

Level 2 Technical Certificate in Barbering

6002-005 / 6002-505

Part of 6002-20

November 2017 Version 1.1

Guide to the examination

Who is this document for?

This document has been produced for centres who offer **City & Guilds** Level 2 Technical Certificate in Barbering. It gives all of the essential details of the qualification's external assessment (exam) arrangements and has been produced to support the preparation of candidates to take the exam/s.

The document comprises four sections:

1. **Details of the exam.** This section gives details of the structure, length and timing of the exam.
2. **Content assessed by the exam.** This section gives a summary of the content that will be covered in each exam and information of how marks are allocated to the content.
3. **Guidance.** This section gives guidance on the language of the exam, the types of questions included and examples of these, and links to further resources to support teaching and exam preparation.
4. **Further information.** This section lists other sources of information about this qualification and City & Guilds Technical Qualifications.

1. Details of the exam

External assessment

City & Guilds Technical qualifications have been developed to meet national policy changes designed to raise the rigour and robustness of vocational qualifications. These changes are being made to ensure our qualifications can meet the needs of employers and Higher Education. One of these changes is for the qualifications to have an increased emphasis on external assessment. This is why you will see an external exam in each of our Technical qualifications.

An external assessment is an assessment that is set and/or marked by the awarding organisation (ie externally). All City and Guilds Technical qualifications include an externally set and marked exam. This must be taken at the same time by all candidates who are registered on a particular qualification. We produce an exam timetable each year. This specifies the date and time of the exam so you can plan your delivery, revision and room bookings/PC allocation in plenty of time.

The purpose of this exam is to provide assurance that all candidates achieving the qualification have gained sufficient knowledge and understanding from their programme of study and that they can independently recall and draw their knowledge and understanding together in an integrated way. Whilst this may not be new to you, it is essential that your learners are well prepared and that they have time to revise, reflect and prepare for these exams. We have produced a Teaching, Learning, and Assessment guide that is you should refer to alongside the present document ([Teaching, Learning and Assessment Guide](#)). If a learner does not pass the exam at their first attempt, there is only one opportunity to resit the exam, so preparation is essential.

Exam requirements of this qualification

- **Barbering** – Theory exam (2 hours).

The exam is graded and a candidate must achieve at least a Pass grade in order to be awarded the qualification. (In addition to the exam, a synoptic assignment must also be completed and passed). You can find full details of the synoptic assignment in the *Qualification Handbook* and the *Synoptic Assessment Guide* – please see the link to the qualification page at the end of this document.

When does the exam take place?

The exam is offered on two fixed dates in February or June. The exact dates will be published at the start of the academic year in the *Assessments and Exam Timetable* <http://www.cityandguilds.com/delivering-our-qualifications/exams-and-admin>.

At the start of the programme of study, in order to effectively plan teaching and exam preparation, centres should know when the exam will be taking place and allocate teaching time accordingly. Section 2 of this document gives a summary of the content that needs to be covered in order to prepare learners for the exam and full details of this are given in the *Qualification Handbook*.

Form of exam

The exam for this qualification can be taken either on paper (6002-505) or online (6002-005).

Can candidates resit the exam?

Candidates may resit the exam once only. If a candidate fails the exam both on the first attempt and when resitting it, that candidate has failed the qualification and cannot achieve it in that academic year.

How the exam is structured

Each exam has a total of 60 marks and is made up of:

- approximately 8-10 short answer questions
- 1 extended response question.

Short answer questions are used to confirm **breadth of knowledge and understanding**.

The extended response question is to allow candidates to demonstrate **higher level and integrated understanding** through written discussion, analysis and evaluation. This question also ensures the exam can differentiate between those learners who are 'just able' and those who are higher achieving.

More details about and examples of question types are given in Section 3 of this document.

Assessment Objectives

The exams are based on the following set of assessment objectives (AOs). These are designed to allow the candidate's responses to be assessed across the following three categories of performance:

- **Recollection** of knowledge.
- **Understanding** of concepts, theories and processes.
- **Integrated application** of knowledge and understanding.

