

Level 3 Advanced Technical Diploma in Barbering 6002-030 / 6002-530

Part of 6002-30

October 2017 Version 1.2

Guide to the examination

Document version control

Version and date	Change detail	Section
1.2 October 2017	<ul style="list-style-type: none">• Amendment to number of resit opportunities	Details of the exam

Who is this document for?

This document has been produced for centres who offer **City & Guilds** Level 3 Advanced Technical Diploma in Barbering. It gives all of the essential details of the qualification's external assessment (exam) arrangements and has been produced to support the preparation of candidates to take the exam/s.

The document comprises four sections:

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

1. Details of the exam

External assessment

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

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

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

Exam requirements of this qualification

- **Barbering** – Theory exam (2 hours 30 mins).

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 (6002-530) or online (6002-030).

Can candidates resit the exam?

Candidates who have failed an exam or wish to retake it in an attempt to improve their grade, can do so **twice**. The third and final retake opportunity applies to Level 3 only. The best result will count towards the final qualification. If the candidate fails the exam three times then they will fail the qualification.

How the exam is structured

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

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

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

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

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

Assessment Objectives

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

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

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

Assessment objective	Mark allocation (approx %)
<i>The candidate..</i>	
AO1 Recalls knowledge from across the breadth of the qualification	37%
AO2 Demonstrates understanding of concepts, theories and processes from a range of learning outcomes.	43%
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 309: Barbering consultation services**
- **Unit 310: Cut hair using a combination of barbering techniques**
- **Unit 311: Design and create facial hair shapes**
- **Unit 312: Shaving 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
309 Barbering consultation services	L01 Work safely in a salon environment	1.1 Health and safety working practices 1.2 Environmental and sustainable working practices	18
	LO2 Provide client consultation services	2.1 The science of hair, skin and scalp 2.2 Consult with clients on hair services	

310 Cut hair using a combination of barbering techniques	LO1 Work safely when using a combination of barbering techniques	1.1: Health and safety principles when cutting hair 1.2: Health and safety working practices when cutting hair	9
	LO2 Provide hair cutting services using a combination of barbering techniques	2.1 The different factors that can impact services 2.2 Tools, products, equipment used to cut men's hair 2.3 Cutting men's hair 2.4 Aftercare advice and recommendations	
311 Design and create a range of facial hair shapes	LO1 Work safely when designing and creating facial hair shapes	1.1 Health and safety principles 1.2 Health and safety working practices	9
	LO2 Design and create a range of facial hair shapes	2.1 The different factors that can impact services 2.2 Products, tools and equipment 2.3 Facial hair designs 2.4 Aftercare advice and recommendations	
312 Provide shaving services	LO1 Work safely when creating a range of shaving services	1.1 Health and safety principles 1.2 Health and safety working practices	12
	LO2 Provide shaving services	2.1 Anatomy and physiology 2.2 The different factors that can impact services 2.3 Shaving and facial massage services 2.4 Aftercare advice and recommendations	
Total marks for sections:			48 marks
Integration across units*:			12 marks

Total marks for exam: 60 Marks

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

3. Guidance

Vocabulary of the exam: use of 'command' verbs

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

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

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

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

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

Question types

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

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

Question type:	Example question	Example question:
<p>Short answer questions (restricted response) These are questions which require candidates to give a brief and concise written response. The number of marks available will correspond to the number of pieces of information/examples and the length of response required by the question.</p>	<p>Describe how the lymphatic system affects the skin. (5 marks)</p>	<p>Answer: 1 mark for any 5 of the following. The lymphatic system removes bacteria (1), foreign matter (1), excess fluids (1) and toxins from the tissues (1). It helps the skin by preventing infection/helps protect organs of the body (1), improving the skins condition (1) and the skins appearance (1), transports nutrients to tissues (1), returns fluids to the bloodstream (1).</p>
<p>Structured Response Questions These are questions that have more than one part (eg a), b), etc.). The overall question is made up of linked, short answer questions which move the candidate through the topic in a structured way. For example, the question will usually start with a 'recall'/'state'/'describe' question followed by an 'explain' to draw out understanding of the topic. They usually have a shared</p>	<p>Ainsley has type 4 hair and shows signs of skin irritation during a shaving service. a. Explain actions that can be taken to resolve the problem. (6 marks)</p>	<p>Answer: 1 mark for each of the causes to a maximum of 3 marks; 1 mark for a relevant explanation of how they could be resolved to a maximum of 3 marks. a.</p> <ul style="list-style-type: none"> • Product used is too strong for the skins sensitivity (1); remove the product with cool water to calm the skin/ if irritation persists, refer for medical attention. (1)

introductory 'stem', and the number of marks may increase through the question.

