

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

**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.

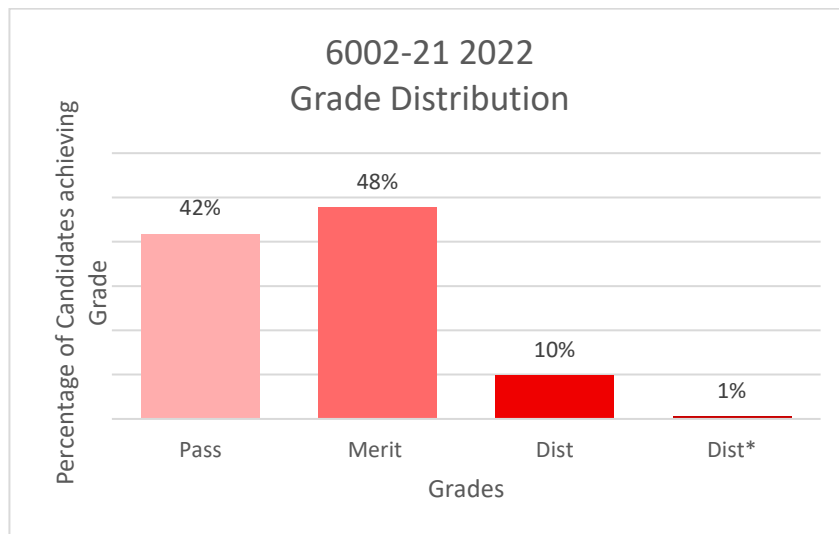
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments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

- 6002-007/507 Level 2 Hairdressing – Theory exam
  - March 2022 (Spring)
  - June 2022 (Summer)
- 6002-008 Level 2 Hairdressing – 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

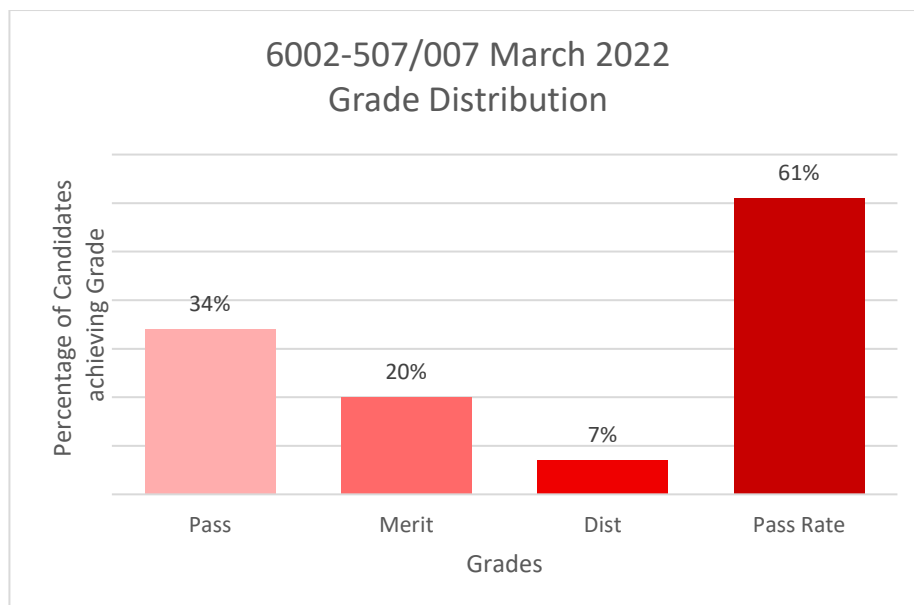
Assessment: 6002-007/507  
Series: March 2022 (Spring)

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

<b>Total marks available</b>	<b>80</b>
Pass mark	31
Merit mark	42
Distinction mark	54

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:

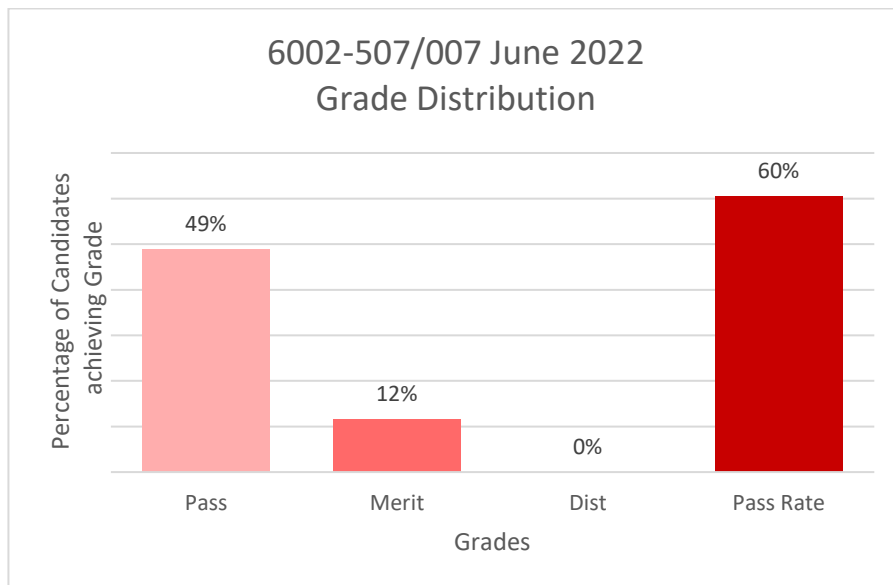


Assessment: 6002-007/507  
Series: June 2022 (Summer)

Below identifies the final grade boundaries for this assessment:

<b>Total marks available</b>	<b>80</b>
Pass mark	27
Merit mark	38
Distinction mark	50

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



# Chief Examiner Commentary

6002-007/507 Level 2 Hairdressing - Theory exam

## Series 1 – March 2022

Overall candidates' performance was considered comparable to 2019. Candidates scoring higher marks had a level of knowledge and understanding that enabled them to suggest adaptation to routine problems presented to them. They demonstrated that they were able to relate to the types of products that should be used for a particular service / purpose, and that they understood available service choices, through accurate justification and reasoning within a scenario.

In the main, candidates were able to show knowledge of safe working practices when referring to risk assessments and correct posture. Responses were from both the stylist and client's perspective. Most candidates were able to recall aspects of a conditioning treatment as well as give examples of suitable PPE to be used during a service. Candidates showed some knowledge of cutting and styling by providing the correct cutting angles to create a given style.

It was evident that a significant amount of the cohort struggled to identify with common industry technical terminology. Many candidates were found to use the terms 'dying' or 'hair dye' when discussing colouring or colour products. When identifying structures, they referred to 'bonds' or 'the hair' rather than making clear the exact structure/s they were referring to. Candidates appeared to confuse the characteristics and influencing factors of different skin conditions, hair disorders, infections, and infestations between one another.

Candidates struggled to understand how a given legislation should be followed in the salon. Responses also showed they were unclear between skin conditions, infections, infestations and hair disorders. Responses showed limited awareness of the Influencing factors when determining the appropriate techniques for cutting hair and selecting products for colouring. Candidates tended to struggle with knowledge of products.

On short answer questions candidates continue to either identify points but then not expand their response further, or an explanation is provided but an identification point is not made to clarify the context of their response. Questions are not always read accurately, and this is evident where responses did not consider any or all factors specified within the stem.

There was a reported error to one question within the online version of the assessment. This was taken into account in the marking and awarding to ensure no candidates were disadvantaged.

Opportunities to gain marks were missed in areas such as the Extended Response Question, where candidates were seen to step through the procedure of a service rather than apply their knowledge and understanding to the specific salon-based scenario seen in the stem. The ERQ is an opportunity for candidates to discuss and suggest different options and tailor a service to specific factors of influence.

In summary candidates will benefit from ensuring they use professional industry technical terminology when responding to questions. They should refrain from using brand names and relate responses to the types of products used for specific purposes. Read fully and carefully the question asked / scenario presented with, before responding to ensure their response is focused on the point/s being asked.



## Series 2 – June 2022

The examination paper covered a broad range of learning outcomes and was comparable to previous series' in terms of range, topics, and level. Most candidates attempted to answer all questions and overall, the cohort showed a good level of recall across most topics. Knowledge recall was as strong, if not slightly stronger, and more accurately applied than the previous series, especially regarding legislation. However, similarly to the earlier series, there was a lack of understanding on topics testing technical application. When compared to the previous series, there was evidence of discussions for the Extended Response Question (ERQ) being more focused to the scenario, allowing more candidates to achieve marks in the higher bands.

Most of the cohort demonstrated good knowledge recall on questions and scenarios testing skin disorders, effects of elasticity and other influencing factors on services. The majority of candidates showed a sound level of understanding for the importance of consultation procedures and were able to give a wide range of suitable recommendations relating to colour problems. Better knowledge of legislation was demonstrated compared to the earlier March series. However, whilst some topics such as shampoo and conditioning techniques were responded to well, others were not, and this did demonstrate a lack of breadth of technical knowledge across some aspects of the syllabus.

