

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

2019

**Qualification Report**

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# 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.

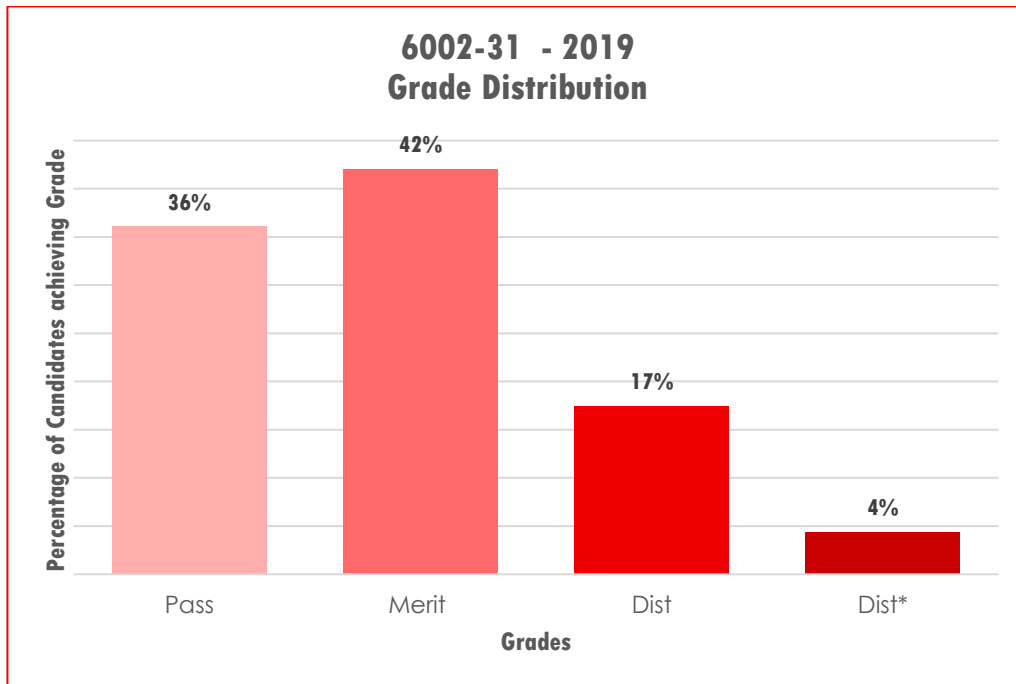
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2019 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 2019 (Spring)
  - June 2019 (Summer)
- 6002-033 - Level 3 Hairdressing - Synoptic assignment

