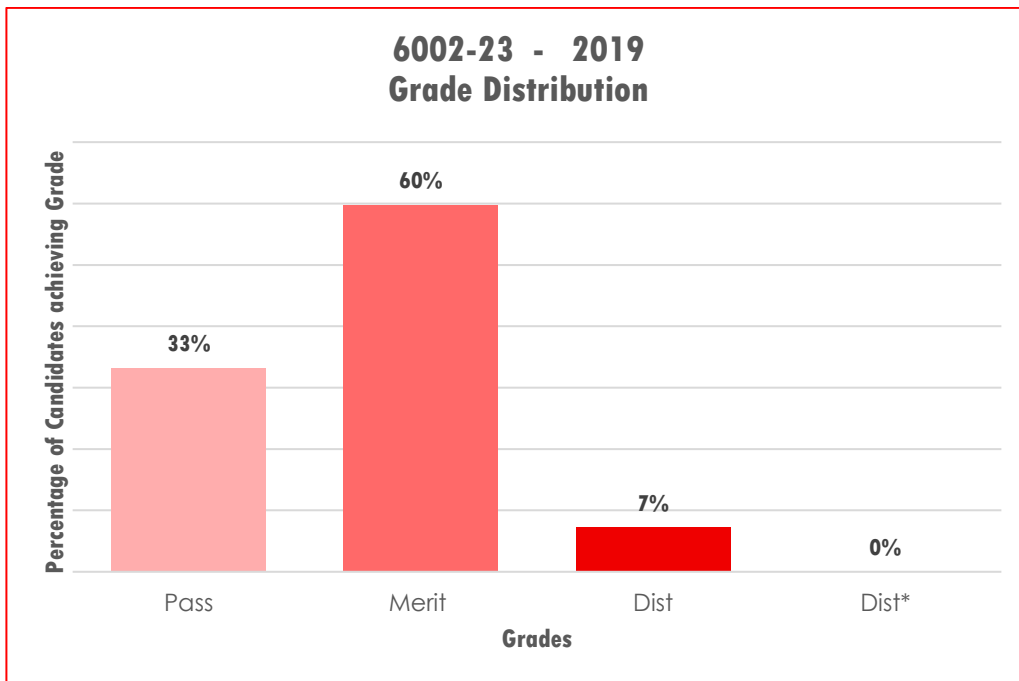
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments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

- 6002-011/511 - Level 2 Hair Colouring Services - Theory exam
  - o March 2018 (Spring)
  - o June 2018 (Summer)
- 6002-012 - Level 2 Hair Colouring Services - 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

