

6002-20 Level 2 Technical Certificate in Barbering

2022

Qualification Report

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Foreword

Results August 2022

As you will likely be aware, Ofqual has announced that grading for General Qualifications this summer will be more generous than prior to the pandemic. This is partly due to managing the impact of disruption and learning loss on learner performance and also managing fairness between learners in different years who had different methods of determining their grades. Therefore, for A levels and GCSEs, grading will seek a midway position between 2019 and 2021, meaning, in general, results will be somewhat higher than prior to the pandemic. This year, 2022, is a transitional year and outcomes and standards will likely return to pre-pandemic levels in 2023.

Similarly, for Vocational and Technical Qualifications (VTQs), this summer will be a transitional year and Ofqual has now been clear that for VTQs “we should expect that this summer’s results will look different, despite exams and assessments taking a big step towards normality.” Ofqual has published a blog [What’s behind this summer’s VTQ results.](#)

In acknowledgement of the disruption to learning and to support fairness for all learners certificating this summer (some of whom will be competing against learners taking General Qualifications for the same progression and higher education opportunities), we will be taking loss of learning into consideration, whilst still acknowledging the need to uphold the validity of the qualifications. On this basis, we have made the decision to apply a form of ‘safety net’ through some additional ‘generosity’ to both the theory examinations and synoptic assignments within our Technical Qualifications wherever appropriate, (noting that it may not be appropriate to apply where there is a clear impact on knowledge and skills to practice, particularly health and safety requirements or other relevant legislation). We are therefore also reviewing candidate work a few marks below (equivalent to 5% of maximum marks) the Pass and Distinction notional boundaries – the boundaries used during the awarding process as the best representation of maintaining the performance standard from 2019.

The reason for lowering boundaries, where appropriate, by 5% of the maximum marks available, is that it is broadly commensurate with the level of generosity learners are likely to see in General Qualifications at level 2 and level 3. Providing that senior examiners can support the quality of learners’ work seen below the notional boundaries and agree it is sufficient to maintain the integrity, meaning and credibility of the qualifications, the grade boundaries will be lowered across the full set of grades – e.g Pass, Merit, Distinction and Distinction Star. Given the circumstances, this is the best approach to take into account the disruption to teaching and learning across every learner in a fair and transparent way, and at the same time maintain the integrity and meaning of qualifications. This approach helps to level our Technical Qualifications awarding approach with that adopted for General Qualifications and other qualifications awarded in England and in the wider UK.

Spring examination series 2022

Having taken this decision, we are also mindful of learners who have taken components in **Spring 2022** and believe they should also have access to the same level of generosity. For these learners, we wish to adopt a similar approach. Therefore, for learners taking Technical Qualification assessments in spring there will be similar generosity, through the addition of 5% of the maximum mark available for the assessment. It is a different mechanism to that we are using for the summer assessments but provides the same level of generosity to those learners taking assessments in the summer.

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.

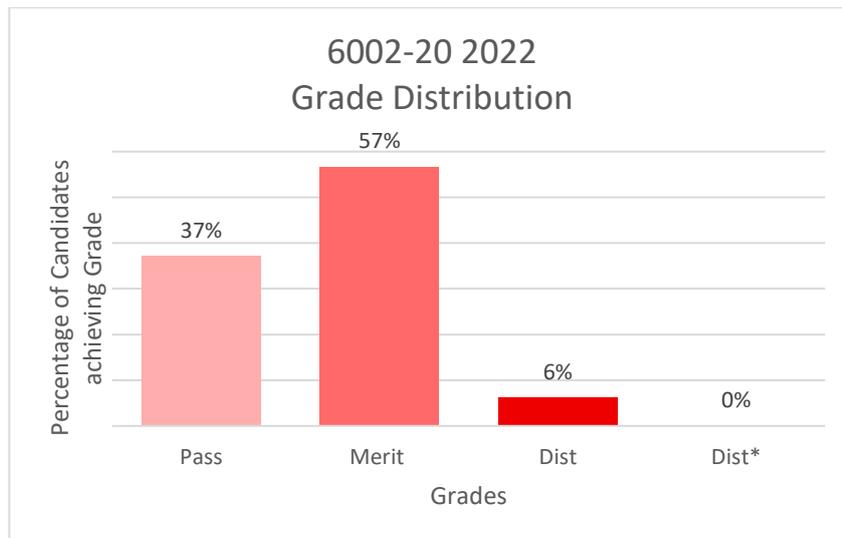
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2022 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 2022 (Spring)
 - June 2022 (Summer)
- 6002-006 - Level 2 Barbering - Synoptic Assignment

Qualification Grade Distribution

The approximate grade distribution for this qualification is shown below:



This data is based on the distribution as of 22/08/2022.

