

Level 3 Advanced Technical Diploma in Hairdressing 6002-032 / 6002-532

Part of 6002-31

April 2018 Version 1.3

Guide to the examination

Document version control

Version and date	Change detail	Section
April 2018 Version 1.3	<ul style="list-style-type: none"><li data-bbox="496 432 927 499">• 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 Hairdressing. 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

- **Hairdressing** – Theory exam (2 hours 40 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 (6002-532) or online (6002-032).

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 80 marks and is made up of:

- approximately 16-18 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	36%
AO2 Demonstrates understanding of concepts, theories and processes from a range of learning outcomes.	48%
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	15%

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 301: Hairdressing consultation services**
- **Unit 302: Cut hair using a combination of techniques**
- **Unit 303: Creatively colour and lighten hair**
- **Unit 304: Creatively style and dress hair**
- **Unit 401: Hair colour correction 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
301 Hairdressing consultation services	L01 Work safely in a salon environment	1.1 Health and safety working practices 1.2 Environmental and sustainable working practices	25
	LO2 Provide client consultation services	2.1 The science of hair, skin and scalp 2.2 Consult with clients on hair services	

302 Cut hair using a combination of techniques	LO2 Provide hair cutting services using a combination of techniques	2.1 The different factors that can impact services 2.2 Tools, products, equipment for cutting hair 2.3 Provide haircutting services	12
304 Creatively style and dress hair	LO2 Provide creative style and dressing services	2.1 The scientific principles of creatively styling and dressing hair 2.2 The different factors that can impact services 2.3 Techniques for styling and dressing hair	8
303 Creatively colour and lighten hair & 401 Hair colour correction services	LO1 Work safely when providing colouring and lightening services	1.1 Health and safety principles	23
	LO2 Provide colouring and lightening services	2.1 The scientific principles of colouring and lightening hair 2.2 The different factors that can impact services 2.3 Colouring and lightening techniques	
	LO1 Work safely when providing hair colour correction services	1.1 Health and safety principles	
	LO2 Provide hair colour correction services	2.1 The scientific principles of hair colour correction 2.2 The different factors that can impact hair colour correction services	

2.3 Tools, products, equipment and techniques
for colour correction services

2.4 Aftercare advice and recommendations

Total marks for sections: 68 marks

Integration across units*: 12 marks

Total marks for exam: 80 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 mark scheme:
<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 the effects 6%/20 vol H₂O₂ has on the hair when used with permanent colour. (5 marks)</p>	<p>Answer: One mark for each of the following to a maximum of 5 marks. It opens/lifts the cuticle scales (1) to allow the product to penetrate into the cortex (1) and releases oxygen (1) which activates the permanent colour (1) allowing the artificial colour molecules to swell (1) and become locked in the cortex (1). It de-colourises the natural melanin by one shade if above base 6 (1). The result is added depth (1) and tone (1). It allows 100% white coverage.</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</p>	<p>a. State the hair growth patterns that need to be considered when creating a texturised fringe with a razor. (2 marks)</p>	<p>Answer: One mark for each of the following to a maximum of 2 marks. a.<ul style="list-style-type: none">• Widow's peak• Cow lick/calf lick</p>

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

b. Explain how a short graduated cut could be adapted for a client with a nape whorl.

(3 marks)

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

b.

Leave enough weight to keep the nape whorl flat (1) or leave enough hair length around the nape to cover/disguise/blend the nape whorl (1) using freehand/pointing/chipping techniques (1). Avoid the use of razors to maintain weight (1) or cut the hair very short for neatness/remove movement using clipper/scissor over comb (1). Or, utilise the nape whorl when personalising the cut (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

Linda has returned to the salon, she is upset and angry after experiencing colour fade following her vibrant colour service. The service was carried out by a different stylist who advised her that using a colour care product would prevent colour fade.

Discuss factors that led to Linda's complaint and how to rectify the issue.

