

# **Level 2 Technical Certificate for Cutting and Styling services 6002-009 / 6002-509**

**Part of 6002-22**

**October 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 Cutting and Styling 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

- **Cutting and Styling 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 (6002-509) or online (6002-009).

## 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 10-12 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 <b>Recalls knowledge</b> from across the breadth of the qualification	38%
AO2 <b>Demonstrates understanding</b> of concepts, theories and processes from a range of learning outcomes.	42%
AO4 <b>Applies knowledge, understanding and skills</b> 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](http://www.jcq.org.uk).

To make a request for special consideration, please contact: [policy@cityandguilds.com](mailto: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 203: Cut hair using basic techniques**
- **Unit 204: Style, set and dress hair**

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	19
	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	
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	9
203 & 204 Cutting, styling and dressing hair	LO1 Prepare to cut, style, set and dress hair	1.2 Consult with clients and analyse hair 1.3 Scientific effects of drying services 1.3/1.4 Select products and equipment	20
	LO2 Cut, style, set and dress hair to achieve a variety of looks	2.1 Cut hair using different techniques 2.1 Dry hair using different techniques 2.2 Set hair using different techniques 2.3 Dress and put hair up using different techniques	
		Total marks for sections:	48 marks
		Integration across units*:	12 marks
		<b>Total marks for exam:</b>	<b>60 Marks</b>

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



<b>Give a rationale</b>	Provide a reason/reasons/basis for actions, decisions, beliefs, etc
<b>Identify</b>	Recognise a feature, usually from a document, image, etc and state what it is
<b>Justify</b>	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
<b>Label</b>	Add names or descriptions, indicating their positions, on an image, drawing, diagram, etc
<b>List</b>	Give as many answers, examples, etc as the question indicates (candidates are not required to write in full sentences)
<b>Name</b>	Give the (technical) name of something
<b>Propose</b>	Present a plan, strategy, etc (for consideration, discussion, acceptance, action, etc).
<b>Select</b>	Choose the best, most suitable, etc, by making careful decisions
<b>State</b>	Give the answer, clearly and definitely
<b>Summarise</b>	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 mrk scheme:
<p><b>Short answer questions (restricted response)</b> 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>Explain the benefits of back-combing when using dressing and hair-up techniques.</p> <p>(3 marks)</p>	<p><b>Answer</b> <b>1 marks for each of the following to a maximum of 3 marks.</b></p> <ul style="list-style-type: none"><li>• To support the style/provides a secure base for grips/pins when dressing hair up</li><li>• Helps secure the hair for longer/durability</li><li>• Adds volume to different lengths of hair</li><li>• Used to balance/correct head shape</li><li>• Helps to remove roller marks after setting</li></ul>
<p><b>Structured Response Questions</b> 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>Amy has long, type 3, sparse hair and a dry scalp. She frequently uses products such as serums and hairspray. A stylist has decided to use rotary as the main massage technique for a shampoo service.</p> <p>a. Describe how to carry out rotary massage.</p> <p>(1 mark)</p>	<p><b>Answer:</b> <b>1 mark for the following.</b> a. By deep circular movements on the scalp with the pads of the fingers.</p>

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

b. Describe how the stylist would adapt this technique to suit Amy's hair and scalp.

(2 marks)

**Answer**

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

b.

- Slower movements
- Less pressure

c. What are the advantages and disadvantages of using this technique on Amy's hair and scalp?

(2 marks)

**Answer**

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

c.

- Helps to build a lather to remove product/dirt
  - Stimulates blood flow to address dry scalp
  - Can cause damage if used inappropriately on very long, curly, sparse hair
- 

### **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 client has decided to have her type 2, below shoulder, one-length hair layered to add texture. She has a strong hair growth pattern and her hair is in poor condition. Her appointment is for a cut and blow-dry service and she has brought in the image below of the look required. Discuss style achievability and the challenges that could arise.

(12 marks)



### **Mark scheme**

#### **Indicative content**

The candidate's discussion will include, but is not limited to;

#### Difficulties that could be encountered, suitability

Hair characteristics, density, texture, elasticity, porosity, hair growth patterns – adapting for these

Hair classification, presence of movement/curl once layered – adapting for these

Contra-indications/adverse skin & scalp conditions

Client requirements

#### Tools and techniques - limitation and benefits to selection, use and adaption

Tools and equipment- scissors, cutting comb, hand dryer, nozzle, brushes, round or flat, heated styling equipment

Cutting techniques - club-cutting, texturizing, freehand, use of guidelines & tension

Drying techniques - blow dry, sectioning, use of angles to gain volume / body, direction required to achieve the finished look

Finishing techniques - straightening, backcombing, and dry setting/use of Velcro rollers to support.

