

# **6002-23 Level 2 Technical Certificate for Hair Colouring Services (360)**

**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.

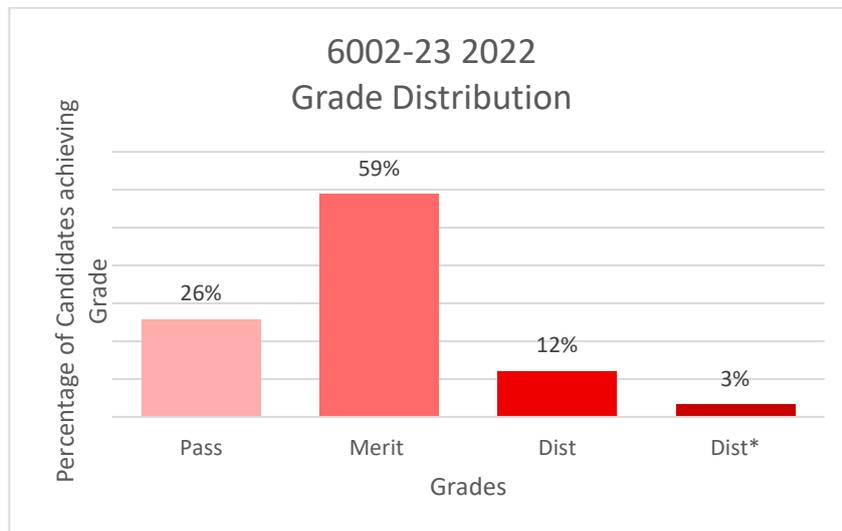
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments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

- 6002-011/511 Level 2 Hair Colouring Services – Theory exam
  - March 2022 (Spring)
  - June 2022 (Summer)
- 6002-012 Level 2 Hair Colouring Services – Synoptic Assignment

# Qualification Grade Distribution

The 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

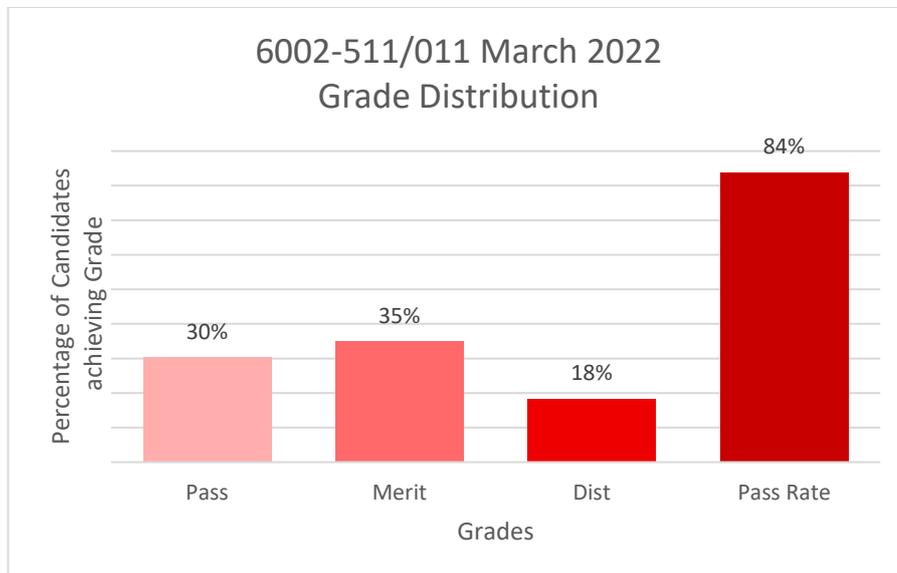
Assessment: 6002-011/511  
Series: March 2022 (Spring)

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 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:

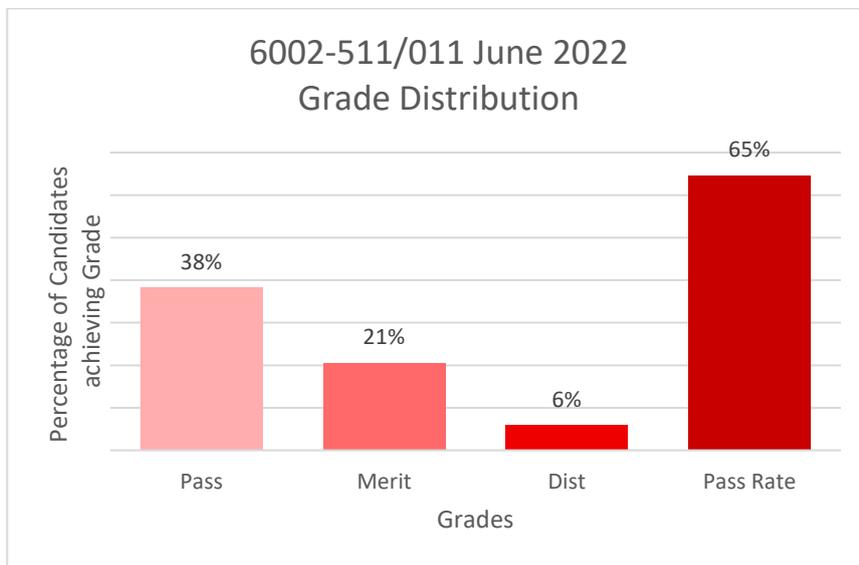


Assessment: 6002-011/511  
Series: June 2022 (Summer)

Below identifies the final grade boundaries for this assessment:

<b>Total marks available</b>	<b>57</b>
Pass mark	18
Merit mark	26
Distinction mark	35

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



# Chief Examiner Commentary

6002-011/511 Level 2 Hair Colouring Services - **Theory exam**

## **Series 1 – March 2022**

The examination paper covered a range of learning outcomes and was comparable to previous series. In general, this paper stretched candidates to reflect a 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 achieving higher marks were able to recall knowledge across all questions and linked 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. Candidate knowledge of minor colour problems was good and most accessed higher marks by being able to identify how to rectify the problem.

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.

The majority of candidates displayed a good knowledge of the scientific effects of drying services, however, a significant number of candidates did not use correct terminology e.g., referencing 'point downwards' instead of "root to point". A significant number of candidates missed opportunities to gain marks relating to the structure of the skin and legislations such as fire safety. Very few candidates evidenced a full understanding of the importance of restoring the hair's pH balance after a service, or made reference to chemical reactions (e.g., creeping oxidation).

Responses to the Extended Response Question were often a generic consultation, they did not encompass all factors given within the scenario and contained limited expansion. However, most candidates displayed some understanding on technical and scientific terms. Most candidates were able to identify at least one possible cause for colour problems. Those that were unable to provide a professional correction tended to gain marks in band 1. Candidates that accessed band 3 explored a variety of causes, linking them to accurate suggestions to correct the problem. The responses were coherent and followed a logical path.

Candidates will benefit from practising examination techniques when preparing for this examination. Candidates also need to be prepared for the different types and structures of questions contained within the paper and need to be familiar with the variety of command verbs, as well as the need to read each question carefully and to respond clearly to the question given in the depth required.

## Series 2 – June 2022

This paper is comparable to the previous series and stretched candidates to reflect a Level 2 standard. The broad range of total marks achieved across the question paper shows that the paper differentiated across the range of candidate abilities. Candidates were generally able to show some knowledge but struggled to expand on AO2 understanding questions in order to gain maximum marks.

Candidates achieving higher marks were able to recall knowledge across most available questions and could accurately use industry specific terminology to support their responses. Some of these candidates were able to solve routine problems presented to them across a breadth of topics and scenarios, and most candidates were able to show knowledge of correcting minor colour problems. Higher scoring candidates were generally able to demonstrate their knowledge and understanding, as well as tailor their response to the command verb, especially with questions asking for a description or explanation.

There were a significant number of areas where candidates did not attempt the question. Many candidates missed opportunities to gain marks relating to the structure of the skin and basic hairdressing terminology. Some candidates missed the opportunity to gain marks where they were unable to demonstrate recall of knowledge for the effects of colouring and lightening products. Some candidates also lacked an understanding of environmental and sustainable practices working practices.