Opportunities to gain higher marks were frequently missed on questions relating to cutting technique/practice and procedure. There were clear gaps in the candidate's breadth and depth of knowledge and understanding where many found it challenging to show understanding for application technique and use of colouring/lightening products for services outside of those used for off-scalp application and services using woven technique. This followed through where candidates were unable to clearly discuss the types of damage likely to occur to the hair in particular circumstances, instead just stating 'hair damage'.

The ERQ discussions were better aligned than in previous series', these focused more closely on the aspects given in the scenario. Fewer candidates presented a step-by-step procedure of a service, with the majority applying knowledge and understanding to the specific salon-based scenario seen in the stem. However, opportunities to increase marks were still missed by both higher and lower-scoring candidates, where discussion and suggestion for different causes and solutions could have been further expanded upon and applied with greater accuracy.

Candidates will benefit from ensuring they use industry technical terminology and take the time to show a professional level of technical knowledge and understanding when responding to questions. They must read the stem fully before responding. There were instances in this series where only part of the stem had been considered within candidate answers, and so chances to be awarded were minimised. On colour removal questions, most candidates instead focused incorrectly on colour application. Responses should relate to product type used for specific purposes rather than the use of manufacturer brand / range names

# Synoptic Assignment

## Grade Boundaries

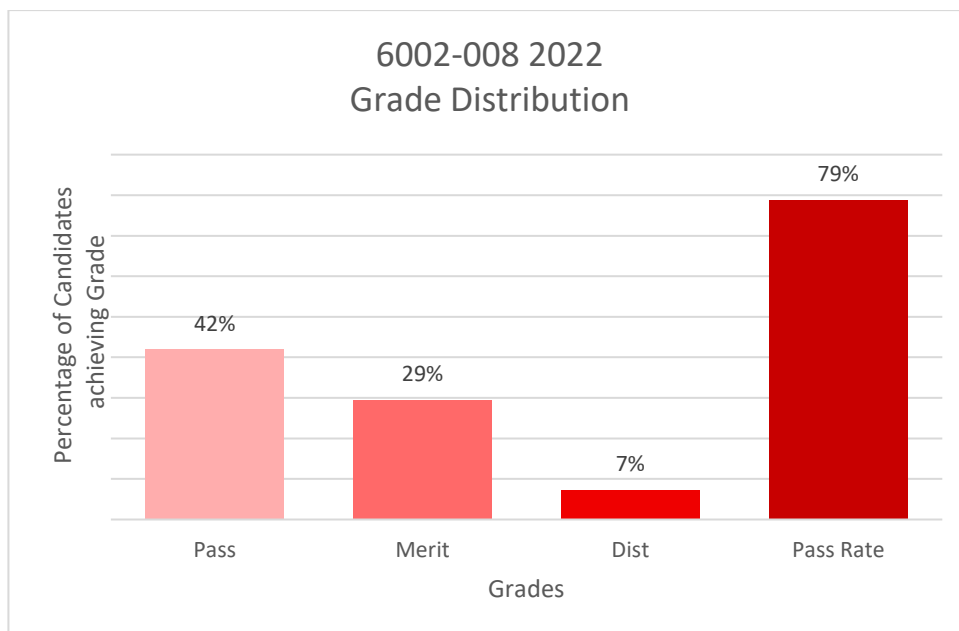
Below identifies the final grade boundaries for this assessment:

Assessment: 6002-008

Series: 2022

<b>Total marks available</b>	<b>60</b>
Pass mark	26
Merit mark	36
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

Generally, candidates were effective in their use of the templates provided for task 1 consultations. However, a significant number did not provide images of their planned outcomes as required. Centres must reinforce this requirement on the brief and ensure candidates support their vision for each service with a visual image to supplement their commentary. .

The best consultation plans considered commercial practice by integrating services in a time efficient manner. There were images/annotated drawings that showed sectioning patterns, positioning of rollers/foils and the cutting angles to be used during services. They documented fully skin & scalp analysis which identified the specific influencing factors, hair characteristics and any contra-indications observed during their consultation. These discussed and reasoned the wider implications regarding how this affected their choice of products, tools, equipment and technique with alternative options discussed to demonstrate depth of understanding.

Mid- lower scoring candidates tended to describe how to carry out services, sometimes in detail but, did not always relate their plans to the specific clients' needs. They produced plans more in line with 'rope-learning' providing basic factual recall of procedure. This approach limited their ability to demonstrate understanding by discussing ways they could adapt the services to realise the desired outcome, considering the client's hair characteristics, contra-indications or any influencing factors. For example, shampooing, conditioning and styling services / products were frequently discussed with a good level of accuracy, however, few learners reasoned their choice of product or discussed alternative options to demonstrate depth of understanding. Clarity of knowledge recalled became even less apparent when referring to cutting techniques and colouring products for use.

