

# 6002-31 Level 3 Advanced Technical Diploma in Hairdressing (540)

2018

**Qualification Report**

# Contents

Introduction.....	3
Qualification Grade Distribution.....	4
Theory Exam.....	5
Grade Boundaries.....	5
Chief Examiner Commentary.....	7
Synoptic Assignment.....	10
Grade Boundaries.....	10
Principal Moderator Commentary.....	11

# Introduction

This document has been prepared by the Chief Examiner and Principal Moderator; it is designed to be used as a feedback tool for centres in order to enhance teaching and preparation for assessment. It is advised that this document is referred to when planning delivery and when preparing candidates for City & Guilds Technical assessments.

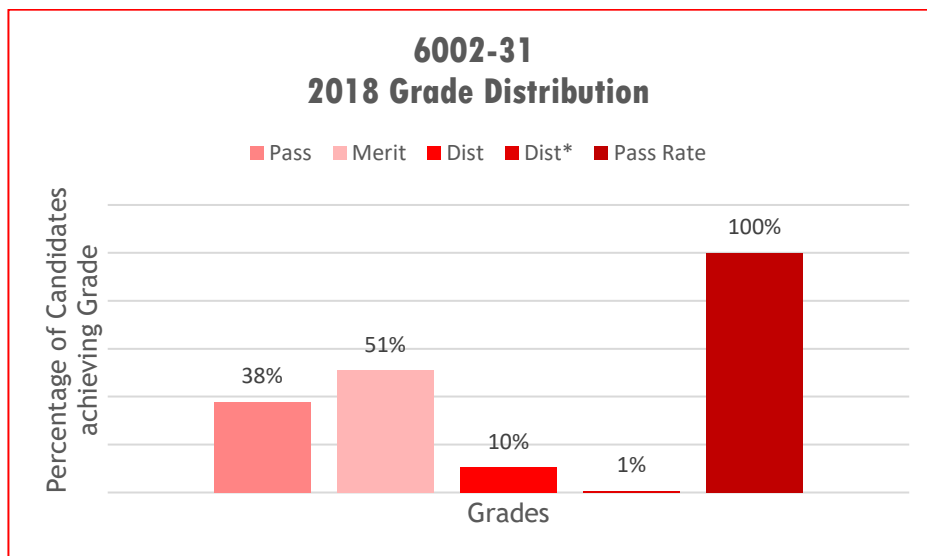
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2018 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments;

- 6002-032/532 - Level 3 Hairdressing - Theory exam
  - March 2018 (Spring)
  - June 2018 (Summer)
- 6002-033 - Level 3 Hairdressing - Synoptic assignment

## Qualification Grade Distribution

The grade distribution for this qualification is shown below;



Please note City & Guilds will only report qualification grades for candidates who have achieved all of the required assessment components, including Employer Involvement, optional units and any other centre assessed components as indicated within the Qualification Handbook. The grade distribution shown above could include performance from previous years.

