

6002-21 Level 2 Technical Certificate in Hairdressing (450)

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.

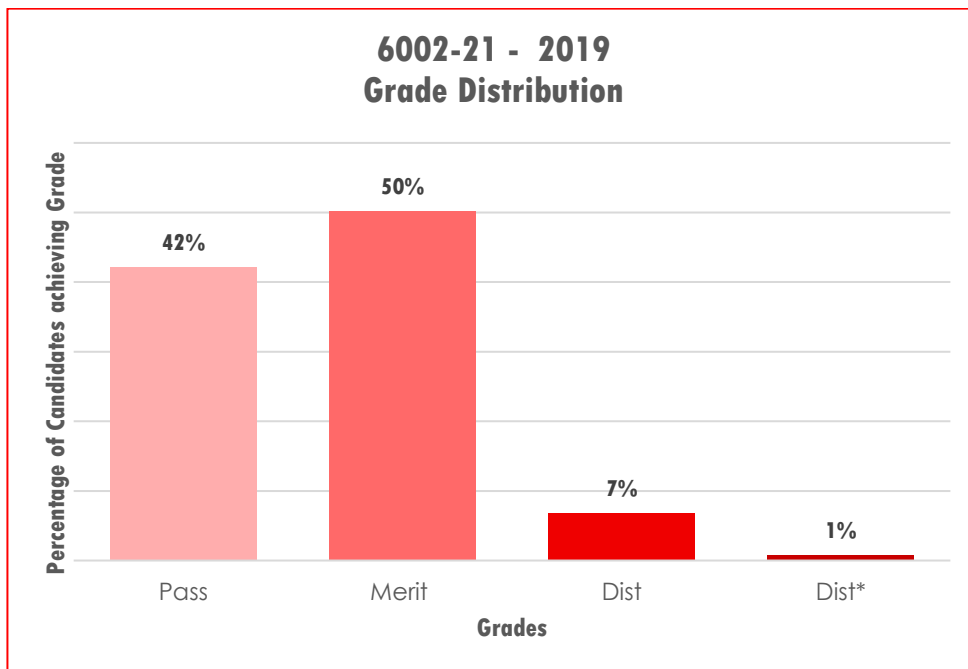
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments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

- 6002-007/507 - Level 2 Hairdressing - Theory exam
 - March 2019 (Spring)
 - June 2019 (Summer)
- 6002-008 - Level 2 Hairdressing - 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