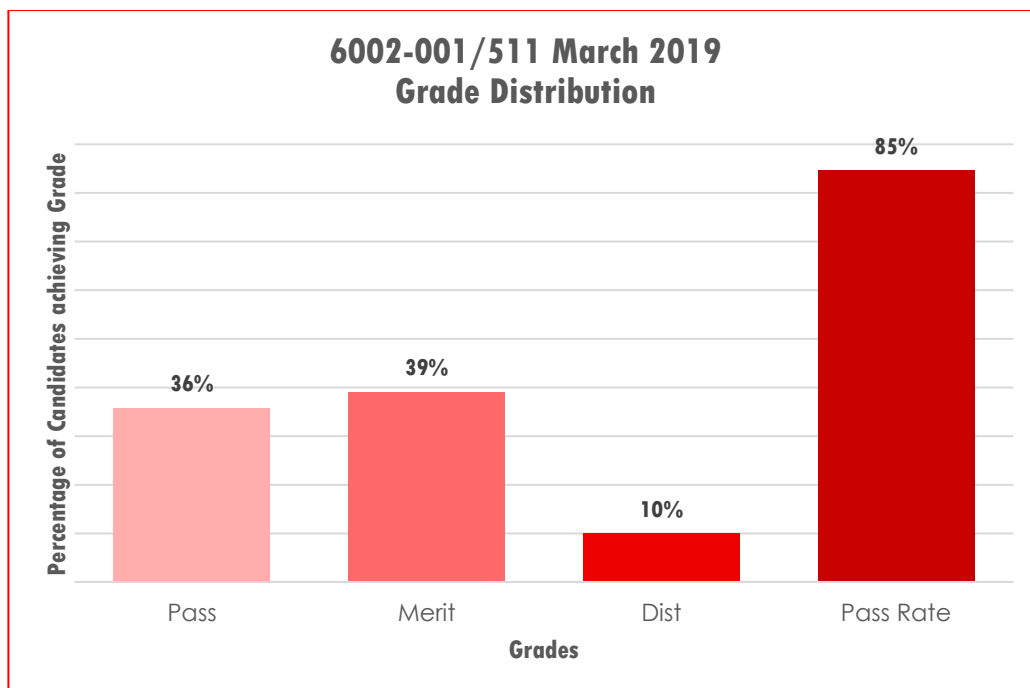
## Grade Boundaries

**Assessment:** 6002-011/511  
**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	23
Merit mark	31
Distinction mark	40

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

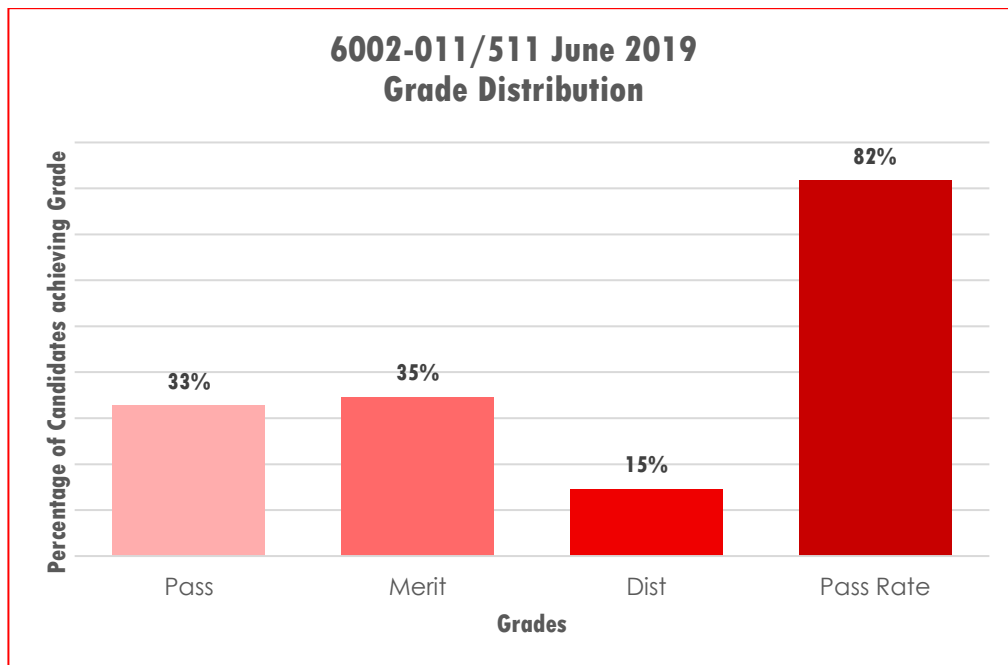


**Assessment:** 6002-011/511  
**Series:** June 2019 (Summer)

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	31
Distinction mark	40

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



# Chief Examiner Commentary

## 6002-011/511 – Level 2 Colouring - Theory exam

### Series 1 – March 2019 (Spring)

This is the second year of the 6002-23 externally set and externally 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.

Overall, the paper allowed for candidates to be stretched and challenged to reflect a Level 2 standard. The broad range of total marks achieved across this question paper, showed that the paper differentiated across the range of candidate abilities.

Candidates achieving the higher spectrum of marks were able to recall knowledge across all mandatory units and link theory into practice which was enhanced with the appropriate use of industry specific terminology. These candidates were able to confidently solve routine problems presented to them using a breadth of topics and scenarios.