# Qualification Grade Distribution

The approximate 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

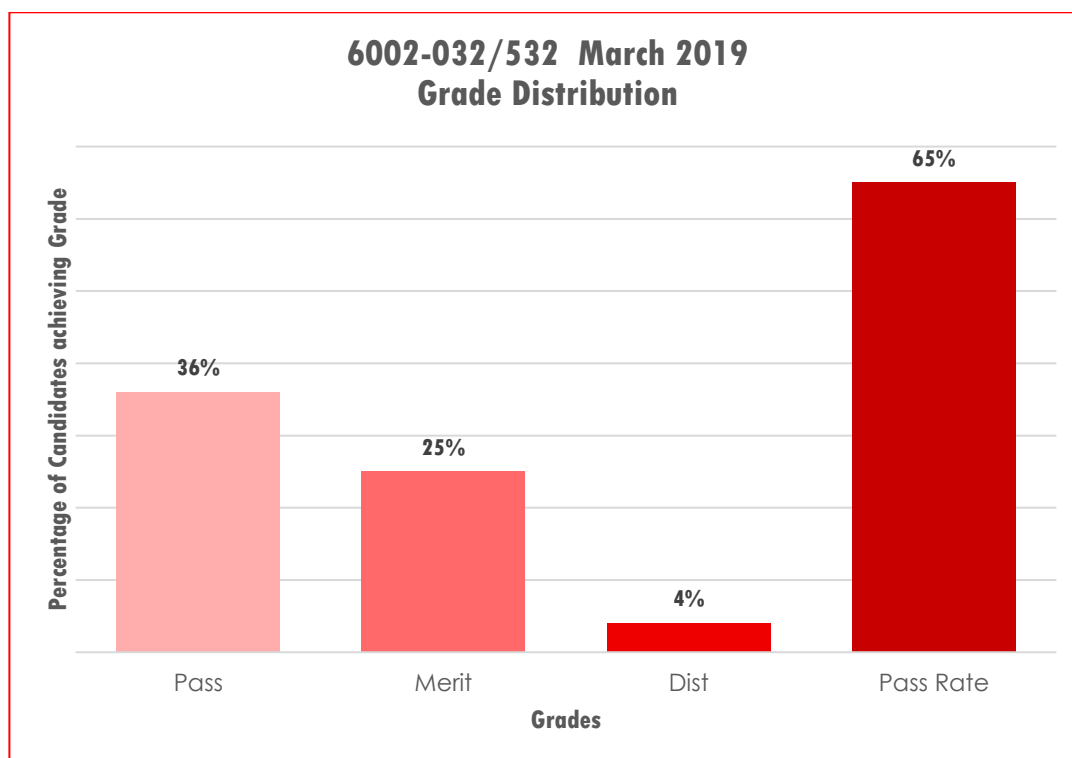
**Assessment:** 6002-032/532

**Series:** March 2019 (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 approximate distributions of grades and pass rate for this assessment:

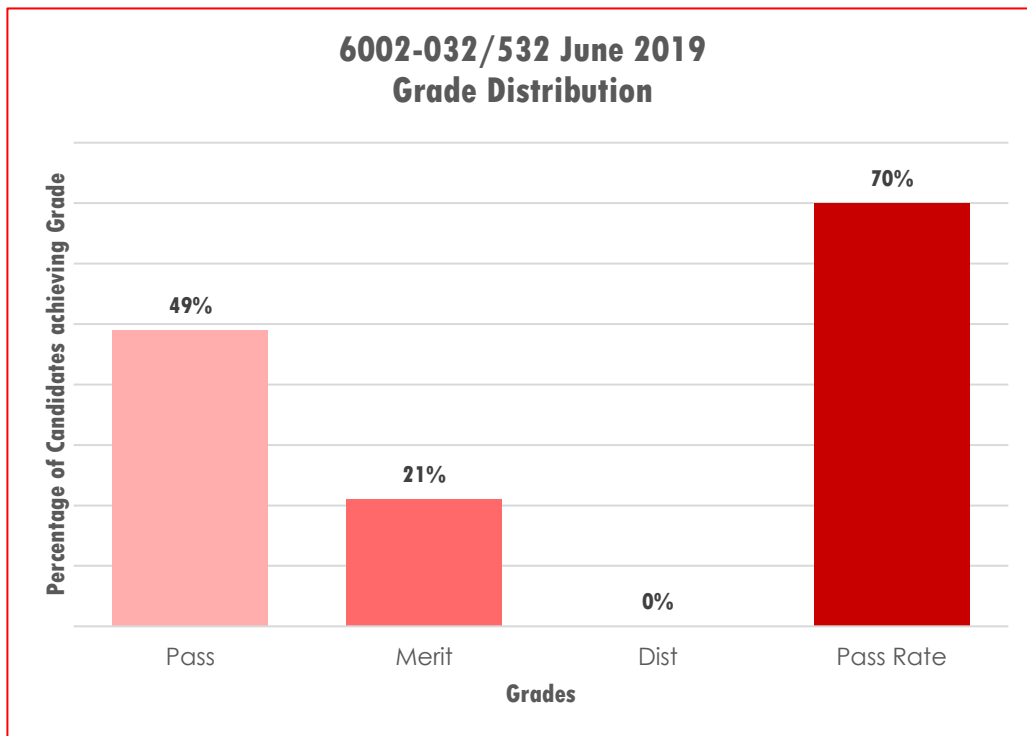


**Assessment:** 6002-032/532  
**Series:** June 2019 (Summer)

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 approximate distributions of grades and pass rate for this assessment:



# Chief Examiner Commentary

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

### Series 1 – March 2019 (Spring)

March saw the first 2019 series for the 6002-032/532 externally set and externally marked examination. Centres should note that the exam continues to sample from different topics and learning outcomes from the qualification and as a result this commentary relates to the March 2019 examination only.

Overall, the paper allowed for candidates to be stretched and challenged to reflect a Level 3 standard. The broad range of total marks achieved across this question paper, showed that it differentiated across the range of candidate abilities.

It was evident that candidates' exam techniques had improved from last year as they frequently made an attempt to justify points made within their responses for 'explain' type questions. However, some candidates lost valuable time as they continued to repeat the question in their response, rather than going straight into answering the question.