# Theory Exam

## Grade Boundaries

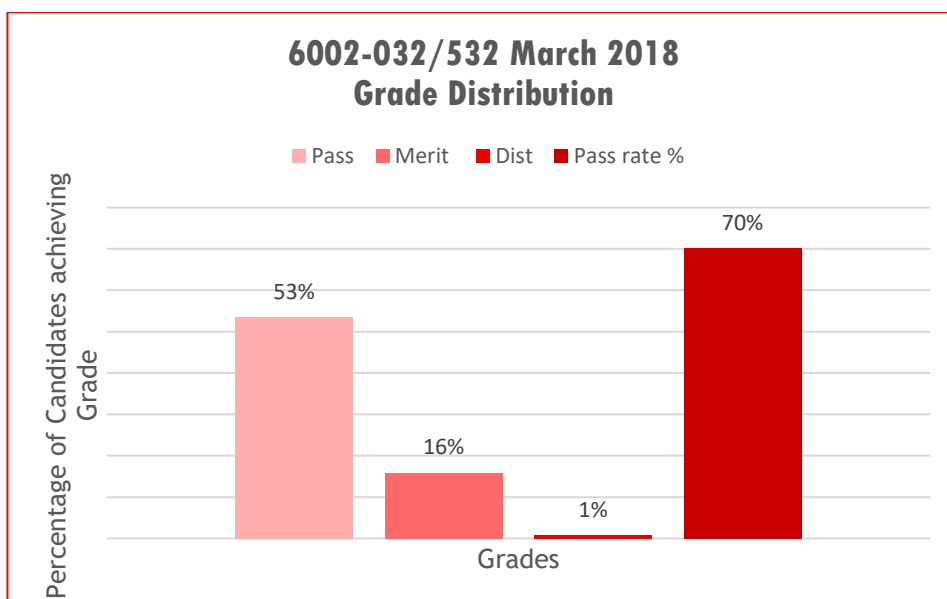
Assessment: 6002-032/532

Series: March 2018 (Spring)

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

<b>Total marks available</b>	<b>80</b>
Pass mark	30
Merit mark	43
Distinction mark	56

The graph below shows the distributions of grades and pass rate for this assessment;

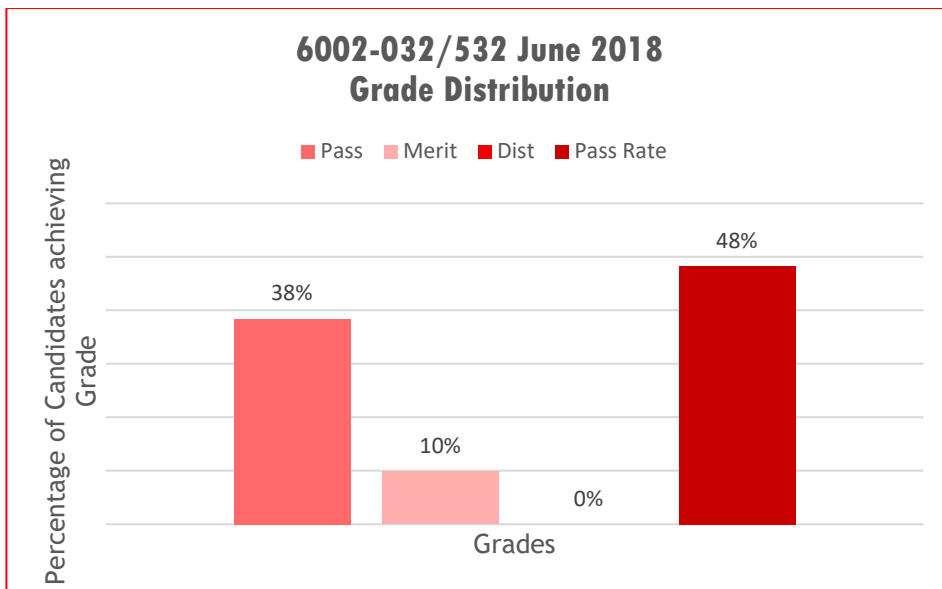


**Assessment:** 6002-032/532  
**Series:** June 2018 (Summer)

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

<b>Total marks available</b>	<b>80</b>
Pass mark	30
Merit mark	43
Distinction mark	56

The graph below shows the distributions of grades and pass rate for this assessment;



# Chief Examiner Commentary

## 6002-032/532 - Level 3 Hairdressing - Theory exam

### Series 1 – March 2018

This is the second year of the 6002-31 externally set and marked examination. The overall paper was pitched appropriately to meet the stretch and challenge required for Level 3. Candidates who were successful applied industry specific terminology across the whole paper, were able to solve non-routine problems, showed an awareness of level 3 skills whilst linking theory to practice consistently across the paper.

Further exam technique around reading the question a couple of times before attempting the answer would be beneficial to learners, as many missed the main aspects of some of the questions by only answering the first part.

There were a range of marks gained across the differentiator questions, this enabled both lower and higher level candidates to achieve and be graded appropriately. Those candidates achieving the highest marks justified their responses with good reasoned explanations and had sound Level 2 recall of knowledge. Candidates often missed marks due to incorrectly interpreting the command verb, for example a 'state' question, at Level 3, is not necessarily a list of words but can be a recall of facts e.g. questions asking candidates to state requirements of a piece of legislation, requires the candidate to state the facts about the legislation in question.