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

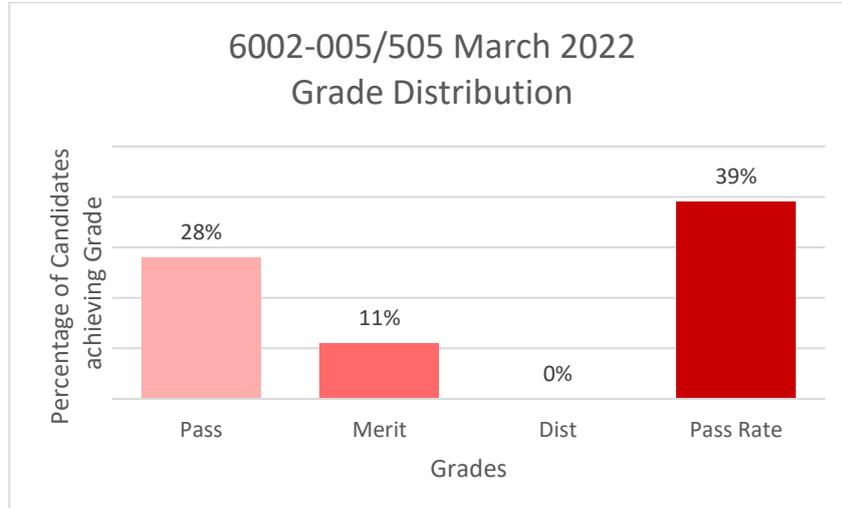
Assessment: **6002-005/505**
Series: **March 2022 (Spring)**

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

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

The generosity applied to the summer assessments will also retrospectively be applied to candidates who achieved their best result in spring. 5% of the base mark of the assessment will be added to their score rather than applied to boundaries.

The graph below shows the approximate distributions of grades and pass rate for this assessment, it does not account for any marks that have been amended due to generosity:

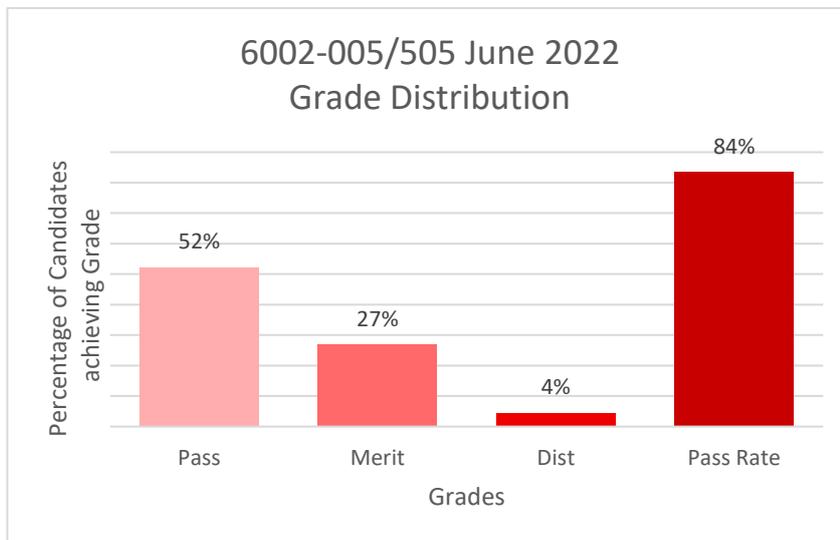


Assessment: **6002-005/505**
Series: **June 2022 (Summer)**

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

Total marks available	60
Pass mark	22
Merit mark	32
Distinction mark	42

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 2022

The examination paper covered a broad range of learning outcomes over the whole qualification and was comparable to previous series in terms of range, topics and level. The paper was generally well received, with candidates attempting to answer all or most questions. Overall, the cohort showed a good range of knowledge throughout the paper, but also provided limited responses in instances. This resulted in most candidates being unable to access the higher marks for some questions.

The majority of the cohort demonstrated good knowledge recall on questions testing everyday themes, particularly around personal presentation and working in the Barbershop. They also showed understanding on the importance of personal hygiene and the impact of a professional attitude within the workplace and also generally performed well on questions drawing out understanding of the use of cutting techniques when working on a specific area.