Candidates missed opportunities to gain higher marks due to their lack of exam techniques, this was especially seen where responses did not satisfy the main requirements of the question. For example, on the question assessing candidates' understanding of incorrect colour results, which required them to 'explain', candidates often identified the cause of the result without adding further detail and explaining why. Candidates also struggled to provide a description of a process related to the removal of product, as they often gave the description the wrong way around or contradicted themselves. Some candidates gave 'either or' answers when referring to which specialist to consult for specific contra-indications suggesting they may not be secure in their knowledge of the topic. Other areas where candidates missed opportunities to gain higher marks included: recall of knowledge on the functions of the different structures of the skin, understanding the importance of air flow and the interpretation of buying signals.

Candidates who gained higher marks overall were able to consistently demonstrate their knowledge and understanding, as well as tailor their response to the command verb, especially with questions asking for a description or explanation. Lower scoring candidates would benefit from displaying a higher level of technical knowledge on short answer questions and consistently show secure science and technical knowledge. To access higher marks, candidates should evidence their depth of understanding of various topic areas by linking their theory into practice and demonstrate sound reasoning and explanations for higher mark questions.

### Extended response question

This is a question which requires the candidate to discuss the service options for a client based on a case study. Most responses offered a generic consultation, did not encompass all of the factors given within the scenario and contained limited expansion. However, most candidates displayed some understanding on technical and scientific terms.

Candidates who achieved higher marks showed clarity in their explanations and demonstrated a deeper understanding of the technical requirements. These candidates took into account the client's base colour and explored a variety of recommendations based on this. Lower scoring candidates would have benefitted from making service recommendations and providing a range of alternatives to demonstrate their ability to draw knowledge from different topic areas to highlight their breadth of knowledge and depth of understanding.

## **Series 2 – June 2019 (Summer)**

This is the second year of the 6002-23 externally set and externally 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.

Overall, the paper allowed for candidates to be stretched and challenged to reflect a Level 2 standard. Whilst the cohort was fairly small, a broad range of total marks was achieved, showing that the paper differentiated across the range of candidate abilities.

Candidates achieving the higher spectrum of marks demonstrated good knowledge recall across all mandatory units. They showed evidence of good breadth and depth of knowledge and understanding on colouring topics, with an accurate and relevant use of technical terminology throughout. These candidates were confidently able to tailor their response to the command verb, especially with questions asking for a description or explanation; as well as provide clear and detailed responses when resolving issues presented in scenario based questions.

Most candidates gained marks on questions related to the application of colouring products and the common problems associated, however, candidates often missed opportunities to gain higher marks due to uncertainties in their knowledge around client referral when discovering specific contra-indications, whether contagious or non-contagious. Candidates continue to struggle with their exam techniques, this was especially seen where they provided responses which were not focussed to the main requirements of the stem. An example of this would be on questions assessing candidates' understanding of colour problems, candidates often identified the cause of the result without adding further detail and explaining why. Candidates should be reminded that a question asking for an explanation requires some reasoning to be given, therefore, they should provide additional depth to clearly show their understanding of the topic. Other areas where candidates missed opportunities to gain higher marks included: recall of knowledge on the functions of the different structures of the hair and skin, and the bonds found within the hair structure.

Lower scoring candidates would benefit from displaying a higher level of technical knowledge on short answer questions and consistently show secure science and technical knowledge. They should be encouraged to evidence their depth of understanding of various topic areas by linking their theory into practice and demonstrate sound reasoning and explanations for higher mark questions.

### **Extended response question**

This is a question which requires the candidate to discuss the service options for a client, based on a case study. Most responses offered a generic consultation, did not encompass all of the factors given within the scenario and contained limited expansion. Moreover, many candidates failed to discuss ways to deal with an angry client. This resulted in very few candidates scoring marks in the higher bands for this question.

Candidates who achieved higher marks showed clarity in their explanations and demonstrated a deeper understanding of the technical requirements. These candidates took into account the angry client, their hair density and offered a variety of recommendations to satisfy each aspect. Lower scoring candidates would have benefitted from discussing how to deal with a client who is complaining about a service, making service recommendations and providing a range of alternatives to demonstrate their ability to draw knowledge from different topic areas, in order to highlight their breadth of knowledge and depth of understanding.