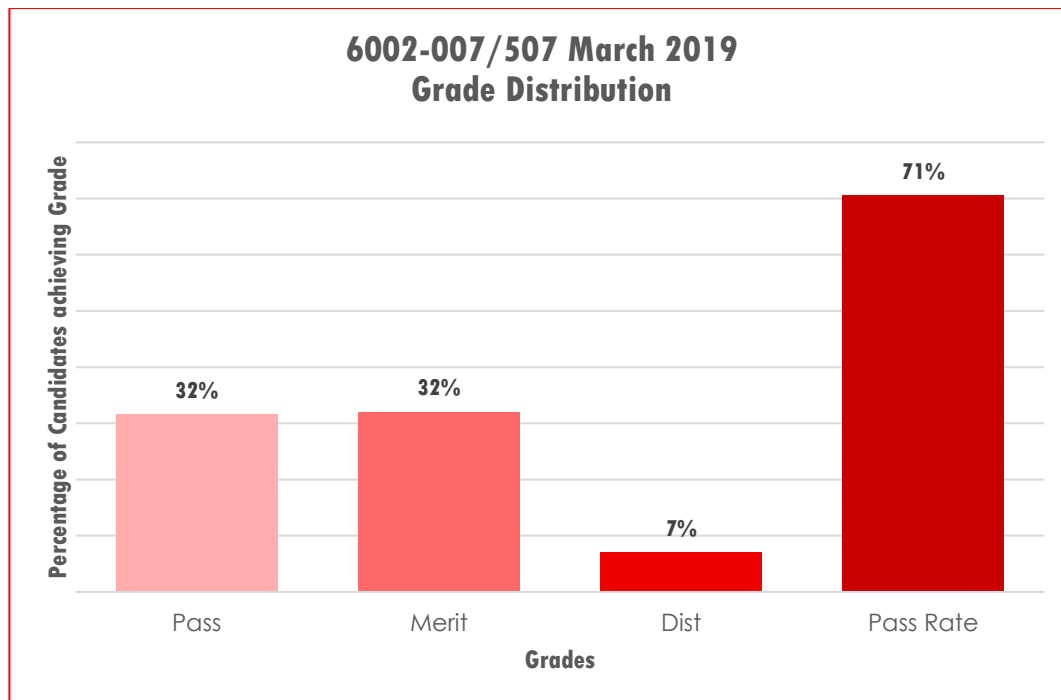
Grade Boundaries

Assessment: 6002-007/507
Series: March 2019 (Spring)

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

Total marks available	80
Pass mark	31
Merit mark	42
Distinction mark	54

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

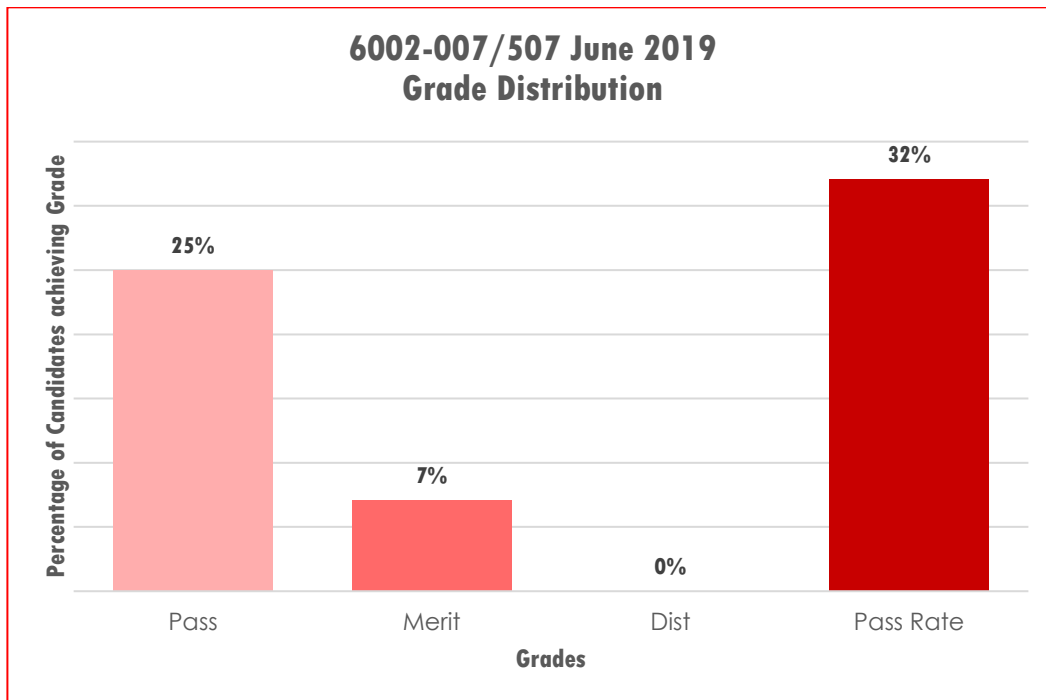


Assessment: 6002-007/507
Series: June 2019 (Summer)

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

Total marks available	80
Pass mark	31
Merit mark	42
Distinction mark	54

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



Chief Examiner Commentary

6002-007/507 - Level 2 Hairdressing - Theory exam

Series 1 – March 2019 (Spring)

March 2019 saw the first series for the second year of the 6002 – 007/507 externally set and marked examination. Centres should note that the externally set exam continues to sample from different topics and learning outcomes from the qualification and as a result this commentary relates to the March 2019 examination only.

Overall, the paper allowed for candidates to be stretched and challenged to reflect a good 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.

