

Level 2 Technical Certificate for Hair Colouring Services 6002-011 / 6002-511

Part of 6002-23

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 for Hair Colouring Services. 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

- **Hair Colouring Services** – 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 March 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 (6002-511) or online (6002-011).

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 10-11 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	34%
AO2 Demonstrates understanding of concepts, theories and processes from a range of learning outcomes.	46%
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 205: Colour and lighten hair**
- **Unit 207: Styling and finishing services**

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 the salon/barbershop	1.1 Safe working practices 1.2 Legislation relevant to hairdressing and barbering 1.3 Environmental and sustainable working practices 1.4 Preparation services	20
	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 a 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	
205 Colour and lighten hair	LO1 Prepare to colour and lighten hair	1.1 Prepare self, client and work area 1.2 Consult with clients and analyse hair 1.3 Scientific effects of colour and lightening 1.4 Colour and product selection	19
	LO2 Colour and lighten hair	2.1 Colour and lighten hair using different techniques 2.2 Remove products and materials 2.3 Provide aftercare advice and recommendations	
207 Styling and finishing services	LO1 Prepare for finishing services	1.1 Prepare self, client and work area 1.2 Scientific principles of drying services 1.3 Select products, tools and equipment	9
	LO2 Provide finishing services to create a variety of looks	2.1 Style hair using different techniques 2.2 Set hair using different techniques 2.3 Finish hair using different techniques 2.4 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)</p> <p>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>State four purposes of client record cards.</p> <p>(4 marks)</p>	<p>Answer</p> <p>1 mark for each of the following, to a maximum of 4 marks.</p> <ul style="list-style-type: none">• It's a requirement of the salon's Public Liability insurance/salon policy to keep record cards• It provides evidence of client consent and accurate record of service in case of legal action• It's a record of the service and products used for future reference• It's a record of client history and contra-indications/test results and service outcomes.
<p>Structured Response Questions</p> <p>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</p>	<p>Keryl has wavy, long layered hair of medium density. She is going to a wedding and the weather is predicted to be humid and sunny. A stylist has suggested a set hair look, to control the natural wave as the most suitable option for Keryl's hair. The client wants a curly bouncy look with lots of volume.</p>	

'recall'/'state'/'describe' question followed by an 'explain' to draw out understanding of the topic. They usually have a shared introductory 'stem', and the number of marks may increase through the question.

a. Explain why a set look is the most suitable for this occasion.

(3 marks)

Answer

1 mark for each of the following to a maximum of 3 marks.

a.

- Set will hold the style/curl in a more controlled manner (1) helping to prevent the hair going frizzy from the humidity (1)
- Set will help the style last longer
- The products used when setting tend to be firm holding (1) which protects against humidity (1)

b. State ways in which finishing methods could improve the longevity of the style.

(2 marks)

Answer

1 mark for each of the following to a maximum of 2 marks.

b.

- Back combing or back brushing to give volume
 - Application of finishing products to protect from humidity and help the style last longer
-

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

A new client arrives for her blow-dry appointment, she is unhappy with her damaged hair that has resulted in a recent uneven colour. Her previous stylist informed her this was due to the effects of enjoying outside life, and swimming twice a week. The client feels that the damage to her hair was caused by her previous hairdresser.

Discuss possible causes, solutions and recommendations for the problem.

(12 marks)

Mark scheme

Indicative content

Alternative causes to the problems may include, but not be limited to:

- Lack of hair tests – incompatibility of products, porosity, elasticity,
- Hair is too porous/weak elasticity
- Wrong choice of products
- Products/peroxide too strong
- Wrong techniques used
- Over developed colour
- Colour over lapped
- Poor home hair care – products – protection from environment/heat, styling – use of heat and tools,

Candidates current recommendations may include, but not be limited to:

- Penetrating conditioning treatment
- Styling products to protect from heat
- Advice to client – suitable shampoos/conditioners products, protective and moisturising styling/finishing products, – which styling tools and how to use (techniques and use of heat), – future services, Care after swimming and when out in the environment – hats, products, removing chlorine from hair etc.

Candidates solutions and future recommendations may include, but not be limited to:

- Continued penetrating treatments
- Hair cut to improve condition
- Avoiding use of permanent and lightening products and using semi-permanent/temporary colours – to even result and improve condition
- Future colour options on new hair growth

Band 1 (1 – 4 marks)

Mark scheme

The response is a basic discussion that shows limited knowledge of causes to problems. The response is brief, under developed, lacks clarity and is not entirely relevant and accurate. Few causes have been considered or identified. Basic recommendations and/or solutions have been discussed but the response lacks detail. Links to specific services recommended to the client are not clearly defined. The overall analysis is simplistic and there is limited or no use of examples to support any points raised. Overall the discussion lacks coherency.