In full, the assessment objectives covered by the exam for this qualification are:

Assessment objective	Mark allocation (approx %)
<i>The candidate..</i>	
AO1 Recalls knowledge from across the breadth of the qualification	28%
AO2 Demonstrates understanding of concepts, theories and processes from a range of learning outcomes.	52%
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	20%

Booking and taking the exam

All assessments for City & Guilds Technical Exams must be booked through Walled Garden. There is a deadline for booking exams, synoptic assessments and any other centre marked assessments, please refer to the time line to check these dates.

The exam must be taken under the supervision of an invigilator who is responsible for ensuring that it is conducted under controlled conditions. Full details of the conditions under which the exam must be taken can be found in the Joint Council for Qualifications (JCQ) document, [Instructions for Conducting Examinations \(ICE\)](#).

Special consideration

Candidates who are unable to sit the exam owing to temporary injury, illness or other indisposition at the scheduled time may qualify for special consideration. This is a post-examination adjustment that can, in certain circumstances, be made to a candidate's final grade. The Joint Council for Qualifications' guide to the special consideration process can be found at www.jcq.org.uk.

To make a request for special consideration, please contact: policy@cityandguilds.com

Access arrangements

Access arrangements are arrangements that allow candidates with particular requirements, disabilities or temporary illness to take assessments, where appropriate, using their normal way of working. The Joint Council for Qualifications document, *Access Arrangements and Reasonable Adjustments* gives full details and can be downloaded [here](#).

For further information and to apply for access arrangements please see:

[Access arrangements - When and how applications need to be made to City & Guilds](#)
[Applying for access arrangements on the Walled Garden](#)

2. Content assessed by the exam

The exam assesses:

- **Unit 201: Principles and practices of hairdressing and barbering services**
- **Unit 202: Shampoo, condition and treat the hair and scalp**
- **Unit 208: Cut hair using basic barbering techniques**
- **Unit 209: Dry and finish men's hair**
- **Unit 210: Cut facial hair to shape using basic techniques**

Each exam assesses a sample of the content of these units. This means that a single exam will **not** cover 100% of the unit content. The full range of content will be assessed over a number of examination series. Details of the coverage of a particular exam paper will **not** be released in advance of the exam itself. Centres should **not** make assumptions about what will be assessed by a particular exam based on what has been covered on previous occasions. In order to be fully prepared for the exam, learners **must** be ready to answer questions on **any** of the content outlined below.

The table below provides an overview of how the qualification's Learning Outcomes are covered by each exam and the number of **marks** available per Learning Outcome (ie **not** the number of *questions* per Learning Outcome). In preparing candidates for the exam, we recommend that centres take note of the number of marks allocated to Learning Outcomes and to assign teaching and preparation time accordingly.

In preparing candidates for the exam, centres should refer to the Qualification Handbook which gives full details of each Learning Outcome.

The following is a summary of only that qualification content which is assessed by the exam and **not** a summary of the full content of the qualification.

Unit	Learning outcome	Topics	Number of marks
201 Principles and practices of hairdressing and barbering services	L01 Work safely in a salon environment	1.1 Safe working practices 1.2 Legislation relevant to hairdressing and barbering 1.3 Environmental and sustainable working practices 1.4 Preparation for services	24
	L02 Understand hair, skin and scalp analysis	2.1 Structure and function of the hair and skin 2.2 Characteristics and classifications of the hair	

		2.3 Hair, skin and scalp disorders	
	LO3 Understand communication techniques and expected behaviours in the salon/barbershop	3.1 Communication in the salon/barbershop 3.2 Behaviours and values expected of the hairdresser/barber	
	LO4 Advise clients and make recommendations throughout the service	4.1 Consult with clients 4.2 Agree services and products with clients 4.3 Provide aftercare, advice and recommendations 4.4 Create and promote retail opportunities	
202 Shampoo, condition and treat the hair and scalp	LO1 Shampoo and condition hair	2.1 Scientific effects 2.2: Principles of massage techniques 2.3 Shampoo and condition hair	6
208 & 210 Cutting men's hair and shaping facial hair	LO Provide cutting services	1.3 (both units) Select products and equipment 2.1 (unit 208) Cut hair using different techniques 2.1 (unit 210) Shape facial hair using different cutting techniques	12
209 Dry and finish men's hair	LO1 Prepare to dry and finish men's hair	1.1 Prepare self, client and work area 1.2 Consult with clients and analyse hair and scalp 1.3 Scientific efforts of drying hair 1.4 Select products tools and equipment	6
	LO2 Dry and finish men's hair to achieve a variety of looks	2.1 Dry and finish hair using different techniques 2.2 Provide aftercare, advice and recommendations	