Candidates missed the opportunity to gain marks on questions testing the scientific aspects of the qualification, particularly the structure of molecules and the scientific effect of a product on the hair structure. Additionally, candidates did not easily recognise the reasons for using a specific product and its benefit to client hair characteristics.

This cohort's approach to the Extended Response Question (ERQ) was broadly comparable to previous years with most candidates showing knowledge recall when discussing how to achieve the client's requirements. However, many candidates struggled to showcase their breadth of knowledge and depth of understanding when linking their own ideas to the scenario provided. This resulted in discussions describing the process they would follow, whereas candidates who accessed higher marks provided a discussion encompassing the factors given in the scenario with in-depth consideration of different style choices, ensuring they supported their discussion with reasoning for the choices made.

Candidates would benefit from reading and fully understanding what the question is asking for before constructing their responses. Particular attention should be given to command verbs to ensure that the answers provided satisfy the main requirements of the question. Questions asking for an explanation require candidates to demonstrate reasoning by providing further justification to support the points made within their responses.

When approaching the ERQ, candidates should be encouraged to show their breadth of knowledge and depth of understanding by drawing on information from all units, discussing potential style options and developing their response by supporting their points with recommendations linked to techniques, product choice and aftercare (where required) to feasibly meet the client requirements.

Series 2 – June 2022

The examination paper covered a good range of learning outcomes across the qualification and was comparable to previous series in relation to range, topics and level. The paper was generally well received, with candidates attempting to answer all or most questions. Overall, the majority of the cohort showed a good range of knowledge recall, however, some candidates were unable to demonstrate breadth and depth, with responses limited at times. This resulted in some candidates being unable to access the higher marks, particularly in questions testing understanding and application.

Most of the cohort demonstrated good knowledge recall on questions testing everyday Barbering themes, particularly around cutting practices and practical aspects used in the working environment. They showed understanding in the importance of choice of tools and equipment, particularly with the use of clipper equipment and the impact of an efficient time management system within the workplace. Candidates also performed well on questions drawing out understanding of the use of cutting techniques when working on a specific area.

Candidates again missed opportunities to gain marks on questions testing the scientific aspects of the qualification, particularly the types of conditioners and shampoos used to address a dry scalp and hair and the scientific effect of a product on the hair structure. Candidates were not able to easily recognise the reasons for using a specific product and its benefit. The physical effects of a massage technique used whilst applying a conditioner was found to be a challenge, with many candidates giving incorrect responses.

The approach to the Extended Response Question (ERQ) was broadly comparable to previous years. Most candidates showed good knowledge recall when discussing how to achieve the client's requirements, however, many candidates did not demonstrate breadth of knowledge and depth of understanding in their attempts to link their ideas to the scenario in the question. This resulted in most candidates providing a process driven discussion. Candidates who accessed higher marks were able to provide a more comprehensive discussion which encompassed the factors in the scenario and made strong justifications for style choices which related to the client requirements.

Candidates would benefit from reading and fully understanding what the question is asking for before constructing their responses. Particular attention should be given to command verbs to ensure that the answers provided satisfy the main requirements of the question. Questions asking for an explanation require candidates to demonstrate reasoning by providing further justification to support the points made within their responses.

When approaching the ERQ, candidates should be encouraged to show their breadth of knowledge and depth of understanding across the qualification by discussing potential style options and supporting their points with recommendations and justifications linked to techniques, product choice and aftercare to meet the client requirements.

Synoptic Assignment

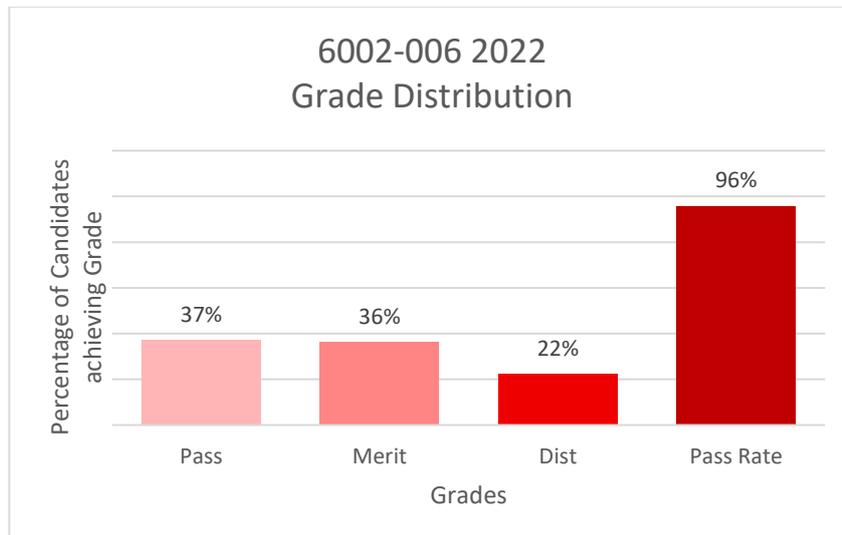
Grade Boundaries

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

Assessment: **6002-006 - Level 2 Barbering - Synoptic Assignment**
Series: **2022**

