6002-22 Level 2 Technical Certificate for Cutting and Styling Services (360)

2022

Qualification Report

Contents

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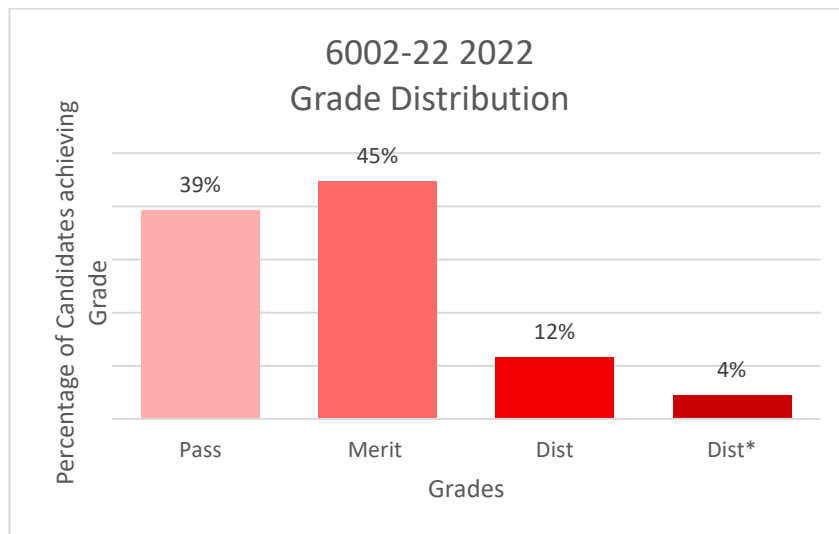
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments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

- 6002-009/509 Level 2 Cutting and Styling Services – Theory exam
    - March 2022 (Spring)
    - June 2022 (Summer)
- 6002-010 Level 2 Cutting and Styling Services – Synoptic Assignment

Qualification Grade Distribution

The grade distribution for this qualification is shown below:

6002-22 2022
Grade Distribution

Percentage of Candidates achieving Grade

Grade	Percentage
Pass	39%
Merit	45%
Dist	12%
Dist*	4%

Grades

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: 6002-509
Series: March 2022 (Spring)

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

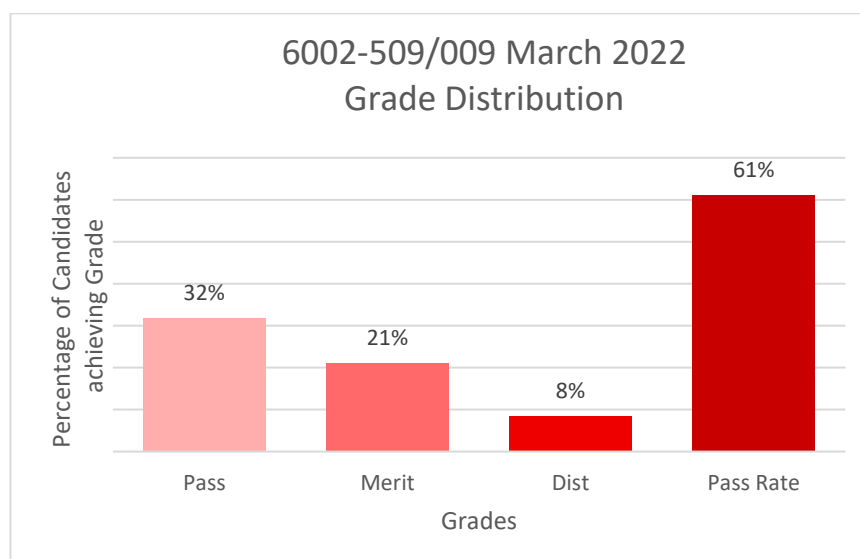| Total marks available	60
Pass mark	24
Merit mark	33
Distinction mark	42

Assessment: 6002-009
Series: March 2022 (Spring)

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

Total marks available	57
Pass mark	22
Merit mark	30
Distinction mark	39

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: 6002-009/509
Series: June 2022 (Summer)

Below identifies the final grade boundaries for this assessment:

Total marks available	60
Pass mark	21
Merit mark	30
Distinction mark	39

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

6002-509/009 June 2022
Grade Distribution
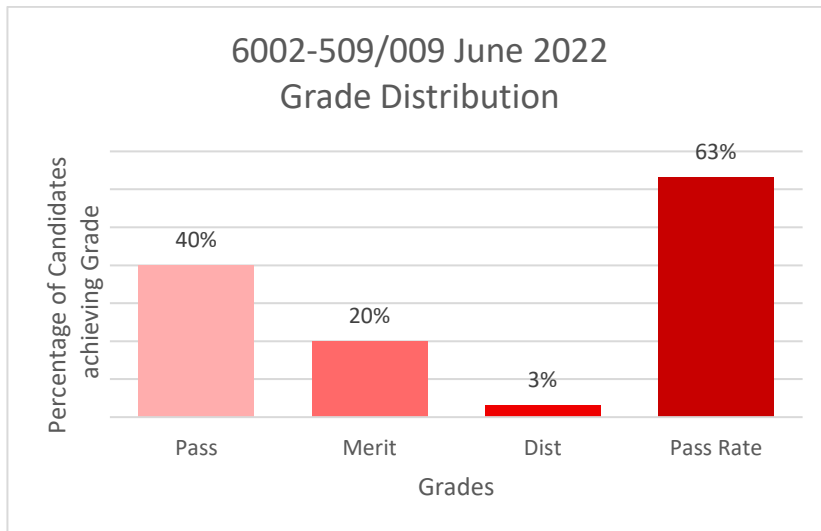
Chief Examiner Commentary

6002-009/509 Level 2 Cutting and Styling Services - Theory exam

Series 1 – March 2022

Candidate performance across this paper is similar to previous series. The paper is believed to have allowed candidates to be stretched and challenged suitably to reflect the Level 2 standard. Successful candidates had a level of knowledge and understanding enabling them to solve the routine problems presented to them in scenarios. The range of total marks achieved across this question paper showed that the paper sufficiently differentiated across candidate abilities.

Overall, it was evident that most candidates had reasonable levels of knowledge around services, reflected in current trends. Strengths were seen in areas around cutting angles and dressing hair. Candidates who gained higher marks overall showed greater ability to apply their knowledge and understanding across a wider range of the syllabus. They demonstrated strong links between theory and practice, clarity in their explanations and offered a coherent discussion during the Extended Response Question.

Candidates were challenged to provide scientific responses, demonstrate professional levels of knowledge and understanding within the topics, and be able to communicate the technical role of different diagnostic tests performed during consultation. Some did struggle when discussing the range of adaptations that can be put in place when carrying out technical services and when faced with influencing factors, along with topics involving the cutting and styling of shorter hair lengths. Candidates also appeared to not read questions accurately, evidenced through responses that did not consider all factors specified within the stem. It was evident across this Spring series that some candidates struggled to use and understand common technical terminology used within the industry.

For the online version (6002-009) of this assessment, a question was excluded due to a reported error. This has been reflected in grade boundaries.

Within the Extended Response Question several candidates missed opportunity to gain more marks due to not providing a detailed discussion that considered all the technical factors and recommendations to be made within the consultation and service requirements scenario. Instead, they only provided narrow service options which demonstrated limited knowledge and understanding across the depth and breadth of the syllabus. Most, however, did gain marks by recognising at least one influencing factor, identification and suggestion of one way the client requirement might be met and through basic aftercare advice.

In conclusion, it is believed candidates would benefit from being more familiar with, and using in responses, the technical terminology commonly used in the industry, this will demonstrate a greater level of accuracy and professionalism. Candidates should also pay particular attention to verbs used with a stem, read fully and carefully the question asked, or the scenario presented with, to ensure their answer is focused on the point/s being asked.

Series 2 – June 2022

Candidate performance for the June series was generally comparable to previous series. The exam paper tested knowledge and understanding across a range of learning outcomes. Candidates were able to access marks across the full paper showing a variation across the knowledge and understanding questions.

Questions relating to environmental and sustainable practices when shampooing the hair saw candidates gaining good marks. Many candidates also showed good knowledge recall of identifying structures within the dermis, and aftercare advice following cutting and styling services. A good level of understanding was evident around presenting a professional image, the correct tension during cutting services and acawhieving maximum hold and longevity of styling services. Candidates who gained higher marks overall were able to read and understand terminology and apply their answers correctly to the scenario.

Candidates found it challenging when asked to show knowledge and understanding that linked to specific shampooing scenarios. This required their knowledge of shampooing massage techniques and understanding of specific hair and scalp conditions to be evidenced. Candidates often struggled to link the massage technique suitable for the hair and scalp condition. Many candidates showed a particular weakness in the benefits of wrap setting, perhaps not understanding what wrap setting itself is. Minimal recall of techniques used to dress hair up was shown, and most candidates could successfully identify curls or plaits but were unable to stretch much further to gain full marks. Candidates need to focus on reading the full question before answering, as responses sometimes did not always fully relate to the question stem. An example of this was when candidates were questioned around the name of the bonds within the cortex reformed when styling, candidates instead referred to alpha and beta keratin.