A question was excluded from the assessment due to a reported error, this has been reflected in the grade boundaries.

The Extended Response Question required the candidates to discuss the service options for a client based on a case study. Most responses offered a generic consultation, did not encompass all the factors given within the scenario and contained limited expansion. Most candidates failed to identify a colour recommendation relating to the scenario, though most did identify one possible cause for the colour problem. Candidates that could not identify a colour recommendation mainly only gained marks in the first band. Those candidates that accessed band 2 explored a variety of causes, however, they failed to reach the top of band 2 due to not recommending colour services. The responses were mostly coherent and followed a logical path.

Candidates need to be prepared for the different types and structures of questions contained within the paper, especially where the questions are testing understanding. Describe and explain questions require more than identification of the topic, they require candidates to demonstrate justification of the responses given.

# Synoptic Assignment

## Grade Boundaries

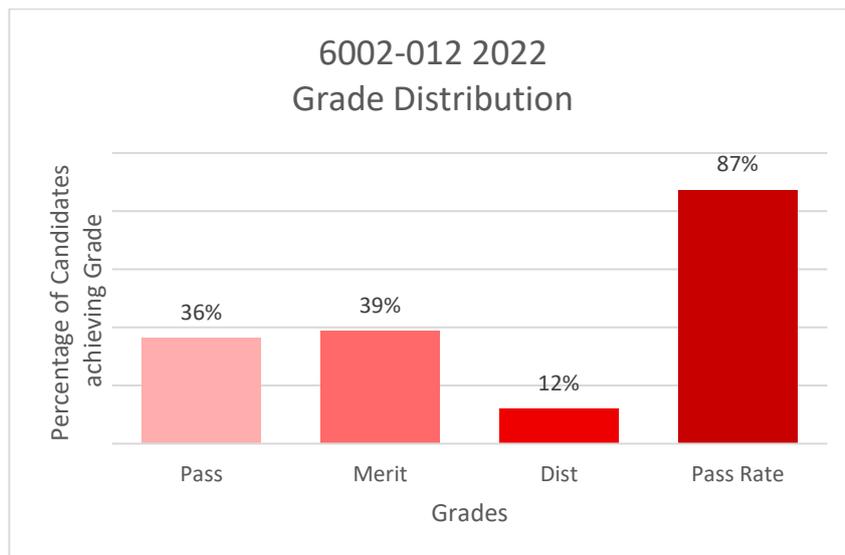
Below identifies the final grade boundaries for this assessment:

Assessment: 6002-012

Series: 2022

<b>Total marks available</b>	<b>60</b>
Pass mark	25
Merit mark	35
Distinction mark	46

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



# Principal Moderator Commentary

## Task 1

Candidates were effective in their use of the consultation templates provided for Task 1. It was acknowledged during moderation visits that the Centre Guidance Section of the assessment pack implied image use was not mandatory, and this will be amended for 2023. Providing images of planned outcomes is required as stated in the Candidate Task Instructions. Centres must reinforce this requirement moving forward and ensure candidates support their vision for each service with a visual image to supplement their commentary. This aids the accuracy of marking in AO4 when judging how the performance has been brought together to actualise planned service outcomes. Generally, there was less duplication and contradiction in planning this series, ensuring the evidence was more concise.

The best consultation plans considered commercial practice by integrating services in a time efficient manner. They included images of planned service outcomes, indicating the look of expected colour results. They documented skin & scalp analysis which identified most of the specific influencing factors, hair characteristics and any contra-indications observed during the consultation. This was expanded to discuss effect on choice of products, tools, equipment, and technique with, on occasion, good levels of reasoning, although rarely was their reference to alternative options to demonstrate depth of understanding, which has been seen previously in higher-scoring submissions. The use of professional terminology and reference to scientific aspects across different service areas was also not as evident in this series, and as a result opportunities for marks here were lost.