Total marks for sections: 48 marks

Integration across units*: 12 marks

Total marks for exam: 60 Marks

* *Integration across units*. These marks relate to Assessment Objective 4. These marks are awarded to differentiate between levels of performance by candidates taking the exam. The marks are given for how well a candidate has applied their knowledge, understanding and skills from across the units that make up the qualification in an integrated way to meet the requirements of the exam questions.

3. Guidance

Vocabulary of the exam: use of 'command' verbs

The exam questions are written using 'command' verbs. These are used to communicate to the candidate the type of answer required. Candidates should be familiarised with these as part of their exam preparation.

The following guidance has been produced on the main command verbs used in City & Guilds Technicals exams.

A more detailed version of this table, which also includes the command verbs used in the assignments is published in *City & Guilds Technical Qualifications Teaching, Learning and Assessment* guide.

Command verb	Explanation and guidance
Analyse	Study or examine a complex issue, subject, event, etc in detail to explain and interpret, elements, causes, characteristics etc
Calculate	Work out the answer to a problem using mathematical operations
Compare (...and contrast) (or describe the similarities/differences)	Consider and describe the similarities (and differences) between two or more features, systems, ideas, etc
Define	Give the meaning of, technical vocabulary, terms, etc.
Describe	Give a detailed written account of a system, feature, etc (..the effect of...on...) the impact, change that has resulted from a cause, event, etc (..the process..) give the steps, stages, etc
Differentiate between	Establish and relate the characteristic differences between two or more things, concepts, etc
Discuss	Talk/write about a topic in detail, considering the different issues, ideas, opinions related to it
Distinguish between	Recognise and describe the characteristic differences between two things, or make one thing seem different from another
Evaluate	Analyse and describe the success, quality, benefits, value, etc (of an end product, outcome, etc)
Explain	Make (a situation, idea, process, etc) clear or easier to understand by giving details (..how..) Give the stages or steps, etc in a process, including relationships, connections, etc between these and causes and effects.
Give example(s) illustrate/	Use examples or images to support, clarify or demonstrate, an explanation, argument, theory, etc

Give a rationale	Provide a reason/reasons/basis for actions, decisions, beliefs, etc
Identify	Recognise a feature, usually from a document, image, etc and state what it is
Justify	Give reasons for, make a case for, account for, etc decisions, actions, conclusions, etc, in order to demonstrate why they suitable for or correct or meet the particular circumstances, context
Label	Add names or descriptions, indicating their positions, on an image, drawing, diagram, etc
List	Give as many answers, examples, etc as the question indicates (candidates are not required to write in full sentences)
Name	Give the (technical) name of something
Propose	Present a plan, strategy, etc (for consideration, discussion, acceptance, action, etc).
Select	Choose the best, most suitable, etc, by making careful decisions
State	Give the answer, clearly and definitely
Summarise	Give a brief statement of the main points (of something)

Question types

The following explains, and gives examples of, types of questions used in City & Guilds Technical exams. In preparing candidates to take the exam, it is recommended that you familiarise them with the requirements of each question type so that they can be effective and make best use of the time available when sitting the exam.

- An effective candidate will gauge the type and length of response required from the question and the number of marks available (which is given for each question on the exam paper).
- Short answer questions may not require candidates to write in complete sentences. Extended response questions will require a more developed response.
- Candidates should read the exam paper before attempting to answer the questions and should allocate time proportionate to the number of marks available for each question or section.