Total marks available	60
Pass mark	22
Merit mark	32
Distinction mark	43

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



Principal Moderator Commentary

The assignment brief allowed candidates to make use of their knowledge and understanding, and the application of understanding into skills they have built up over the course of their learning. Some candidates were more prepared than others depending on access to models for practice throughout the year. This was evident with blending and finishing techniques.

Photographic evidence was generally better than previous years with some centres using a plain background and a ring light when lighting was poor. However, not all centres produced the full range of photos required with some missing a before or after photo, a few did not submit any photos for one or more of the services. Some were out of focus or taken too far away. Clear photographic evidence is important for the moderator to be able to make a fair judgement on the finer details of the technical skill. Therefore, it is important to ensure all photos meet the assignment brief requirements. Centres are reminded to ensure both teachers and candidates are aware of the requirements and importance for future submissions.

Content on the Practical Observation (PO) forms on the whole improved this year, with more descriptive commentary on the quality of the assessment process across all elements within Task 2 and linking to the AO band descriptors. A few centres referred to other Tasks (1, or 3) on the PO form, which should be used for Task 2 observations only. Candidate Record Forms (CRFs) should provide a holistic summary across the Tasks, but some centres repeated the content of the PO form, with little or no consideration to Task 1 or Task 3. Those centres who did take a holistic approach were generally more aligned to the moderator, although some lacked sufficient justifications as to why the marks were awarded.

Model selection was not always best suited to enable full coverage of all elements within Task 2, with some having less than 50% hair coverage, or hair length too short to remove the required amount. Some candidates did not cover different hair classification in their choice of model which hindered the ability to showcase a broad range of skills. However, those who did select more suitable models generally fared better with the range of services within the assignment.

There were a small number of centres who had insufficient resources, for example barber chairs with head rests, or male grooming products. This impacted on candidates' planned timings for the practical exam, as the lack of products limited aftercare promotion of products during the assignment.

Task 1

This task required detailed service plans with images for style ideas and cutting plans.

Candidates who performed well in this task produced plans which included annotated images of style ideas for haircuts and beard trims, detailed diagrams of cutting angles for both haircuts and beard trims relevant to the services they planned to carry out, with reference to contra-indications that might affect the service and some justifications of why these factors need to be considered. There was reference to the shampoo service and blow dry within the plans as well as safe working practice and preparation of workstation. Service timetable was relevant to industry.

Lower achievers produced limited plans with only a brief outline or list of the services they would carry out with little or no reference to cutting angles, influencing factors to consider and why. Plans did not always link to the models in Task 2. Images were not always annotated or source referenced. A few candidates did not complete this task.

Task 2

The standard of work varied with some candidates missing parts of the task, while others did not remove sufficient hair length to demonstrate a range of skills. Blending was generally weak

across the cohort, although some fared better than others. Finishing skills on haircuts and beard trims often lacked finesse. Shampooing skills demonstrated were mostly strong, although a few were unsure of product selection for this recommending a moisturising conditioner for an oily scalp. Lower achievers generally worked within their own comfort zone.

Those who achieved higher outcomes were able to show a range of skills across the task using a variety of cutting techniques on the hair and beard. Blow dry and finishing skills were personalised, balanced, and refined with minor imperfections. These achievers were focused, worked methodically and generally challenged themselves, with some including patterns to demonstrate detailing and outlining skills. Consultation notes were detailed with justifications of how the service might need to be adapted. Aftercare advice was personalised to the client/models needs and communication was professional throughout.

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.

Some candidates provided evaluations which were minimal and did not always link across the tasks, but generalised on one or two techniques or timings with little or no clear actions for own development. There were missed opportunities to justify any changes from their plan in Task 1, or how the service was adapted to meet the clients needs or if there was a change of client. There was no clear reflection on own performance and how to improve own professional weaknesses.