#### Look - suitability of methods for achieving style

Long graduation/square layering – reference to angles used, sectioning techniques, consideration and adaption for strong hair growth patterns

Checking for weight and balance – cross checking, style manageability

#### Product use pros and cons of different product choices for hair scalp condition

Use of styling & finishing products e.g. heat protectors, sprays, mousse, creams, serums

### **Band 1 (1 – 4 marks)**

Mark scheme

A brief discussion that shows little or no acknowledgement for the suitability and difficulties that could be encountered when offering services. The response is brief, under developed, lacks clarity and is not entirely relevant and/or accurate. The response demonstrates basic understanding of some of the techniques that would be used to achieve the client requirements. Links between tools, products and techniques for the specific scenario are weak or non-existent. The overall analysis is simplistic with little or no use of examples to support any points raised. Overall the discussion lacks structure and coherency.

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

#### **Example band 1 response**

This person can have what she is asking for because her hair is long enough to cut into the one length cut. As she has got a strong hair growth pattern I will tell her not to have it layered so it doesn't stick up everywhere. She has got type 2 wavy hair so cutting in layers will make it worse. I will use scissors, a comb, hair dryer and round brush. I will club cut the hair so the ends are the same length. I will cut the bottom of the hair first at the neck part. I will bring all the rest of the hair down and cut that off too. I must be very careful not to hold the hair at an angle or else it will be layered. Before I dry the hair I will add some mousse to the hair to keep the style in place. I will use my brush to smooth the hair into a nice bob and use hair spray afterwards to keep the damp away.

### **Band 2 (5 - 8 marks)**

Mark scheme

A relevant discussion which clearly shows some consideration to the suitability and challenges that could be encountered in achieving the desired style. The response is accurate and coherent in the main. Displays reasonable breadth and depth of relevant knowledge across the techniques, tools and products, angles used when cutting and drying as appropriate. Some areas may be covered in more detail than others. Within this knowledge there is some evidence of discussion around the benefits and limitations which demonstrates some linkages to how these impact services. Most opinions and ideas are justified. The overall discussion will be presented in a clear format and the use of terminology mostly appropriate.

To access the higher marks, analysis will show coverage of knowledge across a wide range of the considerations relevant to cutting and styling. There will be sound evidence of discussion and the majority of opinions and suggestions will have been substantiated.

#### **Example band 2 response**

This client could have her hair cut into the picture she has brought in. If she has a strong growth pattern at the crown area then I would need to leave some length in that area so it does not stick up. I think a long graduated cut would suit her type 2 wavy hair and would help when styling it into the look she wants as it would have more body. By layering the hair it would make the hair feel in better condition. I would shampoo and condition the hair first so that it was in better condition. My first layer at the back of the head would be club cut to make sure it was not too fine. My next layers would be held at an angle of about 120° so that the top layer was not too short. I would take small sections and use each section as my next guideline. I would use freehand around the front at the fringe area so that I did not take off too much. I could use some point cutting in the layers so that the hair is a bit textured. I would use mousse before I blow-dried the hair so that it holds the style longer. I would use a large round brush to smooth the hair and add volume. I could use straighteners to smooth out the front area if it was needed. I would finish the hair off by using hair spray to hold the style.

#### **Band 3 (9 – 12 marks)**

Mark scheme

A focussed and detailed discussion that shows thorough consideration to the suitability and wide range of challenges that could be encountered when achieving the desired style. Demonstrates good breadth and depth of knowledge and understanding of all the tools products, techniques and cutting angles that would be used to achieve the client requirements. Discussion is substantiated and supported with examples. There is detailed discussion on the relevant benefits and limitations with strong linkages to how these impact upon both the suitability and difficulties in achieving the style.

Specialist terminology is appropriately used throughout. The overall analysis will be presented in a coherent and structured format

To access the higher marks, analysis will be fully developed across both the cutting and styling services with well substantiated opinions and recommendations.

#### **Example band 3 response**

I would carry out a full consultation on this client to make sure I used the correct shampoo, conditioner and cutting and blow dry techniques. I would carry out a porosity and elasticity test to be able to choose the most suitable treatment for this hair that is in poor condition. If it had been bleached, I would have to consider the cutting technique I used - if I used a razor it might damage the hair further. I would discuss with the client their strong growth pattern and depending where it was I would suggest how the style could be adapted to take this into consideration e.g. if they had a double crown, I could leave that area slightly longer or if they had a Cow Lick, I would leave more weight/length at the front. I would section the hair and

leave some weight at the nape area, I would hold the start to layer the hair from the second section and hold it at about 120° and point cut it to add texture. I would take small sections and use them as my guideline. Once I have completed all the layers, if there was still too much weight, I could use a razor to thin out the areas that were still too dense. This would also give the hair more texture. I would keep the tension on the hair even so the cut was balanced. I would cross check the cut and would check with the client that she was happy with the length of the front area in case she wanted it shorter. I would apply some mousse to the hair and section it ready for the blow dry. I would use a radial brush to give volume and smooth the hair as I was drying it. I would use tension on the hair to take out some of the natural wave. If the client wanted more lift, I could use velcro rollers to get the effect required. If the client wanted the hair smoother I could use straighteners, but first I would add some heat protecting serum to prevent damage to the hair. I could use a wax to break up the hair a little to give some texture and then spray the hair to help hold the style. I would then give the client some aftercare advice for when she does her hair at home.

## 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](http://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>