Question type:	Example question	Example question:
<p>Short answer questions (restricted response) These are questions which require candidates to give a brief and concise written response. The number of marks available will correspond to the number of pieces of information/examples and the length of response required by the question.</p>	<p>Describe the characteristics of male pattern baldness. (4 marks)</p>	<p>Answer: 1 mark for any of the following, to a maximum of 4 marks.</p> <ul style="list-style-type: none"> • Receding hair from the temple area • Hair thinning on the crown • Hair thinning at the front between the temples • Baldness to the crown area • Front hair line slowly recedes with loss of hair to the top area of the head and crown
<p>Structured Response Questions These are questions that have more than one part (eg a), b), etc.). The overall question is made up of linked, short answer questions which move the candidate through the topic in a structured way. For example, the question will usually start with a 'recall'/'state'/'describe' question followed by an 'explain' to draw out understanding of the</p>	<p>A client has a full beard and moustache; he would like his facial hair trimmed to give a more groomed look. He has sparse areas under his chin and near the side burns, and a piercing on his bottom lip.</p> <p>a. Explain which one of the following looks is the most suitable for the client.</p> <ul style="list-style-type: none"> • Full beard 	<p>Answer: 1 mark for each of the following.</p> <p>a.</p> <ul style="list-style-type: none"> • A Goatee has more defined outlines giving a more groomed appearance than a full beard • A Goatee would remove facial hair from the sparse areas

topic. They usually have a shared introductory 'stem', and the number of marks may increase through the question.

- Goatee

(4 marks)

- Sparse areas would be more visible on full beard
- The piercing will be less visible on a full beard/more visible with a goatee.

b. Identify **one other** suitable facial hair look for the client which would give a groomed appearance.

(1 mark)

Answer:

A maximum of 1 mark for the following.

b.

- Anchor
 - Any other moustache apart from the roof top
-

Extended response questions

Extended response questions are those that require the candidate to write a longer written response using sentences and paragraphs. These usually require candidates to discuss, explain, etc. a topic in some detail. The question is often based on a short case study, scenario or other prompt. The level of detail should be gauged from the question and the number of marks available.

Example question

Joe would like a short haircut with a hair fade. He is a builder and gets a lot of brick dust on his hair and scalp. He would like to look fashionable at the weekends when he goes out with friends, but needs something that he can manage when working.

Discuss the influencing factors that need to be considered and make recommendations.

(12 marks)

Mark scheme

Indicative content

Consultation Process

- lifestyle including work and home

- Influencing factors before the start of services (hair classifications, characteristics, hair growth patterns, scarring, alopecia, hair and scalp condition-likely to be dry, piercings and tattoos, limiting factors, client requirements and style suitability,

Preparing for service

- selection of tools and any relevant PPE and client protection –i.e. a fade is likely to require clippers, clipper attachments, trimmers, foil, razors, scissors and combs
- Preparation of hair- shampoo prior to service to remove brick dust, and conditioning when necessary
- Cutting wet/dry hair

Carryout the service

- In addition to fading discuss use of different cutting techniques over the haircut e.g. Club cutting, freehand, Scissor over comb, Clipper over comb, Thinning, Blending with clipper attachments
- Importance and use of tension, balancing and shaping side burns, different cutting angles and the impact on distribution, balance and degree of graduation, outline/ neckline shapes, checking weight, balance and shape
- Product selection, usage and finishing techniques

Aftercare and advice

- Recommendation on style maintenance with reference to lifestyle and home use eg. Shampoos and conditioning and styling products (when and how), styling tools, equipment for home use, time interval between service visits, present and future services

Band 1 (1 – 4 marks)

Mark scheme

Response covers a narrow range of factors, with little consideration of the possible impact on the service. Limited evidence of tailoring recommendations to the client's specific situation. Some understanding of hair cutting tools and techniques, but limited reasoning for style achievability. Some relevant recommendations on aftercare, but little or no justifications.

Example band 1 response

I would carry out a consultation with Joe to find out if he wants a fade. I will also need to identify any factors that might affect the service.

I would cut the hair first to use the clippers on dry hair. Then shampoo the hair and finish off the cut.

I would use scissor over comb, clippers with attachments for the fade and blending into the top section. Then club cut the top. I would ask Joe if he is happy with the cut before I dry the hair and add a finishing product the hair. I would recommend that he returns for a haircut every 4 – 6 weeks.