- Insufficient product applied to lubricate during the shave (1); apply more product if condition allows, / otherwise remove the product and cool the skin. (1)
- Allergy to the product used (1); remove the product immediately / refer for medical attention (1)
- Razor drag occurs (1); re-apply and maintain sufficient lather throughout the shaving process (1), apply additional product using sponge technique (1).
- Razor blade becomes blunt (1); replace the blade (1)
- Skin sensitive to shaving (1), apply cold towel compress (1), massage with aftershave balm/oil (1), or recommend close cutting with clipper/trimmers to complete (1)

b. Explain aftercare advice and recommendations that could be given to Ainsley following the shaving service.

Answer:

A maximum of 1 mark for identification points; a maximum of 3 marks for explanation points made.

b.

- Exfoliate regularly (1) to reduce the risk of ingrowing hairs (1)
- Use moisturising products (1) to help prevent skin dehydration (1)
- Use bump sprays (1) to reduce the risk of infection from in-growing hairs
- Use of suitable shaving/skin products for sensitive (1)

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- When to return to the barbershop to help maintain a clean shave appearance (1)
 - How to maintain the shave between visits to help maintain the look/build good customer service
 - Other services available in the barber shop the client might need/be interested in, for client benefit/business growth (1)
-

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

Olly has type 4 hair that is approximately 10cm in length. He also has a full beard that has become unmanageable. He requests a skin fade leaving some length on top and a short chinstrap beard. During consultation he mentioned he had a tattoo on the back of his neck a few days ago and you notice he has skin tags on the side of his neck.

Discuss a variety of considerations of carrying out the service to meet Olly's needs.

(12 marks)

Mark scheme

Indicative content

Candidate discussion may include, but not be limited to the following:

Consultation considerations and possible implications that may impact on the service, with reference to:

- Hair analysis: reference to hair classification as very curly/frizzy movement; hair characteristics with reference to hair length and elasticity, possible adverse hair conditions, tests and diagnosis

- Facial hair analysis: reference to type 4 facial hair, hair characteristics
- Skin analysis: adverse skin conditions with reference to skin tags, recent tattoo and the implications on the service for example, a small tattoo could be covered up and the service still carried out, or if the tattoo is large, may need to recommend a different cut/style.
- Client requirements, suitability, achievability, costs, time, maintenance for both haircut and facial hair design
- Exploration different options and confirm agreement and recommendations for service

Client satisfaction:

- Seeking client agreement and satisfaction throughout the service and with the final outcome

Service, reference to:

- Hair cutting tools and equipment
- Facial hair cutting tools and equipment
- Shaving tools and equipment
- Product selection
- Use of products
- Styling and finishing techniques
- Cutting and shaving techniques with reference to personalisation
- Safe and hygienic working practice with reference to skin tags, etc

Aftercare advice

- Recommendations on maintenance, products, return visits, other services within the barbershop

Band 1 (1 – 4 marks)

Mark scheme

The response covers a narrow range of considerations and implications of the achievability of the style. The discussion contains little reference to adaptations needed for the service. A lack of breadth and depth of knowledge and understanding is evident. Minimal and standard recommendations on aftercare might be given but with little or no justifications. Lack of terminology and very little structure to the discussion is evident. The response includes some inaccuracies.

To access higher marks in the band, the response will contain a few detailed considerations with some breadth of knowledge in parts of the discussion.