### 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 managed the assessment correctly and these had been completed prior to task 2 and as a result recorded planned aftercare rather than evidencing that given during the practical performance.

The use of images to showcase service procedure and outcome was used with varying levels of success. The Centres are reminded to reinforce to candidates the importance of the quality of these for external marking. 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 images being just of the head and shoulders, close so the details could be seen. However, there were cases where key points of the services required of the brief were not included, where top of the head shots, before and after, did not sufficiently show regrowth areas, where photographs were dark or had been taken on an angle, hair length was covered by cards reflecting the candidate's details and not fully dressed, this making it more challenging at times during remarking, alongside the contradiction in judgements on PO forms, to agree the high marks awarded.

Higher scoring candidates demonstrated their skills across a wider range of techniques. Their finished looks clearly showed accurate and balanced finishes with a good level of 'polish'. These candidates better ensured that looks complimented the client's overall image, considering more fully the influencing factors. However, whilst some creativity was demonstrated in the hair-up styling weakness in ensuring these fully complimented the client was observed across the

submission. Aftercare was imbedded in these samples rather than solely given it at the end of the services, and continual interaction with the client demonstrating an ease and confidence with the tasks asked to perform, which was not seen from the mid-range and below.

Technical services presented challenge for lower-scoring candidates, with *noticeable* inaccuracies being evident across both cutting and colouring services. Areas they appeared to struggle with were working within the allocated of time, the ability to adapt service to individual circumstance and ensuring finished looks were balanced. Levels of professionalism were not in line with previous standards demonstrated at this level.

Most candidates are still defaulting to using lightening product for their half-head of foils, rather than colouring products or the use of both to create greater interest/creativity and texture to looks. Whilst many discuss using toners in their plans very few used toners in practice. However, a greater number of candidates adapted their practice and changed strengths of product used during application.

There were cases where one-length cuts were not above shoulder/clear of the shoulders to meet the assessment requirement. Whilst many 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 to confirm observer comments / marker decisions on the accuracy or inaccuracy of skills. Other instances making marking challenging at moderation were, high collars which obscured the outline length being observed, heads not held upright to aid checking of balance and dark gowns with dark hair.

Finishing services demonstrated a greater range of styling, many moving away from purely straight finishes which was encouraging and showed greater creativity. However, 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. An area of consideration that appeared to frequently get forgotten in styling and the final dressing of styling services, was the requirement for hairdressing services to fully compliment the clients features/image.

### **Task 3**

The task proformas were used well by candidates. Evaluation is frequently something level 2 candidates find more challenging to discuss in any detail. 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 the performance with no mention of future action. Where there were changes in clients since planning this was discussed here as required. With changes in practices during services mainly being justified for the new client situation.

### **AO1 – Recall of knowledge**

Most candidates demonstrated reasonable knowledge for health & safety procedures, professional behaviours and hair/scalp analysis in their plans. However, this did not always transpire to their practical performance. Those gaining higher marks showed greater breadth and accuracy in their factual recall across cutting angles, use of products, aftercare, use of technique and service procedure. However, there was a lack of application of professional and industry language and terminology generally. The use of tools did not always demonstrate professional standards, combs and brushes not always used appropriately for the right services.

### **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 shampooing & conditioning services, product types for styling and their use to treat some influencing factors to gain required results, aspects of science were acknowledged. Generally, aftercare advice was well documented, demonstrating some understanding, however, this was not always implemented during to the practical performance. Particular areas of weakness were understanding of technique/s for cutting and products used for colouring services.

### **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 techniques, and achieved their planned looks with accuracy and within the time allocated for the task. However, although across the submission the service requirements of the assessment were met in the main 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. Wet sets are still not being dressed/fully combed-out to show a set outcome/ fully dressed look as required, resulting in opportunities for marks being lost. Centres may consider encouraging candidates to take advantage of an additional third client to ensure best opportunity to access marks is created during assessment.

### **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 services, 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 unclear to how accurately looks had been realised to the individual client requirements.

### **AO5 – Attending to detail**

There were instances in the submission where good levels of attention to detail were demonstrated. Looks had been tailored somewhat to enhance individual clients' influencing factors, services cross-checked thoroughly to ensure accuracy and levels of 'polish' were in line with professional finish across most services. However, there were more instances this year where candidates had started the assessment well but were unable to maintain professional levels of focus throughout. In these instances, frequently they produced looks that lacked professional finish and client care during the implementation was intermittent.

## 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 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, by previously carrying out a mock assignment and standardisation. And, familiarised 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.