To access the higher marks, the response will be mainly relevant and accurate. Some relevant examples will have been used to support the points raised.

Example band 1 response

The client may have had a lot of lightener on her hair that had overlapped. This would cause the uneven colour. Her hairdresser would be to blame for this. The sun may have damaged her hair a bit but not to make it so the colour was uneven. If the hair is stretchy she will need a conditioning treatment before she can colour it. I would test the hair before I coloured it to make sure the colour grabs. The tests would be an elasticity and porosity test. When it is coloured I would need to make sure I don't overlap anymore hair so that it doesn't damage any further.

I would also tell her she needs to avoid swimming as often because this could make her hair turn green in colour. I would recommend she use a shampoo and conditioner for coloured hair to keep it soft. She could also use a normal shampoo and conditioner at home.

Band 2 (5 – 8 marks)

Mark scheme

A discussion that is focussed on the main causes of the problem and current and future services recommended. The response is generally accurate and coherent in the main. Most of the causes have been identified and debated to some degree. Overall the discussion displays reasonable breadth, depth and accuracy of the content including the benefits and limitations of a range of potential solutions. There is evidence of links between causes and potential solutions which mostly support the recommended benefits for future services. The overall discussion is presented in a clear format and the use of terminology is mostly appropriate.

To access the higher marks, analysis will show reasonable debate across a range of differing arguments which substantiate the solutions and recommendations.

Example band 2 response

If the client has an outdoor lifestyle, the environmental damage on the hair could have been from the wind and sun. This could cause damage to the cuticles, making the colour fade in those areas. The previous hairdresser could have prevented the uneven tone if they had tested the hair first. They should have completed a porosity and elasticity test before the service. If the previous colour was a lightener, the hairdresser could have overlapped the colour making the hair structure weak in places. This would cause an uneven colour in those places.

Another cause could be that the colour was left on too long. This could damage the cuticle and the cortex. The client may need a penetrating treatment before a colour could be done.

Before the client has her hair coloured I would do a porosity test, an elasticity test and a strand test.

If the condition has improved the colour service can proceed. The client could then have a colour service.

If the condition of the hair is still poor, the client may need to have a semi-permanent or temporary colour.

Band 3 (9 – 12 marks)

Mark scheme

A comprehensive and sound discussion that is focussed on a range of possible causes and explores various solutions making justifiable recommendations for current and future services. The response in the main is an accurate and coherent debate that explores the causes, pros and cons of solutions and makes a range of recommendations. The overall analysis is developed with clear links between all areas of discussion which are substantiated. Relevant use of accurate terminology and the overall discussion is presented in a structured format.

To access the higher marks, analysis will show comprehensive understanding exploring a range of differing arguments around the causes which justifies fully developed solutions and recommendations.

Example band 3 response

There could be a few reasons why the hair colour is uneven.

If the client has an outdoor lifestyle, the environmental damage could have been from the wind and sun. This could cause damage to the cuticles, making the colour fade in those areas. If the client does a lot of swimming, the chemicals used in the pool could damage the hair; however, the colour may have also ended up with an unwanted tone too.

It is possible the previous hairdresser caused the damage, if they did not test the hair first. They should have completed a porosity and elasticity test before the service and should have checked the hair during the colour. If the previous colour was a lightener, the hairdresser could have overlapped the colour making the hair structure weak in places. This would cause an uneven colour in those places.

They could have also used a peroxide that was too strong, for example mixing 9% with a colour that was adding tone.
Another cause could be that the colour was left on too long. This could damage the cuticle and the cortex.
I would not blame the other hairdresser. I would only comment on the current hair condition and advise accordingly.
The client may need a course of penetrating treatments before a colour service could be done. She may also need to have some of the damaged hair cut to improve the condition.
Before the client has her hair coloured I would do a porosity test to check the condition of the cuticle, an elasticity test to check the condition of the cortex and a strand test to ensure the hair can take the colour.
If the condition has improved the colour, service can proceed. The client could then have a permanent colour, lightener, quasi-permanent colour, semi-permanent or temporary colour.
If the condition of the hair is still poor, the client may need to have a semi-permanent or temporary colour until the condition of the hair can support a more permanent change in colour.
I would also recommend shampoos and conditioners for use when swimming often in water which has had chlorine added.

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>