However, most generally performed well with this task. There were some good evaluations that linked across the tasks and were an accurate detailed reflection of work planned in Task 1 and implemented in Task 2. Candidates provided an honest overview of personal performance with discussions focused on how well the planned looks were realised, as well as how the service could have been improved, how techniques were adapted to address issues (e.g growth patterns etc). There were clear actions for own professional development, taking into consideration all parts of the assignment brief.

Breakdown of performance against each AO – strengths & weaknesses

AO1 Recall of knowledge

Most candidates demonstrated sound knowledge of recall for safe working procedures and professional behaviours, showing detailed planning of factors to consider with some reference to scientific principles, products, tools, and equipment. Those who gained higher marks showed greater accuracy for recall of knowledge across all three tasks within the assignment with reference to influencing factors, cutting angles and techniques. This was supported with relevant justifications on the PO forms & CRF.

There were some weaknesses observed for this AO, where barber chairs were not always used for beard trims. Some candidates did not evidence sufficient information of influencing factors across the services, either on the Task 1 plans or consultation notes during Task 2, with minimal information documented. There were inconsistencies across the tasks and some inaccuracies.

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 did not include information on how the service was adapted to take into account influencing factors, or possible unforeseen factors. There was little reference to why a technique, tools or product was selected for use. Aftercare was generalised and not tailored to the needs of the client or service.

Those who gained good marks for this AO included detailed plans in Task 1, with reasoning on how influencing factors might impact on the service and possible solutions. Cutting angles within the plan matched the style aims, with cutting techniques mostly justified. There was clear evidence of the application of understanding throughout the practical tasks and aftercare was personalised.

AO3 Application of practical/technical skills

Most struggled with some cutting techniques, especially with blending with clippers and attachments or scissor over-comb. Some utilised a limited range of techniques across most services with minimal amount of hair length removed, blow drying missed, or both looks similar. The application of skills appeared awkward with some lower achievers.

Centres are reminded that models selected should allow for different techniques to be used during services to demonstrate their confidence and fluidity taking into consideration blending of sideburns into the haircut and different nape line shapes.

However, there were good examples where all elements of the practical tasks were met, demonstrating fluidity, dexterity and skill across some/most of the services. Candidates who performed well had built up a rapport with models and were more confident in the application of skills and approach to each service. These candidates showed accuracy when approaching elements of detailing and outlining.

AO4 Bringing it all together

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

Some struggled to achieve higher marks for this AO due to part of the brief not being met. Some missed one of the tasks, or parts of a task were not covered e.g diagram of cutting angles, or insufficient amount of hair length was removed. In instances, only one haircut was carried out, or there was evidence of poor planning and little research, with a brief evaluation. Some candidates 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. As mentioned above there were also instances where the models selected limited the candidate's ability to meet all elements of the assignment brief.

Higher achievers planned and managed their time more efficiently than others, they 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, generally good precision, and skill. These candidates were 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.

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 and aimed for within the Task 1 service plan.

There were inconsistencies 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. Blending was the most common issue where most struggled to refine and perfect. A few looked for support from centre staff although it was an exam.

Higher achievers were focused and persistent, working methodically throughout across all tasks within the assignment. Practical finishes were refined and balanced, and they presented their work in a logical order.

Examples of best practice

- Centres had fully prepared candidates and themselves for the synoptic assignment, by previously carrying out a mock assignment and standardisation.
- Templates provided by C&G were used for each of the tasks. Where the centre devised their own forms, the information they contained was identical to the proformas.
- A holistic approach to marking with the CRF and included fully justified comments of why the marks allocated were given across all 3 tasks and not a repeat of the PO form comments.
- The assessment was carried out accurately according to the recommended guidance on timings for each Task with Tasks requirements only given out just before the start of the assessment.
- Descriptive notes were documented on the PO forms using the marking grids that differentiated the quality of performance. The descriptors substantiated with examples of working practice to help with marking at a later date.
- The PO forms recorded the performance of task 2 only with no reference to Task 1 or Task 3.
- Evidence was uploaded on one PDF with file names that were clear, logically organised and minimal, no blank pages.
- Photographic evidence was in focus and clear. With labelling to identify before and after for each service. A light was used where areas were too dark.
- Centres had spare models available at short notice in case a model cancelled last minute.
- Clocks were clearly visible during each of the tasks and a staff member advised candidates of the time left.
- The observer/marker remained unobtrusive throughout the practical and only used questions for clarification, with responses documented.
- Task 1 included evidence of research on style ideas, e.g annotated images (these were used during task 2 to discuss with models/clients). Research evidence was referenced.
- Staff checked there was sufficient barbering products, tools and equipment readily available for use. And methods of serialisation.