Candidates achieving higher marks consistently gained marks across the paper, responses were written in a logical, articulate way which clearly showed their confidence in applying theory to practice. These candidates demonstrated the ability to recall knowledge across all of the mandatory units and evidence their understanding through accurately targeted justification and reasoning. Solutions to problem solving questions were in-line with industry expectations showing excellent breadth across most areas of the paper.

Many candidates missed the opportunity to gain marks where they were unable to demonstrate basic recall of knowledge. Colouring aspects of the paper were answered better than questions on cutting topics and this was observed where candidates were generally able to give a range of colouring options. However, responses relating to the cutting questions tended to contain less depth. On the topic of hair growth cycle, most candidates referred to the image within the question into their response however, some candidates were unable to correctly identify the different stages of the cycle. Other areas where candidates lost marks included legislation, where candidates confused different legislations. They also lost marks on the topic of skin and scalp conditions, where candidates struggled to recall knowledge on signs and symptoms of infestations.

Scenario type questions are often used to assess a candidate's ability to adapt the service and problem solve to demonstrate breadth of knowledge and depth of understanding. Occasionally, candidates gave responses that encompassed factors which were not stated in the scenario and limited their responses to the conclusion that they would not carry out the service instead of describing how they would adapt the service to meet client requirements. It would be beneficial to prepare candidates on scenario type questions e.g. using different methods/techniques to problem-solve.

Candidates should ensure that their responses are consistently focussed to the requirements of the stem and link back to the scenario with the use of technical terminology. For scenario type questions, candidates will benefit from demonstrating their ability to identify and explain the impacts of a range of factors whilst making strong links between theory and practice. Responses should be consistent with sound reasoning which will help to demonstrate knowledge and understanding across all technical areas.

## **Extended response question**

The extended response question, which requires candidates to discuss options for a client, salon based scenario or case study, continues to be well received as it was well answered by all candidates. Responses showed more breadth and depth than seen in the previous series. Some candidates used sub-heading within their responses to structure their response, this is good practice however care should be taken to ensure responses still flow to mitigate losing some depth and breadth in reasoning.

Candidates who achieved higher marks demonstrated clarity in their explanations and offered a coherent discussion. These candidates also showed a deeper level of understanding of the breadth of topics and had developed a deeper understanding of all technical requirements and industry terminology. This was demonstrated by their ability to discuss around a range of suitable options and providing further justifications and reasoning for options considered unsuitable.



## **Series 2 – June 2019 (Summer)**

This was the second exam of the 2019 series for the Level 3 Advanced Technical Diploma in Hairdressing qualification. A broad range of total marks was attained, showing that the paper differentiated across the range of candidate abilities, with few candidates excelling in the scenario type questions that had higher marks available. It was notable that overall, the cohort performance was stronger than those taking the second paper in previous years.

Generally, all candidates were able to gain some marks across the knowledge recall questions, however, when asked to provide specific information, some candidates gave full lists of all information they could recall on the specified topic and were not demonstrating the knowledge required from them. To achieve higher marks, candidates should be encouraged to ensure their responses are focussed to the main requirements of the stem.

As a whole, the cohort demonstrated good levels of knowledge and understanding around cutting aspects, reducing waste and hair analysis, but this was not replicated in the colour and colour correction elements of the paper. Additionally, candidates often missed marks on questions testing their knowledge and understanding on the effects on the hair structure of humidity and the use of different colour products. Questions in relation to the effects on the hair structure are scientific based and the candidate should be prepared to describe the effects on each of the three layers of the hair, if applicable.

Quite a few candidates continue to state that something is done 'correctly' or 'followed correctly' in responses for questions testing knowledge on a process. These types of responses were not rewarded with marks as this is a subjective response and does not highlight the candidate's breadth and depth of knowledge and understanding of the topic. Responses should be developed and provide the relevant information to show they are fully aware of the procedure to follow.

Some candidates did not use their time effectively by repeating the stem in their initial response. Whilst candidates are not penalised for such an approach, it would be useful to develop the candidate's exam technique to provide them with ways to plan and write responses that are focussed and directly answer the question.

### **The extended question**

The scenario appeared to be well interpreted by most candidate and many achieved a good band 2 mark. Most candidates appeared to relate their response to the scenario and gave realistic suggestions to achieve the requested look.

Higher level candidates provided discussions which were clear, logical and took into account a range of factors presented in the scenario. These candidates showed the ability to discuss multiple suggestions to achieve the style required. On the other hand, lower scoring candidates provided responses which were descriptive and lacked reasoning to highlight their depth of understanding.