Successful candidates demonstrated the ability to link theory into practice and this was enhanced with the appropriate use of industry specific terminology. Candidates scoring higher marks were able to recall knowledge across all of the mandatory units and were able to 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 qualification syllabus.

Candidates were still missing opportunities to gain marks due to their lack of exam technique, this was specifically seen where candidate's responses did not satisfy the main requirements of the stem. For example, some candidates were not answering the question according to the command verb prescribed, or where questions asked for an explanation, candidates often gave short answers or gave a description of how they would carry out a process, rather than going further and explaining why/impact/alternatives. A question asking for an explanation requires some reasoning to be given. Some candidates did not read questions accurately and this was evident where their responses did not consider all factors specified within the stem, some providing a step by step process of a service where instead a scientific process of cleansing the hair was requested. Candidates will benefit from supplying scientific responses to demonstrate professional levels of knowledge and understanding within the topic.

There was a lack of depth of knowledge shown by some candidates when they referred to brand names for products instead of illustrating their understanding of the type of product that should be used for a particular service. At times, candidate's responses on questions testing understanding on cutting techniques and emulsification were confused and contradicted themselves as it progressed and as a result did not demonstrate clear knowledge and/or understanding.

Opportunities to gain full marks within each question were missed where candidates appeared to struggle when making comparisons. Some were unable to identify and accurately apply hairdressing terminology and recall technical terms for contra-indications. Furthermore, some responses confused emulsifying a colour on removal and the 'combing through' process sometimes carried out during development. Other areas where marks were lost included: candidate's inability to differentiate hair characteristics against those categorised as influencing factors, exploring the adequate adaptations' that need to be taken when providing personalised aftercare advice, carrying out shampoo and conditioning services and recognising the concept that 'rectifying' services would require a response to resolve the immediate issue detailed in the scenario, rather than actions that may be taken during future services.

Overall, it was evident that most candidates had reasonable levels of understanding around lightening and toning services, which is influenced by current trends. However, candidates who gained higher marks overall showed good knowledge and understanding throughout the paper. Candidates will benefit from being able to identify and explain the impacts of a range of factors whilst making strong links between theory and practice. Responses should be consistent with sound reasoning which will help to demonstrate a broad knowledge and understanding across all technical areas.

Extended response question

This is a question that requires candidates to discuss options for a client; a salon based scenario or case study. A number of candidates missed opportunities to gain more marks here, due to them not providing a detailed discussion considering the technical factors within the scenario / case study and instead, only provided narrow service options which demonstrated limited knowledge and understanding across the depth and breadth of the syllabus. Candidates gaining higher marks frequently demonstrated evidence of planning by either using a diagram or a list prior to structuring their response. The majority of candidates did gain marks in areas of the consultation process, adaptations which can be made to the service to meet the client requirements or the specified hair type, suggesting a suitable cutting technique and styling or hair-up method.

Candidates who achieved higher marks demonstrated clarity in their explanation skills and offered a coherent discussion. These candidates also showed a deeper level of understanding of the breadth of topics and had developed a deeper understanding of all technical requirements and industry terminology. This was demonstrated by their ability to discuss around a range of suitable options and providing further justifications and reasoning for options considered unsuitable.

Series 2 – June 2019 (Summer)

June 2019 was the second exam of the 2019 series for the 6002 – 007/507, externally set and marked examination. Centres should note that the externally set exam samples from different topics and learning outcomes of the qualification and as a result this commentary relates only to the June 2019 examination.

Overall, the paper allowed for candidates to be stretched and challenged to reflect a good Level 2 standard. The range of total marks achieved across this question paper, showed that the paper differentiated across the range of candidate abilities. Candidates who were successful demonstrated the ability to consistently link theory to practice, they were able to recall knowledge across all topics and evidence their understanding through accurate justification and reasoning. These candidates showed confidence when using technical terminology during explanations and descriptions, and were able to identify and accurately explain the impact of influencing factors across different technical services. The combination of these skills enabled them to solve the routine problems presented to them in scenarios that spanned the breadth of the qualification syllabus.