Band 2 (5 – 8 marks)

Mark scheme

The response answers the question and covers the most important factors and makes clear suggestions for the complete look. Discussion is mostly relevant and likely to be detailed in some areas more than others and will include reference to influencing factors and their limitations, cutting tools and techniques, any adjustments to services as well including some appropriate aftercare advice. Clear knowledge of topics is evident although linkages between these may be fragmented and lack coherency. Throughout the discussion, recommendations and opinions are offered with use of some examples. Factual content is accurate. The overall discussion is presented in a clear format and the use of terminology is mostly appropriate.

Example band 2 response

Before starting the cut, I would discuss with Joe his requirements and analyse his hair and scalp. I would need to check for any contra-indications that might prevent the service from going ahead.

If the service can go ahead, I will need to find out how Joe wants the top section styled. If he has very curly hair this will need to be cut shorter around the crown, otherwise it would be difficult to blend into the fade, unless he wants a flat top. If Joe has straight hair, I would leave this longer on top gradually blending into the fade like a traditional short-back and sides and maybe leave the sides disconnected.

I would use clippers with attachments for the fade, trimmers for the outlines and scissors for the top section. The hair would have to be shampooed prior to the start of the cut to remove brick dust etc. I would then rough dry the hair prior to using the clippers. On completion of the cut, I would cross check it and confirm that Joe is happy with it. I would then damp down with a water spray and dry the hair into the finished shaped.

I would recommend suitable styling products for home use, these would be what I have used during the service to help Joe maintain the style at home. And time intervals for revisiting the barbershop to keep the hair at a manageable length.

Band 3 (9 – 12 marks)

Mark scheme

The response is thorough and detailed and covers all considerations and implications for a fade and makes fully justified suggestions for a complete look. A comprehensive discussion which incorporates the relevant influencing factors and their impact on service; compares the effects and limitations for a wide range of cutting tools and techniques including reference to credible adaptations. There are clear links to aftercare with effective reasoning for recommendations. Throughout the discussion recommendations and opinions are coherent and supported by accurate factual content and clearly defined examples. Relevant use of accurate terminology and the overall discussion is presented in a structured format.

Example band 3 response

I would need to consider Joe's lifestyle, his work environment and his socialising for style maintenance.

He has identified that he would like a short haircut, this would be good for him because it is easy to maintain and keep clean after work each day.

Before confirming the style with Joe, I would also need to identify the hair density, texture; eg if Joe has fine and thinning hair, this would affect the style choice because of the fade. It would not be suitable because the scalp would be too visible and would look like the client is going bald. Slightly more length would be more suitable if this was the case. If Joe has dense hair and medium to coarse texture, the style would be very suitable and show of the fade well. If the hair is very coarse and/or dense then more texture could be given when cutting using thinning techniques with a razor and or thinning scissors.

Depending on Joe's hair type eg if this is straight, wavy or curly again this would influence the finished look. All would be good with a fade, but blending the fade into the top section would be more difficult on straight and wavy hair and would need more time and use of a variety of tools, for example – clippers and trimmers working through different size attachments, clipper and scissor over comb.

I would also check for growth patterns especially on the crown area and front hairline as these could affect the achievability of the style and make it difficult for Joe to maintain the style. I would also need to check for skin and scalp conditions before styling the cut in case there are any contraindications that would prevent the service from going ahead, or limit the service and/or product application.

Because Joe is a builder and has brick dust in his hair, I would need to shampoo the hair first to remove this and clean the hair and scalp. The dust would cause the clippers and trimmers to jam and could pull the hair. This would be a health and safety risk. I would use a deep cleansing shampoo first, then a conditioning shampoo and conditioner to add moisture back into the hair because the brick dust will dry the hair out. I will then dry the hair quickly before using the clippers or trimmers.

For the cut, I will need to consider the cutting techniques most suitable to achieve the style. This would include some use of scissors, clippers and trimmers with and without attachments, texturising with a razor, some freehand work when finishing off the style and outlines and cross-checking the cut and balance of the finished look.