Generally the structured responses to this question were more focussed on the scenario and less on the consultation practices as recommended in previous examiner's reports.

# Synoptic Assignment

## Grade Boundaries

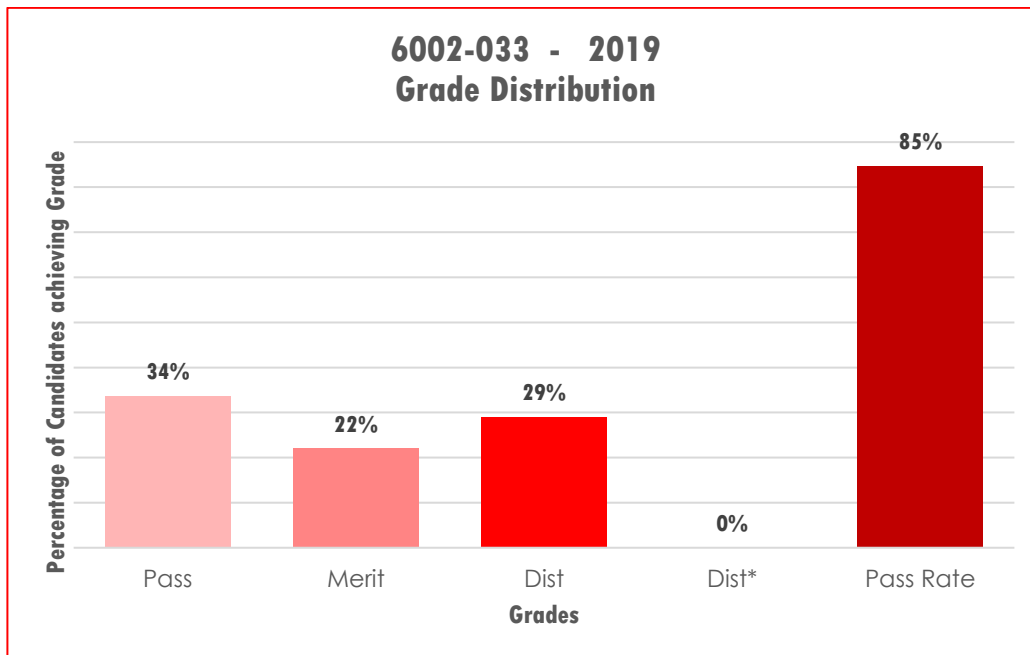
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

**Assessment:** 6002-032

**Series:** 2019

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

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



## Principal Moderator Commentary

This is the third academic year for the Level 3 Advanced Technical Diploma in Hairdressing synoptic assignment. In Task 1, candidates are required to plan and agree services, including consultation and any necessary tests required prior to the practical task. Task 2 is the practical area of the assignment. This task requires the candidate to carry out restyle and finish, a creative colour and finish, and to style and creatively dress long hair. For Task 3, candidates should evaluate their performance across all services.

This year's cohort showed some good levels of personal presentation expected within the industry and the ability to use a variety of products, tools and equipment. Most candidates produced reasonable plans for task 1, however, some candidates did not have any images for task 1 which is a requirement of the brief and would have aided them later on within task 2. Very few candidates managed to create a total restyle. While large amounts of length was removed, the shape and style of the hair was not altered, so candidates did not always meet all the requirements of the brief. Some candidates chose very safe options when choosing colour and colour techniques with limited or no element of colour correction which you would expect from a level 3 candidate. Most candidates knew the tests that were required to be carried out prior to all the services, with stronger level candidates giving more in-depth detail for task one.

High achieving candidates were generally more focused on the task and this was evident throughout the assignment with consistent strong links from theory to practical. These candidates produced clear plans and their time management showed clear comprehension of the task in hand, in relation to commercial timings. They showed the ability to deal with complex problems by confidently adapting working practices to deal with factors that affected the services. Finished looks were consistently personalised and balanced, demonstrating creativity and skills expected of a level 3 candidate. Candidates who fared less well had limited or very brief plans, however, some candidates managed to use these plans and carry them forward into the practical task. Finished looks were generally not personalised with limited attention to detail, creativity and skill.