# Synoptic Assignment

## Grade Boundaries

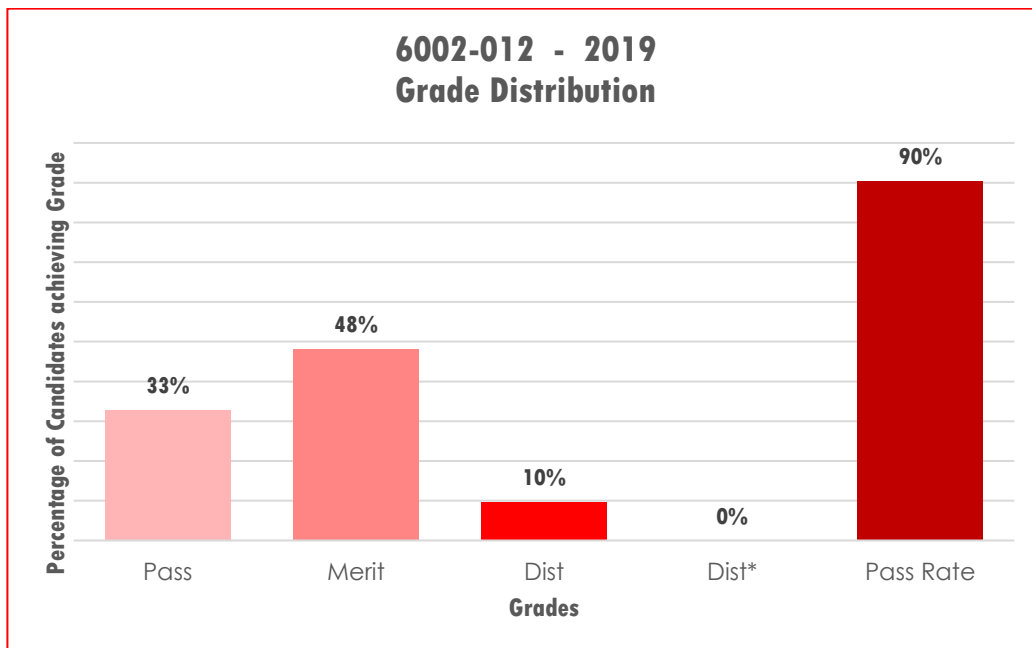
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

Assessment: 6002-012

Series: 2019

<b>Total marks available</b>	<b>60</b>
Pass mark	28
Merit mark	38
Distinction mark	49

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



## Principal Moderator Commentary

This is the Second year for the Level 2 Technical Certificate for Colouring Services (6002-23) Synoptic Assignment, so there were a mixture of Centre submissions some delivering the technical qualification for the first time, for others it was their second year. This applied to candidates as well some having completed the 'Cutting & Styling services' qualification last year, whilst others in their first year.

### Task 1

A minority of candidates across the summer submission did not use images or drawings to evidence their planned looks, which made it hard to judge whether they followed their planned looks to completion. Centres must ensure candidates understand the importance of including images in their task 1 for each service, to support their commentary and the vision of the outcome. Other candidates provided further depth by using sketches to demonstrate the sectioning patterns they were aiming to use during colouring applications.

The majority of candidates considered Health & Safety during their planning and their timings for each service. The best plans reflected good practice by integrating services in a time efficient manner, which truly mirrored commercial salon practice. Shampooing and conditioning products were always considered. Most candidates discussed massage techniques, stimulation of the sebaceous gland and the effects of this on making the hair greasy. Planning lacked focus around the use of styling and finishing products other than heat protectors and hairspray, their benefits of use in different situations.

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 and planned positioning of rollers in pli. They were able to discuss Health & Safety aspects, skin & scalp analysis, including hair testing in detail, as well as the products, techniques, tools & equipment that would need to be used. These candidates accurately related their plans to the client scenario and choices were supported with relevant suggestions and justifications.

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 to the clients' hair characteristics, any influencing factors or contra-indications they may have, and how these might specifically influence their choices in the actual service/s being carried out. Identification of factors during hair & scalp analysis were sometimes wide ranging and not always relevant to the service / task being completed, as a result evidence of sound understanding was unclear. Aftercare was considered in most cases but rather limited in content. Candidates should be encouraged to provide tailored advice to benefit the client. Candidates should also be reminded to use accurate and relevant technical terminology when referring to massage and cutting techniques.