Within the Extended Response question, it was found that candidates were not always linking their answers to the scenario.. Candidates were given an image of the hairstyle that was required by a client and the hair length and classification was provided along with a named scalp condition. Results show that candidates were able to access marks across all three bands, however, most marks awarded were in band 2. Candidates who achieved higher marks explained in detail a wide range of factors to consider that were relevant to the scenario and their accurate discussions were well reasoned and justified across the key aspects. They were able to correctly identify the hair condition and make suitable recommendations and adjustments. Many candidates focused their discussion heavily around the consultation process of the service and provided a step-by-step example of the service they would conduct as opposed to directly linking to the scenario, minimising marks that could be awarded. A small proportion of candidates incorrectly identified the required cut and failed to show knowledge and understanding of techniques and recommendations.

Candidates would benefit from reading and fully understanding what the question is asking for before attempting to answer. They would also benefit from practicing a variety of extended response style questions to avoid approaching all ERQ's with the same structure and technique.
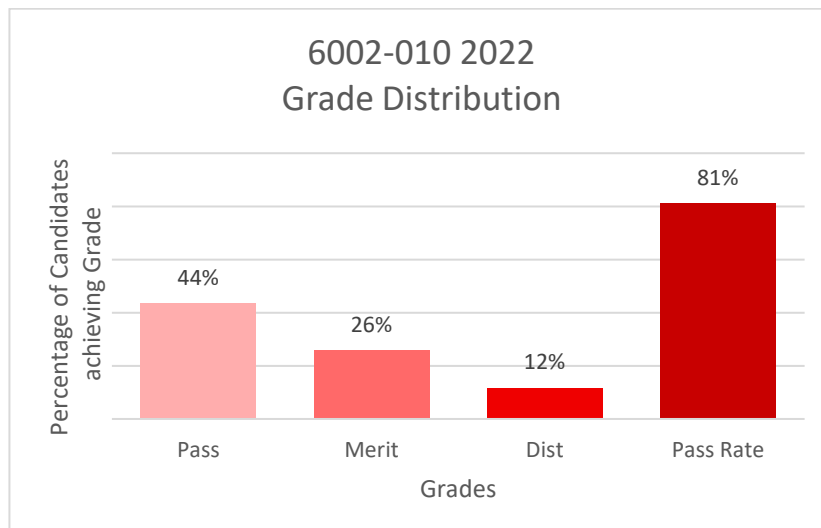
Synoptic Assignment

Grade Boundaries

Below identifies the final grade boundaries for this assessment:

Assessment: 6002-010
Series: 2022

Total marks available	60
Pass mark	26
Merit mark	36
Distinction mark	47

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 used the templates provided for Task 1 successfully to record consultations; however, a significant number did not provide images of their planned outcomes. Centres must reinforce this requirement on the brief and ensure candidates support their vision for each service with a visual representation, this aids the accuracy of marking when judging how the performance has been brought together in AO4. The best consultation plans fully documented skin & scalp analysis, identifying the specific influencing factors, hair characteristics and any contra-indications observed during their consultation. They discussed and reasoned the wider implications regarding how this affected their choice of products, tools and equipment, with, on occasion, alternative options discussed to demonstrate depth of understanding.

Less detailed plans presented relatively generic content, providing mainly basic factual recall around service procedure, and listed influencing factors only. At times these were not correctly aligned to the specific clients' needs, and this approach limited the ability to gain marks for understanding on how services, and the use of products, could be adapted to best achieve the desired outcome. For example, shampooing and conditioning products were frequently discussed with a good level of accuracy, however, few learners reasoned their choice of product and/or technique or discussed alternative options to demonstrate depth of understanding. Mention of styling products and their use was sparse this series.

Knowledge and understanding of the use and effect of cutting techniques, angles, and professional terminology was limited, showing it to be an area for development. For example, candidates advised they would texturise to remove cutting lines/mistakes rather than referring to the removal of bulk, production of different lengths to add texture/dimension or enabling increased movement.

Task 2

In most cases the Task 2 aftercare proforma 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. As a result, candidates recorded their 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 or ring-lights were used 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, for example, shaking the head well after cutting and before taking the photo, so that the texture/layers are visible in the image and dry setting in pli. Some photographs were dark or had been taken on an angle, too far away, with busy backgrounds and hair length covered or cut off in photos. 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.