### Task 1

For this task, candidates must carry out a consultation and plan the services they will carry out in Task 2. Plans should be produced taking into account the factors that could limit the candidate's vision for each service and candidates are advised to include images to support their commentary and final vision. Higher achievers did not simply list the products tools and equipment they would use during the service, but produced plans which included relevant justifications for their choice of products, tools and equipment. The reasoning behind the choices shows that the candidate understands how knowledge of theory is used in the practical showing clear links between theory and practical. To achieve higher marks, candidates should be encouraged to provide logical reasoning with comprehensive, tailored advice and recommendations to demonstrate their breadth and depth of knowledge and understanding across all services.

### Task 2

Generally, there was limited photographic evidence for the setting part of the service, prior to the creative dressing of long hair. For the restyling cut and finish service within this task, candidates need to ensure they keep to the requirements of the brief regarding the length, shape and style needing to be altered. Candidates should be reminded that adjusting a fringe or undercutting at the nape area is not a sufficient alteration to the shape and style. The creative colour service must have an element of colour correction and Level 3 candidates would be expected to use a variety of techniques to achieve the required outcome. Candidates should be confident with their work and demonstrate some creativity and attention to detail to achieve marks in the higher bands.

### **Task 3**

There has been little improvement with regards to candidates being able to clearly evaluate their work, most candidate's evaluations were descriptive rather than a reflective account. Candidates still need to spend some time practising evaluations to show clear links through theory to practical. Candidates would be advised to evaluate each individual service to aid this process.

### **Candidate performance against each AO – strengths and weaknesses**

#### **AO1 – Recall of knowledge**

Most candidates showed safe working practices through their knowledge of Health and Safety, legislation and following manufacturer's instructions. They showed professional levels of personal presentation expected within the industry and generally, there was a good use of various products, tools and equipment. High achievers were able to link theory into practice throughout the assignment, whereas lower scoring candidates often missed the opportunity to show more breadth of knowledge during Task 1.

#### **AO2 – Understanding**

Some candidates demonstrated sound understanding and were consistently strong with clear links between practical and theory. Other candidates showed some evidence but were not consistent and took the safe option at times. Some candidates missed the opportunity to demonstrate their understanding where there was little evidence of justification for the choice of products, tools and equipment within the candidates planning or as part of the services being carried out. Aftercare was recorded but limited in most cases and was not always tailored to the client's needs.

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

Most candidate showed they could work in a methodical way with most completing tasks in a timely manner. Most candidates were professional and showed good communication skills, and were friendly and confident with their clients. However, some candidates missed opportunities to realise their creative visions and were unable to adapt their approach if a problem occurred. The high achieving candidates were able to present a wide variety of techniques with consistently high levels of skills and/or dexterity showing the ability to make successful adjustments when required. The creative colour element showed safe options for colour application with little or no evidence of an element of colour correction. Candidates gaining lower marks did not always meet the assessment brief, by not carrying out a restyle and only removing length. Evidence was lacking with regards to the preparation of hair up where photographic evidence is required within the brief. Candidates gaining lower marks struggled with precision and dexterity when dressing long hair.

#### **AO4 - Bringing it all together**

Some candidates were well organised as they planned and managed their time well. High achieving candidates showed evidence of detailed and methodical planning and followed this through to a methodical application of skills. Where required, finish looks were personalised, balanced and refined. Candidates were still providing a descriptive evaluation about methods used rather than reflective evaluation. Evaluations should be reflective, identifying areas for improvement within the services carried out with viable suggestions to improve the service.

#### **AO5 - Attention to detail**

This AO refers to perfecting and refining the finished looks across all services as well as the candidate's ability to stay focused and on task to achieve the best possible result within the required time. Candidates gaining lower marks did not always manage to produce the planned looks and lacked consistency within some parts of the services or across all services. On the other hand, candidates who performed well produced commercially viable outcomes with some

personalisation. All candidates are reminded to check the finish balance of all services and to think about personalising the finish look to meet the client's expectations.

### **Examples of best practice**

- Photographic evidence was uploaded in one document, either using PowerPoint or a word document, allowing for ease of access and assisting in the moderation process. Following the reviewed guidance within the assignment, the photographic evidence which was submitted has improved, with centres having designated areas, lighting and different backdrops to enhance different coloured hair and catch the finer detail with dressing of long hair.
- Templates provided by C&G were used for each tasks. Where the centre devised their own forms, the information they contained was identical to the proformas.
- Centres had fully prepared candidates and themselves for the synoptic assignment, by previously carrying out a mock assignment and standardisation. The centre went through the task prior to the start, as well as the general guidance of the brief for candidates to ensure they fully understand the requirements. Standardisation can prevent overgenerous marking or under marking which could lead to marks being adjusted during the modernisation process.