In order to achieve higher marks, candidates should discuss the products, techniques, tools & equipment that would be used, and include some justification for these choices, and where possible, go a step further by comparing them against alternative options.

## **Task 2**

Task 2 delivery requirements were amended this year to introduce an Aftercare and Recommendations Form, however, not all Centres recognised this, which resulted in this task not being delivered consistently across the submission, sometimes being completed with task 1 in line with the 2018 requirements.

Photographic images of the root area after colouring services was not always included in the evidence or taken too far away not focused clearly on the top of the head, this made the quality of outcomes and marks attached to A03 more challenging to verify.

Some examples were seen where candidates were going beyond the requirements of the assignment and attempting to demonstrate skills and techniques of a level 3 standard. This practice could disadvantage candidates as may show less quality and a potential lack of finesse and refinement. Tutors should address this when reviewing plans submitted in task 1.

Lower scoring candidates showed the ability to work safely with a good level of professionalism. They usually considered aftercare advice, but this was mainly limited to products for shampooing and conditioning. Candidates should be encouraged to embed their advice into the service, rather than solely giving it at the end, and expand on their advice to encompass all aspects of aftercare e.g. combing, drying techniques, repeat and additional services etc. This shows that the candidate is constantly interacting with the client and demonstrates good levels of confidence. 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.

High scoring candidates demonstrated consistency across a wide range of techniques for the full range of services required. Finished looks were adapted to take into account the client's face/ head shape and facial features, these candidates ensured that finished looks fully complimented the client's overall image.

## **Task 3**

Overall, candidates performed well in this task, sometimes reflecting on issues that were not documented on the observer notes / PO forms which gave a better picture of overall performance and verified performance observed in the images produced.

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 the services they carried out, 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.

## **Breakdown of 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 colouring products, aftercare, procedure / timings, products, tools & techniques and their accuracy of application.

### **AO2 – Understanding**

Performance varied with disjointed and inaccurate understanding in regards to reasons for completing hair tests, different types of colouring products, their use and how mixes / practice might vary depending on a variety of influencing factors.

Higher achieving candidates demonstrated embedded understanding of scientific aspects with 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 colouring techniques and their advantages / disadvantages for use, providing justifications for their selections. Generally, aftercare advice was also well documented, but not always followed through to the practical performance.

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

Candidates on this qualification met all the requirements of the brief demonstrating good practice. Some completed the practical task with the accuracy and the timeline expectation of a junior stylist entering the 'shop floor'.

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

Generally a good performance for this AO. Candidates gaining better marks were able to show that they could work within commercially realistic timings and working patterns. These candidates were able to show that they had considered aftercare advice 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. They communicated well providing good levels of customer care. These candidates were able to perform services that accurately aligned with the brief (client requirements).

### **AO5 – Attending to detail**

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 and a professional finish / polish on end looks.

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.

### **Examples of Best practice:**

- 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.
- The assessment was carried out accurately according to the recommended guidance on timings for each Task.
- Evidence was uploaded on one PDF with file names that were clear. Logically organised and minimal, no blank pages.
- Images clearly displayed long hair with nothing covering the finished look. Gowns and towels were used of contrasting colour to the hair in photographs to make evidence clear.
- Observers finalised PO forms as soon as possible after the event to ensure a 'true picture' of performance is maintained and details are not omitted.
- The PO forms recorded the performance of task 2 only and the CRF's recorded the marks and descriptive judgements for the full assessment and were not a duplication of the PO form.
- The PO form was used to document the observed practice of Task 2 and the CRF to mark and pass judgement on the assignment, tasks 1-3.
- Band descriptors, and appropriate language that differentiated performance level were used to describe how well the service / activity had been carried out.
- Candidates were prepared with 'mock' opportunities and had been actively encouraged to showcase a full range of services that reflected a range of skills / techniques, product and tool / equipment use.
- The consultation at the beginning of task 2 was a verbal recap on the decisions made during task 1, to confirm no requirements / changes are required. There is no need to produce further written consultation evidence as any changes would be discussed in task 3, the evaluation.
- No feedback was received by candidates before they have completed their evaluation in task 3, to ensure this task is a true self-reflection.