Example band 1 response

I would recommend a few different styles to Olly such as a high top mid skin fade or mohawk skin fade. I would take into consideration Olly's skin tags and the position of them on his neck to see if it is visible to do a chinstrap and how close I would be able to cut around them, then I would take into consideration his tattoo and how long ago it was done being it's a couple of days old, the tattoo and the skin around it might still be sore and sensitive and having type 4 hair there might be ingrown hairs to watch out for too. I would advise him to see his GP about the skin tags if he hasn't been to see him before and see if he can have them removed and also wait a few more days until the tattoo has fully healed before having a haircut.

Band 2 (5 – 8 marks)

Mark scheme

The response makes a reasonable attempt to cover the main considerations and implications of the achievability of the style which shows some breadth and depth of understanding.

Discussion is mostly relevant and likely to be detailed in some areas more than others and will include some reference to products and/or tools, equipment and techniques. Some adaptations to the service and aftercare advice suggested with limited justifications. Clear knowledge of topic is evident although linkages between these may be fragmented and lack coherency. The overall discussion is presented in a clear format and the use of terminology is mostly appropriate.

To access higher marks in the band, content is factually accurate, the discussion will be mostly detailed and contain relevant justifications. The overall discussion is presented clearly and with logical structure.

Example band 2 response

I'd start off with the contra indication such as the tattoo, I personally wouldn't like to shave over it till its healed properly but I'd take real caution over it, I'd make sure I am wearing correct PPE (personal protective equipment) to keep myself protected from and possible open wounds still from the tattoo such as gloves and apron, I'd take the top to about 3 cm so he's got something to manage and style, I'd ask what length he would like on the chinstrap and take off the bulk then start too shape it too a chinstrap then blend the chinstrap out too his skin fade so it don't just come to a stop and possibly look untidy but that's just personal preference, meeting the requirement of what a customer asks is a must if you can't meet them exactly then let them know in the consultation and throughout the service and to keep them updated on the service on what can and can't be done, I'd also

recommend aftercare to stop irritation for the hair growth irritating the tattoo, I'd also recommend waiting a bit long next time till the tattoo has healed properly too not affect the service.

Band 3 (9 – 12 marks)

Mark scheme

Thorough and detailed response which covers a range of relevant considerations and their implications on the achievability of the style. The response shows depth and breadth of knowledge and understanding through appropriate justifications throughout. Comparisons are drawn on the effects and limitations for a range of products, tools, equipment and techniques including reference to credible adaptations. Aftercare advice was tailored to the client with clear and appropriate reasoning for recommendations. Throughout the discussion recommendations and opinions are coherent and supported by accurate factual content. Relevant use of accurate terminology and the overall discussion is presented in a clear and structured format.

To access higher marks within the band, the response will be fully personalised to the client; be well balanced, comprehensive and the recommendations will be fully justified.

Example band 3 response

Type 4 hair is curly hair, which will restrict the number of styles available. For this haircut, I would suggest that the back of the hair is tapered, but not to the skin. If he has a recent tattoo, you do not want to shave over the inked area, it may be painful and cause damage to the tattoo. I would suggest going to maybe a 1 grade at the back of the neck, and go to bald on the next cut when the tattoo has fully healed. For the hair on top, you could take off maybe 4 cm of hair, which is around 6 weeks' worth of growth. It will also give Olly enough hair to choose a variety of styles. The skin tags may or may not be an issue depending on where they are and how the client feels about them. If Olly feels he wants them to remain hidden, then a chin strap may not be suitable. Chin straps are usually short and follow the jawline from ear to ear and will not cover the skin tags. If he does not want them covered, then the beard style will depend on where they are. A skin tag is a contra-indication that may limit the styles available. If the tags are where the beard grows, then it will be difficult to shave around them and they will leave the beard looking inconsistent on one side. If this is the case, you could suggest taking the beard much shorter, but to where the skin tags are not showing, but to where the beard is more manageable. Regarding manageability, I would tell the client to comb the beard through on a regular basis, and to apply beard oil which softens the hair and makes it comb through easier. Beard oil also acts as a moisturiser for the beard, and will give the hair a healthy, shiny finish. If the client is insistent on having a chin strap, I would be very careful not to cut the skin tags as it may cause them to bleed for a long time. I would explain all of these factors in my consultation, and perhaps use a series of visual aids to help me gain an understanding of the finish required.

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>