Mid to lower scoring candidates produced plans that provided factual recall of service procedures, some being very basic, others showing greater expansion/detail, but these did not always relate fully, accurately and/or clearly to all the clients' hair characteristics, contra-indications and any influencing factors present. This approach limited their ability to demonstrate understanding by discussing ways they could adapt the services to achieve the desired outcomes. For example, procedure for application of colouring technique was frequently discussed with levels of accuracy, however, few learners reasoned their section size, the amount of hair to be woven, sequence of application or placement of packets for the individual service outcome. Clarity of knowledge recalled was stronger when discussing use of lightener than other colouring products.

## Task 2

In most cases the Task 2 proforma for aftercare was used to good effect by candidates. However, there were instances when centres had not sequenced the assessment correctly and these had been completed prior to Task 2 and, as a result, recorded planned aftercare rather than evidencing what was given during the practical performance.

The use of images to showcase service procedure and outcome was used with varying levels of success. Best practice was observed where well-lit areas were used or ring-lights to provide extra light against plain background, with lighter gowns, capes or towels used for darker hair and vice versa. The best detail could be seen in close images just of the head and shoulders. There were cases where key points of the services were not included or were not in line with the brief, where top of the head shots before and after did not sufficiently show regrowth areas, where photographs were too dark or backgrounds too busy to observe the detail. This makes it more challenging during remarking, to agree the levels of accuracy, especially where there were contradictory judgements

on the PO form. Centres are asked to remind candidates of the importance of image quality to best support external marking and display their achievements

This series saw greater use of permanent colouring products used for the highlight and/or lowlight service, which has been dominated as of late by the sole use of lightening product. This encouraged further discussion in the plan and with clients, with greater depth and breadth of knowledge and understanding around the use of colouring products and their effects being demonstrated. However, some deviation from the products required for use for the re-growth/full-head colouring service were observed. Centres are reminded to ensure the brief is closely followed and that permanent or lightening product is used for both services. Dressing skills on wet setting services in particular showed weakness in most submissions, meaning opportunity for marks (in AO3 application of dressing skills, AO4 bringing the looks/performance together to plan and AO5 creating that polished finish) was lost.

Higher scoring candidates demonstrated their skills across a wider range of techniques. Their blow-dried finishes paid attention to the hairline area, making sure this was fully 'polished', an area frequently missed by lower scoring candidates. Higher achievers better ensured that looks complimented the client's overall image, considering more fully the influencing factors. Aftercare was imbedded in these samples rather than solely given it at the end of services, and continual interaction with the client was demonstrated, showing ease and confidence with the tasks.

Retaining fully professional, tidy and hygienic working practices throughout presented challenge for some of the lower scoring candidates. They appeared challenged to work within the allocated time, unable to sequence services to reflect salon working practices. Brushes and combs were not always used for the correct purpose. Their ability to adapt service to individual circumstance and successfully implement dressing skills to ensure finished looks were balanced, fully dressed and complimented the clients features/image on styling services was more limited. However, finishing services demonstrated a greater range of styled looks this year, many moving away from purely straight finishes which was encouraging and showed greater creativity. Nevertheless, a reliance on use of heated styling equipment to produce these was observed. Candidates frequently using this option rather than showcasing their blow-drying skills, even though they had highlighted the hair was dry or damaged and so perhaps this was not the best course of action, contradiction from plans to practices, notable in AO4 for marking.

### **Task 3**

The task proformas were used well by candidates. Evaluation is frequently something Level 2 candidates find more challenging, however, in most cases candidates were picking up on the main strengths and weaknesses of their performance with accuracy. 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 tended to discuss one or two perceived strengths/weaknesses. Where there were changes in clients since planning this was discussed here as required. With changes in practices during services being discussed to some extent for the new client situation. Both demonstrating good practice.

### **AO1 – Recall of knowledge**

Most candidates demonstrated reasonable knowledge for health & safety procedures, professional behaviours and hair/scalp analysis in their plans. Those gaining higher marks showed greater breadth and accuracy in their factual recall across use of product and technique, aftercare was more tailored, and services were carried out in a timely way, being sequenced in line with salon working and with the candidate eliciting secure salon behaviours and Health & Safety. However,

there was a lack of application of professional/industry language/terminology. The use of tools did not always demonstrate professional standards, combs and brushes not always used appropriately for the right services and product knowledge demonstrated was minimal.