As with previous year's papers, when candidates were given an "explain" question, they frequently gave a description of how they would carry out a task, rather than discussing the implications and reasons for their choices made.

Candidates generally responded well to the scenario type questions however, many candidates spent time repeating the question or critiquing it. During exam preparation it would be useful to further discuss scenarios e.g. unless stated in the question it is safe and appropriate to carry out the service described in the scenario. Scenario type questions are sometimes used to assess a candidate's ability to adapt the service and problem solve.

During this paper, candidates' responses focussed heavily on consultation in the scenario questions. Consultation discussion was required, but they often forgot to or gave limited explanations in relation to the colouring or cutting aspects of the question, and hence missing marks.

Questions asking for information relating to the use and effects of products were not answered well by all levels of learners, and the use of trade names should be avoided whenever possible. Only a few learners were able to recall knowledge relating to temporary colour products and many learners were confused by the use and effects of different strengths of hydrogen peroxide. There was a wide difference in the strengths used in the question, yet learners suggested they are both used for similar outcomes.

### **Extended response question**

There was a much improved approach to the extended response question than that seen in the previous year, showing planning and structure. Further development is required in the skill of analysis to enable candidates to move up the bands more effectively. Many candidates just described a full procedure in great detail from beginning to end, without considering why any of the stages or decisions were made. Increased justifications and reasoning will enable additional marks to be gained.

All candidates that attempted the question achieved some marks. In this series some candidates that performed poorly in the short answer questions achieved band 2 or 3 marks. This showed that the question was well structured and accessible to all levels of candidates.



## **Series 2 – June 2018**

Overall, the June 2018 exam showed similar challenges across knowledge and understanding when compared to the paper sat in March 2018. The paper covered the full breadth of units and contained a variety of question types. Sub-sectioned questions did not impair candidate's ability to achieve marks across all sections, even if they showed gaps in some initial knowledge. Fewer questions had been left blank in this paper compared to previous papers, showing that candidates had sufficient time to attempt all questions and they were more familiar with the topic areas.

Candidates used the second series as a re-sit attempt to improve their grades. Many candidates showed limited recall of knowledge and often demonstrated an inability to reason and justify their responses in the scenario type questions. However, some candidates did show an ability to use industry specific terminology correctly and were able to integrate theory into practice effectively.

Differentiator questions worked effectively with more able candidates being able to achieve additional marks for their reasoned responses. Candidates that did not always answer questions according to the command verb e.g. explain; and gave a list or a description, and were only able to gain a few marks for these questions.

Many candidates were unfamiliar with the basic structure of the hair and skin. Many labelled a diagram containing structures of the skin with hair structure terminology, and only a few candidates were able to recall the cortical structure of the hair. Candidates often recalled answers from previous papers which had no connection to the current questions.

Unlike the March 2018 paper, many candidates lacked knowledge and understanding of scientific based questions e.g. those relating to how a product or a service affects the hair structure.

At level 3, it is expected that technical industry terms should be spelt with more accuracy than what was seen in this series. Some words such as psoriasis, pheomelanin, sebaceous and porosity had no resemblance to the correct spelling.

Further preparation relating to exam techniques is essential as some candidates gave some responses that showed a good level of understanding, however, some response missed the focus or key aspects of the question, resulting in marks not being achieved.

### **Extended response question**

As seen previously in the March 2018 series, candidates continued to give a description of the process rather than any analysis/reasoning for their choices to the scenario in the extended response question. This limits the marks that a candidate can achieve as they will only pick up marks from the lower band.

Some candidates appeared to spend a lot of their time on the extended question, writing extensively, but due to the response being descriptive, they did not achieve high marks. They then appeared to rush through the short answer questions missing some of the key aspects that the questions were requiring.

Candidates would benefit from extra exam practice on the extended response question by expanding on their justifications with regards to why they have chosen to use particular products and techniques, as well as ensuring they provide adequate reasoning as to why they are more appropriate than using other methods.