This series saw more candidates answering questions in line with the command verb prescribed as addressed previously. When questions asked for an explanation, description or discussion, the majority of candidates were starting to expand their responses by reasoning the why/impact/alternatives. Candidates should be encouraged to follow this practice in order to ensure opportunities for marks are not missed, as there appears to be some candidates who continue to provide responses which are not focused to the main topic or requirements of the stem.

Generally there was good knowledge of the hair growth cycle, however, candidates did not always manage to identify the hair growth stage they were describing. Some candidates missed the opportunity to achieve higher marks due to the lack of depth in responses to questions aimed at testing the candidate's depth of understanding. This was especially seen when they were required to provide aftercare advice, taking into account a client's reaction to products, or when discussing adaptations to make to a service to account for a specific contra indication. Additionally, it was evident that some candidates lacked understanding around the impact of influencing factors on colouring processes, as well as the uses for different product types.

Common themes still evident in this series, which limited some learner's ability to gain full marks within each question included; candidates' inability to identify skin / dermal structures and describe their function, as well as some confusion around the effects of acid and alkali products on the hair structure. Some candidates struggled with the specific diagnostic tests needed before carrying out different hairdressing services and were not always able to provide reasoning for the importance of conducting these tests, whilst still relating their response to the service specified in the stem

Candidates need to supply professional industry specific responses to demonstrate knowledge and understanding of the breadth of topics covered in the syllabus. They should provide further detail of what is 'suitable / appropriate' or 'correct' when describing processes or product and tool use. Quite a few continue to state that something is done 'correctly' or 'followed correctly' in responses to questions testing knowledge on a process. These are subjective responses and do not highlight the candidate's breadth and depth of knowledge and understanding of the topic. Responses should be developed and provide the relevant information to show they are fully aware of the procedure to follow. This was also evident when candidates discussed products. They should be reminded to technical term, rather than just stating 'an appropriate or suitable shampoo must be used'. The same applies to cutting and massage techniques, where candidates are encouraged to name the technique to demonstrate good breadth of knowledge.

Extended response question

This is a question that requires candidates to discuss options for a client / salon based scenario / case study. The majority of candidates provided discussions which provided good depth for the range of factors given in the scenario, however, a number of candidates missed opportunities to gain marks in the higher bands due to their response providing either, narrow service options or adaptations which were contradictory or not feasible. This demonstrates an inability to integrate knowledge and understanding across the breadth of the syllabus.

Candidates gaining higher marks frequently demonstrated evidence of planning their response by using either, a diagram or list prior to structuring their response. These candidates demonstrated greater clarity in their explanation skills, did not contradict themselves when providing options on how the requirements could be met, and brought all of it together in a well-rounded discussion. They were able to discuss a range of influencing factors and causes, and suggested suitable options which were supported with reasoning for options considered unsuitable.