### **AO2 – Understanding**

Generally, samples this submission lacked demonstration of understanding, with students being able to identify factors, recall factual knowledge, but unable to reason/justify appropriate action/adaptation. Where this had been attempted, frequently this was disjointed and not fully accurate. In the best samples candidates could relate their underpinning understanding to product types for styling and their use to treat some influencing factors, however, there were frequent gaps in understanding of colouring products, their features/benefits/function, how these could be used, and the science linkage. Generally, aftercare advice was well documented, demonstrating some simplistic understanding. This was not always implemented during to the practical performance.

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

The higher achieving candidates fully met the requirements of the brief. They used a range of products, tools, equipment and technique to achieve their planned looks with accuracy and within the time allocated for the task. However, wet sets are still not being combed out/fully dressed to show a set outcome that is commercially acceptable, resulting in opportunities for marks being lost. Generally dressing skills on styling services is an area of weakness, particularly around the front hairline. It is considered intermittent checks in the mirror may be contributing to the weakness in practice seen across the submission.

Centres must ensure that products used for colouring services reflect the requirements of the brief, permanent or lightening products, for the re-growth/full-head and highlight/lowlight services.

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

Higher scoring candidates were able to show that they could work within commercially realistic timings and in-line with commercial working patterns. They were able to show that they had considered individual influencing factors fully and tailored aftercare for the client, this embedded within practice rather than at the end of services. These candidates were able to perform services, in a fluid, safe manner, with good customer service that accurately aligned with the client requirements. Lower-scoring candidates struggled to realise their plans fully and gain looks closely aligned with all their plans. A lack of imagery in Task 1 made marking in this AO more challenging. It was unclear to markers how accurately looks had been realised to the individual client requirements.

### **AO5 – Attending to detail**

Across the submission there were good levels of attention to detail demonstrated. Looks had been tailored to meet most of the clients' individual influencing factors and services cross-checked to ensure accuracy, prevent over-processing and ensure levels of 'polish'. Generally, customer care was considered well by candidates during practices.

## Examples of Best practice

- Templates provided by C&G were used for each task.
- Images of chosen looks in Task 1 were used during Task 2 to discuss the model/client requirements during the consultation re-cap. This minimises the need for questioning which can 'throw off' candidates during their performance.
- Back up models were on stand-by in case of no-show clients for Task 2
- 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.
- 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 in one PDF with file names that were clear. Logically organised and minimal, no blank pages. Images clear, annotated to show aspect of the service being shown and including all those required, as stated in the assessment pack. Alternatively uploaded in no more than three files; one for the candidates' evidence, another for the Centre documents and a PowerPoint containing the required service images.
- Candidates were prepared with 'mock' assessments which did not directly mirror those requirements of the synoptic brief and had been actively encouraged to showcase a full range of services without being guided to produce particular looks.
- 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.
- Any changes to clients on the day were discussed in Task 3 as part of the evaluation.
- Feedback was provided to candidates after they had completed their evaluation in Task 3, to ensure this task is a true self-reflection.
- Standardisation was carried out during the observation and marking processes being dual observed/marked and later sampled across departments.
- Centres had fully prepared candidates and themselves for the synoptic assignment, by familiarising themselves with the assignment brief requirements prior to the synoptic exam.
- Centres had sufficient and relevant products, tools and equipment readily available for use.
- The observer/marker documented any oral questions asked during the practical Task 2 and included these with the PO form.
- Clocks were clearly visible, and a staff member advised candidates on how much time was left until the end of the assessment.
- Candidates were reminded to take photographs and check them to ensure they are clear.

- The Standardisation Declaration Form was completed and submitted on to the moderation platform, in the document section, when uploading candidates work.
- All forms were completed fully, dated and signed to authenticate the evidence uploaded.
- Candidate Declaration of Authenticity indicates level of support given/not given.