# Synoptic Assignment

## Grade Boundaries

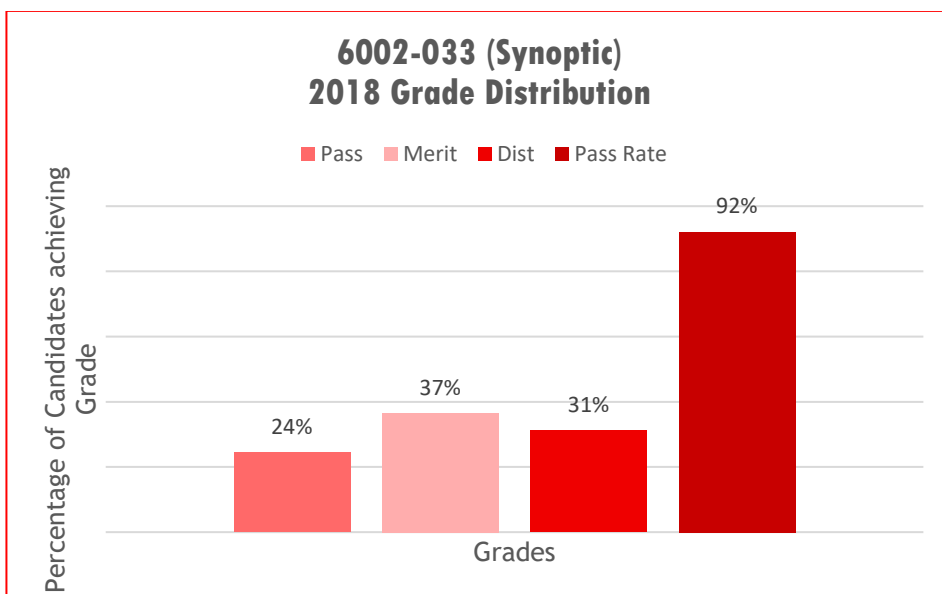
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

**Assessment:** 6002-033

**Series:** 2018

<b>Total marks available</b>	<b>60</b>
Pass mark	28
Merit mark	38
Distinction mark	48

The graph below shows the distributions of grades and pass rate for this assessment;



## Principal Moderator Commentary

This is the second academic year that the Level 3 Advanced Technical Diploma in Hairdressing synoptic assignment has been awarded. The assignment required candidates to plan, carry-out and review, a restyle cut and blow-dry, a colour service and a long hair up finished look. Low scoring candidates provided brief and limited plans, however, some managed to include plans which were beginning to be detailed and coherent, which they carried through to the practical parts of the assignment, demonstrating an ability to put theory into practice. Higher achievers provided clear evidence of research and planning which they considered throughout the 3 tasks.

For the practical aspect of the assignment, candidates were required to carry out a creative re-style, a creative colour correction and a creative style and dress hairdressing service. Most candidates carried this out on two models which was the minimum requirement. Candidates who did well in this part of the assignment carried out all three services and completed them to industry standard. These candidates showed an ability to resolve non-routine problems when it came to the colour correction element of the task, and attempted to personalise cuts/looks, showing creativity that was suitable to the client's age, features and lifestyle. Higher marks were gained where the candidate demonstrated confidence in most practical skills including complex colour correction services and showed a consistent approach to the personalisation of each finished look.

Candidates who achieved marks in the lower bands showed an attempt at being creative, however, the end result lacked precision and personalisation in each of the services carried out demonstrating a lack of confidence in their own abilities. Some missed out key parts of the brief e.g. cutting or colouring elements, or were unable to follow their plan through to completion, limiting their chances of achieving marks in the higher bands.

### **Task 1**

Candidates would be better prepared if centres supported the candidates research skills in preparation for this planning task. Some candidates' creativity and innovation in the practical task would have benefitted from this support. Plans should be produced taking into account the fact that it should support their vision for each service, therefore, candidates are advised to include images to support the commentary. Candidates missed the opportunity to achieve marks in higher bands because they included what they planned to do, but did not include any justification for their choice of products, tools or equipment. The reasoning behind the choices shows the candidate understands how knowledge of theory is used in industry practice. Comparison of choice opportunities around consultation also shows higher level knowledge and understanding, including creativity and problem solving.