The length of the style on the top section would depend on the client's requirements, hair colour and natural movement, if the hair is light in colour, then I would leave more length to prevent the scalp showing through (unless the Joe wanted this). If the hair is darker in colour, then the cut can go shorter. Also, if wavy or slightly curly this would affect the length because the curl could stick out. Again, this would need to be checked to see if more hair needs to be removed.

On completion of the cut, I would dry and style the hair with the use of a hairdryer and a flat brush, or finger dry the top section to give a more textured and fashionable look. Or, add lift at the front of the style depending on the suitability of the facial features. I would use a small amount of moulding cream to the finished style to help keep the style in place.

I would recommend Joe to use a deep cleansing shampoo and a moisturising shampoo at home and use a conditioning treatment occasionally because of the brick dust and the environment he works in.

I would also show him how to create the style at home for the weekend end recommend moulding cream. And, return to the barbershop every 3 -4 weeks for a haircut.

Examination technique

Candidates with a good understanding of the subject being assessed can often lose marks in exams because they lack experience or confidence in exams or awareness of how to maximise the time available to get the most out of the exam. Here is some suggested guidance for areas that could be covered in advance to help learners improve exam performance.

Before the exam

Although candidates cannot plan the answers they will give in advance, exams for Technical qualifications do follow a common structure and format. In advance of taking the exam, candidates should:

- be familiar with the structure of the exam (ie number and type of questions).
- be aware of the amount of time they have in total to complete the exam.
- have a plan, based on the exam start and finish time for how long to spend on each question/section of the exam.
- be aware of how many marks are available for each question, how much they should expect to write for each question and allow most time for those questions which have the most marks available.

At the start of the exam session

At the start of the exam, candidates:

- should carefully read through the instructions before answering any questions.
- may find it helpful, where possible, to mark or highlight key information such as command words and number of marks available on the question paper.
- identify questions which require an extended written answer and those questions where all or part of the question may be answered by giving bullets, lists etc rather than full sentences.

Answering the questions

Candidates do not have to answer exam questions in any particular order. They may find it helpful to consider, for example:

- tackling first those questions which they find easiest. This should help them get into the 'flow' of the exam and help confidence by building up marks quickly and at the start of the exam.
- tackling the extended answer question at an early stage of the exam to make sure they spend sufficient time on it and do not run out of time at the end of the exam.

Candidates should avoid wasting time by repeating the question either in full or in part in their answer.

Candidates should **always** attempt every question, even questions where they may be less confident about the answer they are giving. Candidates should be discouraged however, from spending too long on any answer they are less sure about and providing answers that are longer and give more detail than should be necessary in the hope of picking up marks. This may mean they have less time to answer questions that they are better prepared to answer.

Extended answer questions

Before writing out in full their answer to extended questions, candidates may find it helpful to identify the key requirements of the question and jot down a brief plan or outline of how they will answer it. This will help clarify their thinking and make sure that they don't get 'bogged down' or provide too much detail for one part of the question at the expense of others.

Towards the end of the exam

Candidates should always set aside time at the end of the exam to read back through and review what they have written in order to make sure this is legible, makes sense and answers the question in full.

If a candidate finds they are running out of time to finish an answer towards the end of the exam, they should attempt to complete the answer in abbreviated or note form. Provided the content is clear and relevant, examiners will consider such answers and award marks where merited.

Further guidance on preparing candidates to take the exam is given in the City & Guilds publication, [Technical Qualifications, Teaching, Learning and Assessment](#) which can be downloaded free of charge from City & Guilds website.

4. Further information

For further information to support delivery and exam preparation for this qualification, centres should see:

City & Guilds

Qualification homepage:

<https://www.cityandguilds.com/qualifications-and-apprenticeships/hairdressing/hairdressing/6002-hairdressing-and-barbering#tab=documents>

which includes:

- Qualification handbook
- Synoptic Assignment
- Sample assessments

Technical Qualifications, Resources and Support: www.cityandguilds.com/techbac/technical-qualifications/resources-and-support

Joint Council for Qualifications

Instructions for Conducting Examinations: <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>