A greater range of looks, ranging from very short to long, was seen this year which was refreshing. There were, however, cases where one-length cuts were not above shoulder/clear of the shoulders to meet the assessment requirement. Finishing services demonstrated a wider range of styling, with many moving away from purely straight finishes which was encouraging and showed greater

creativity/levels of skill. However, a reliance on use of heated styling equipment to produce these looks was observed, with candidates frequently using this option rather than showcasing their blow-drying skills, even though they had highlighted, due to hair condition, that this was not the best course of action.

More candidates produced hair-up styles that demonstrated creativity and flowed, being commercially more realistic. There was still the odd upload where it was questioned whether service requirements were centred around the client's needs or whether they were more centre-led, with candidates producing the same/similar looks, but across the submission generally it was pleasing to see centres encouraging more diversity.

The higher scoring candidates finished their looks with more balance, greater attention was given to the front hairline area and the styling and dressing skills demonstrated led to 'polished' looks that showed work ready outcomes. These candidates were better able to use and adapt techniques, especially when cutting, to ensure that looks complimented the client's overall image, considering more fully the influencing factors. This did not apply so much to the hair-up's which in many cases were secured tightly back regardless of the fact some face-framing/ more volume or less tension would have enhanced the client's features better. Aftercare was imbedded in the service rather than given it at the end. Interaction with the client showing ease and confidence.

Mid to lower-scoring candidates were challenged to produce haircuts without noticeable inaccuracies. They appeared to struggle working within the allocated of time, adapting services successfully to influencing factors and ensuring finished looks were fully balanced. Levels of professionalism were at times varied due to frustration and level of client care not always consistent. These candidates sometimes forgot to check the positioning of the client or were unable to respond appropriately to client movement during services.

Task 3
The task proformas were used well by candidates. Evaluation is frequently something Level 2 candidates find more challenging and as a result response here limited. 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. Where there were changes in clients since planning this was discussed here as required, showing good practice. With changes in practices during services mainly being justified for the new client situation.

AO1 – Recall of knowledge
Most candidates demonstrated reasonable knowledge of consultation procedures in their plans. Across hair/scalp analysis there was better application of knowledge to individual circumstance, the actual services taking place. Products for shampooing, conditioning and styling were normally accurately identified. Those gaining the higher marks showed greater breadth and accuracy in their factual recall across cutting angles and technique, use of dressing technique and the tailoring of aftercare. However, there was a lack of application of professional level of industry language/ terminology in use across the submission. The use of tools did not always demonstrate professional standards, combs and brushes not always used appropriately for the right services, and rarely did candidate apply any scientific under-pinning knowledge other than that around alpha/beta keratin.

AO2 – Understanding

Generally, samples this submission lacked demonstration of understanding. Students were able to identify factors, recall factual knowledge, but were unable to reason/justify appropriate action/adaptation. Areas of weakness were understanding the range of technique/s for cutting services. Where adaption had been attempted frequently this was disjointed and not fully accurate. In the best samples, candidates could relate their underpinning understanding to the effects of humidity and how to prolong styling. Generally, aftercare advice was well documented demonstrating some understanding, however, this was not always implemented during to the practical performance.

AO3 – Application of practical/technical skills

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. Across the submission the service requirements of the assessment were met in the main, although there were instances when one-length cuts did not clear the shoulder. This must be addressed moving forward to ensure the assessment requirements are fully met. A more limited range of dry setting was observed this submission, with most candidates using tongs and winding the hair up in barrel or pin-curls to cool. Centres are encouraged during delivery to ensure candidates are familiar with a breadth of dry setting techniques and how these can be used to best prepare different hair types/lengths when creating individual hair-up looks.

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 'bolted on' to the end of services. These candidates were able to perform in a fluid manner, with good customer service that accurately aligned with the client requirements. They showed consistent Health & Safety practices and an awareness for the salon environment, rather than only being able to focus on their own services. A lack of imagery in Task 1 made marking in this AO more challenging. It was frequently unclear to markers how accurately looks had been realised to those planned.

AO5 – Attending to detail

There were instances in the submission where good levels of attention to detail were demonstrated. Looks were tailored somewhat to enhance individual clients' influencing factors, attention was paid to the front hairline area to smooth stray hairs, services cross-checked thoroughly to ensure accuracy and some levels of 'polish' achieved in line with professional finishes. However, there were instances when students, having struggled to get accuracy when cutting, appeared to lose momentum. There were instances when the client image had not been considered in the dressing of styling services.

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.

- Band descriptors, and appropriate language that differentiated performance level, were used to describe how well the service/activity had been carried out.

- 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.

- No feedback was received by candidates before they have 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 were dual observed/marked and later sampled across departments.

- Centres had fully prepared candidates and themselves for the synoptic assignment, 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.