### **Task 2**

There was an improvement seen this year with centres understanding the procedures for the synoptic practical element regarding how these are observed and the evidence to present. The images were much more succinct and on the whole, centres have kept to the number of photos required. The majority of candidates carried out all services on the recommended minimum of two clients/models, which in some cases compromised the service opportunities and finish of the looks. Little evidence of attention to detail through personalisation was seen, which meant that opportunities for gaining more marks were lost. For the re-style cut and finish service within this task, candidates need to ensure that they keep to the requirements of the brief e.g. a total change of length and shape and not just a trim of the ends. Candidates should be confident with their work and demonstrate some creativity to achieve marks in the higher bands. Some colouring work was deemed to be 'safe' as it did not show the required level of colour result or complexity expected at this level. When working with long hair, candidates are advised to prepare the hair beforehand as a lack of mastery and creativity was observed in some cases.

### **Task 3**

There has been little improvement with regards to candidates being able to clearly evaluate their work. Candidates will need to spend some time practicing evaluations as some struggled to evaluate beyond that of what they would do better next time and what went well, rather than linking theory to practice, by including detailed scientific and skill application, which would have gained them more marks. Candidates are advised to evaluate each individual service, whereas the majority spoke about them as a whole.

## **Candidate performance against each AO**

### **AO1 – Recall of knowledge**

Generally, candidates were able to consistently show safe working practice through their knowledge of health and safety, legislation and manufacturer's instructions. There was good use of a variety of products, tools and equipment. Candidates showed professional levels of personal presentation expected within this industry. Higher achievers were also able to link theory into practice by working sustainably with regard to waste disposal and efficient use of utilities.

### **AO2 – Understanding**

There were varying standards seen with consultation interpretations. Some candidates demonstrated sound understanding, whilst others were brief with little documented evidence of the interpretation of test results and consideration of factors that can affect services and managing client expectations. Little evidence of justification of products, tools and equipment was shown by the candidate in their planning or as part of the services carried out. Little evidence of aftercare was presented.

### **AO3 – Application of practical/technical skills**

Most candidates showed that they could work in a methodical manner, which led to the completion of all services required. They worked in a friendly manner that showed consistent levels of expected client communication and self-confidence. Some candidates showed that they were able to realise their creative visions and manage any adaptations to personalise the finished look. Higher achieving candidates presented a wide variety of techniques and sequenced their services well.

### **AO4 – Bringing it all together**

It was evident that some candidates planned and managed their time more efficiently than others. These candidates were well organised throughout all three tasks, showing evidence of detailed planning that flowed through to a methodical application of skills. Where necessary, finished looks were refined, demonstrating balance, precision and skill. Evaluations identified strengths and weaknesses and how these could have been worked at to improve.

Candidates gaining lower marks did not fully respond to the task brief requirement of carrying out a re-style by not changing the style or shape of the cut, they simply trimmed the hair and created the same style. Evidence was lacking with regards to the preparation of the hair before dressing it up and the lower marked candidates did not show dexterity and hair control when securing the hair. Some candidates chose a very 'safe' colouring service, which did not show their creativity or understanding of higher level industry requirements.

### **AO5 – Attending to detail**

This refers to persistence throughout, perfecting and refining across all services, staying focused and working meticulously to achieve perfect results every time.

Evidence showed some lack of consistency within parts of a service, or across all services. Candidates are reminded to check the finish for balance and to personalise the finished looks.

## **Examples of Best practice**

Some centres ensured standardisation activities had taken place between more than one marker or as part of an internal quality assurance process for one marker. Standardisation can prevent over generous marking or under marking which leads to adjustments being made at national moderation.

This series, the assignment gave more detail on what type of evidence was required and this guidance also included template forms that candidates were required to use to present their evidence. A few centres included centre devised 'client analysis forms' which are deemed to give candidates an advantage, but can also suppress candidates' opportunities to show their knowledge and understanding at a higher level. Centres are reminded to use the pro-formas provided as part of the assignment.

Photographic evidence showed a great improvement this year with most centres adhering to the limit put on the number of images uploaded onto the portal. Photo clarity had also improved as well as the clear titling of before and after shots. Centres are reminded to ensure they upload the practical observation notes, which are used to further support the justifications for the centre marking.