Synoptic Assignment

Grade Boundaries

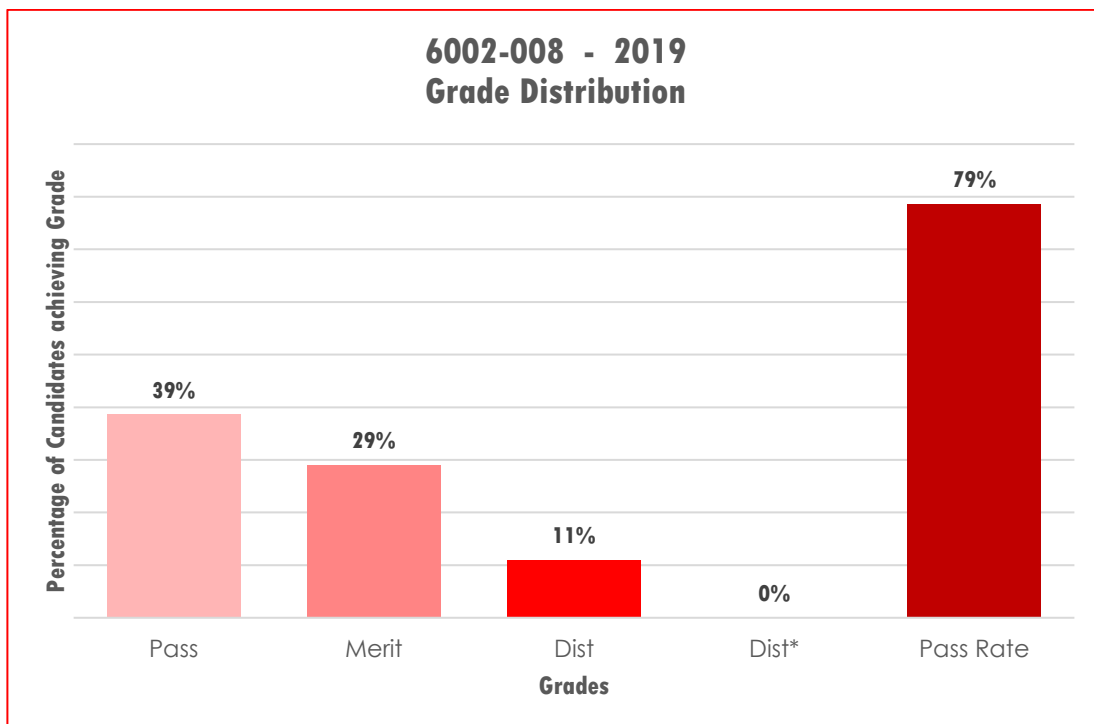
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

Assessment: 6002-008

Series: 2019

Total marks available	60
Pass mark	29
Merit mark	39
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 in Hairdressing (6002-21) Synoptic Assignment, so there was a mixture of Centre submissions, some delivering the technical qualification for the first time, for others it was their second year.

Task 1

A greater number of candidates met the task requirements, with some including images of expected outcomes in their plans, nevertheless, there were still Centre samples where none of the candidates had provided images. Centres should reinforce this requirement and ensure candidates support their vision for each service with a visual image to supplement their commentary. The majority of candidates had fully considered; Health & Safety, professional practice and timings for the day, during their planning. The best plans considered commercial practice by integrating services in a time efficient manner. Shampooing, conditioning and styling services / products were frequently discussed with a good level of accuracy, however, only a few learners reasoned their choice to use the product and discussed alternative options to demonstrate depth of understanding.

Lower scoring candidates described how to carry out services, but did not always relate their plans to the specific clients' needs. This approach limited their ability to demonstrate further understanding by discussing ways they could adapt the services to realise the desired outcome, taking into account the client's hair characteristics, contra-indications or any influencing factors. Similarly, the knowledge demonstrated was not always specific to the client or the service being conducted. An example of this is the discussions around factors during hair & scalp analysis which were repetitive across all services. Frequently, aftercare recommendations were limited and the use of professional terminology was sporadic. Some candidate's clarity of understanding became less apparent when referring to cutting techniques, angles used to achieve particular looks and the variety of colouring products available to gain the planned outcomes.

Higher scoring candidates produced detailed plans that accurately related to the 'particular' client scenario and reflected on how they would achieve each planned look. They documented a comprehensive skin & scalp analysis that identified specific influencing factors, hair characteristics and any contra-indications that would affect the services. These candidates made sure to discuss the wider implication regarding how this affected their choice of products, tools & equipment. Additionally, 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..

Task 2

This year's submission generally saw more performances which accurately matched the brief and assessment criteria. Candidates generally demonstrated higher levels of professionalism and appeared to be able to work better to 'realistic' commercial timings and in-line with 'salon working patterns', by integrating their services with one another for maximum time efficiency.

A large amount of candidates used a lightening product for their half-head of foils. Only a few used toners, other types of colouring products or variation of Hydrogen Peroxide other than 6%, which was frequently used. Higher achieving candidates mentioned remixing the lightener or using a higher percentage of peroxide in their mix for the top section, due to needing greater lifting power / or processing being quicker so removal was timed appropriately.

As observed in the previous year, cuts did not always meet the minimum requirement of the length of hair to be removed and some 'one-length' looks failed to be above shoulder. Whilst the majority of candidates ensured that, heads were 'shook', before photographing cuts, so that the hair laid in such a way the texture of layers could be clearly seen, others continued to comb the

hair smooth making it difficult at moderation to confirm observer comments / marker decisions on the accuracy or inaccuracy of skills.

Lower scoring candidates showed the ability to work safely with a level of professionalism. They usually considered aftercare advice, but this was mainly limited to products for shampooing and conditioning. Candidates should expand on this to ensure they consider all aspects of aftercare e.g. combing, drying techniques, repeat services etc. 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 advice. 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 accurate and in line with commercial expectation

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.

Task 3

Overall task evidence was mainly completed using the correct forms as provided by City & Guilds, demonstrating good practice. Evidence observed suggested that timings for tasks 1 to 3 had been run in-line with the assessment guidance this year.

Candidates generally performed well here, sometimes reflecting on issues that were not documented on the observer notes / PO forms which gave a fuller 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 next time to improve upon the outcome.

Lower scoring candidates still tended to provide a descriptive account of the services carried out. Candidates are reminded that their evaluation should be a reflective evaluation of their performance across the services, with comments on what they might do to improve their performance / enhance the outcome moving forward.

AO1 – Recall of knowledge

Most candidates demonstrated sound knowledge recall for health & safety procedures, professional behaviours and hair/scalp analysis. Those gaining higher marks showed greater accuracy of recall in regards to cutting angles, use of colouring products and mixes for purpose, aftercare, procedure / timings, products, tools & techniques and their accuracy of application. However, there was a lack of accurate recall of professional / industry language / terminology in relation to; cutting techniques, use of / cutting in of guidelines, types of colouring and styling products, tools, equipment and ornamentation.

AO2 – Understanding

Performance varied here with some understanding being disjointed with inaccuracies, particularly around the use of technical terminology and cutting angles. Generally, aftercare advice was well documented demonstrating understanding, however, this was not always implemented during to the practical performance.

In the best examples, scientific aspects were embedded, candidates could clearly relate their underpinning understanding to services, product ingredients & types and their use to treat specific conditions / hair characteristics / influencing factors to gain the required results. Candidates who performed well in this AO, demonstrated the ability to discuss structural

changes happening during services, the impact of a massage technique on hair/scalp and their use in differing situations. They demonstrated the ability to discuss a range of techniques and their advantages / disadvantages for use, with relevant justifications to support their selections.

AO3 – Application of practical/technical skills

The service requirements of the assessment as a whole were better met, wet setting met the requirements, however, not all candidates produced a fully 'dressed look' on comb-out and some did not meet the requirement to complete a shampoo and conditioning service prior to wet setting, instead they dampened down the hair in preparation.

Higher achieving candidates met all the requirements of the brief, used a range of products, tools, equipment and techniques, and achieved this with the accuracy and the timeline expectation of a junior stylist entering the 'shop floor'.

AO4 – Bringing it all together

Higher achieving candidates were able to show that they could work within commercially realistic timings and in-line with commercial working patterns. They were able to demonstrate that they had considered aftercare for the client and this was embedded within practice rather than 'bolted-on' to the end of services. They showed an awareness for the salon environment as a whole, rather than only being able to focus on their own services. These candidates were able to perform services, in a slick manner, with good customer service that accurately aligned with the brief (client requirements) in practice.

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 and frequently produced looks that lacked professional 'polish' on the end look.

Examples of Best practice

- Templates provided by C&G were used for each task. 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.
- Band descriptors, and appropriate language that differentiated performance level were used to describe how well the service / activity had been carried out.
- Marks were not allocated during the observation of task 2, but descriptive notes were documented 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.
- 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.
- Evidence was uploaded on one PDF with file names that were clear. Logically organised and minimal, no blank pages. Images clear, in-line with the assessment requirements, accurately annotated, displayed long hair with nothing covering the finished look, dark hair

photographed against light backgrounds / towels and light against dark backgrounds / towels.

- 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.