(12 marks)

Mark scheme

Indicative content

Factors for complaint

- Not managing client expectations, leading the client to be unhappy
 - Breaking legislation by providing misleading information through a possible lack of product knowledge/training. Making reference to Trades description Act (not accurately described product) and Sales of goods act (because product was mis-sold, it was not fit for purpose)
-

- Home use of the recommended product
- How the client has maintained the hair at home (product use/lifestyle)

Rectifying the issue

1. Consultation/communication

- Check client records for previous services
- Re-testing the hair
- Gaining and recording client agreement for a colour correction service
- Using visual aids for colour correction service to help manage client expectations
- Reference to verbal and non-verbal communication, making the client feel at ease through being courteous and showing empathy

2. Colour correction service

- Colour wheel
- Restore depth and tone
- Choice of products
- Application and sectioning technique
- Use of tools, products and materials

3. Advice and recommendations

- Home maintenance of colour and condition
- Future services
- Advice that vibrant colour fade quicker
- Accurate description of aftercare products
- Suggested time interval between services will likely be shorter as the hair's porosity

4. Salon reputation

- Explore adjusting the cost of service as a gesture of goodwill and future custom
- May consider staff training

- Client incentive to return to the salon
- Refund under the Consumer Protection Act.

Band 1 (1 – 4 marks)

Mark scheme

The response lacks the identification of factors contributing to the complaint. There is basic discussion showing a few recommendations to help rectify the issue with little or no supporting justification. Little appreciation of the scale of the issue by making tenuous links to client's requirements and impact on the salon. May not have identified the correct colour correction service to rectify the issue. Minimal and standard aftercare advice was recommended for the client. The response lacked structure and coherency. Where facts were provided, these were sometimes correct.

To access higher marks in the band the response will include some attempt at terminology and a broader number of recommendations.

Example band 1 response

I would consult the record card to determine what was used. If permanent colour was used, I would re-colour using a quasi-permanent colour as they tend to be longer lasting and more vibrant than permanent. I would explain that colour care shampoo does not stop the fading of colours and only helps prevent it. I would explain other factors that contribute to colour fade such as hair porosity, life style, using heated equipment, even the weather. I would also explain what can help prevent fading (not stop it) like not use straighteners and not shampoo hair as often, I would also recommend products like heat-protection spray, colour hair mousse etc. and also would recommend conditioning treatments in case the porosity was a factor for the fading.

Band 2 (5 – 8 marks)

Mark scheme

The response clearly identifies some factors contributing to the complaint. There is clear discussion which makes a reasonable attempt to cover the effects of consultation, communication on client requirements and salon reputation. Some recommendations provided with a little justification. Some appreciation of the scale of the issue is evident through links made to the depth of recommendations and advice. Aspects of the discussion may be fragmented and lack coherency in places. Some areas of the response are more detailed than others and include reference to the correct colour correction service with some justification on considerations for the service. Aftercare advice was mostly tailored to the client with appropriate

reasoning for recommendations. Throughout the discussion recommendations and opinions are offered with use of some examples; content is mainly factually accurate. The overall discussion is presented in a clear format and the use of terminology is mostly appropriate.

To access higher marks in the band, the discussion will be mostly detailed and contain the most important advice and recommendations with relevant justifications including reference to some salon responsibility for the issue. The overall discussion is presented clearly and with some logical structure.

Example band 2 response

Ask the client what advice she was given by the previous stylist and if any aftercare advice was given, ask about a consultation she had with the previous stylist; did the stylist explain how long the colour would last before it would fade; has the client been in the sun; ask her about her lifestyle; does she work outside; does she go swimming or even been on holiday; check the condition of the client's hair; is it in good condition or is it porous? We know she has had colour put in her hair so we know it's not going to be in great condition as this is chemical damage already on the hair. We have to find out how long she has had the colour put on her hair and any products such as shampoos or conditioners she has been using as these may be the wrong thing for her hair and has resulted in the colour fading. Once we have determined this, we have to do other tests to make sure we can proceed with any colouring service to help the client get her vibrant colour back. For this we would do a strand test to determine if the colour will last and to see if that's the colour we want, we would also do an incompatibility test to make sure the client does not have any metallic salts in her hair. If she does, the service cannot go ahead; we can rectify her problem but she would need to come back in a few weeks for another test. We would also need to carry out an elasticity test to see how healthy the hair is and if it springs back or if the hair breaks easily. The last would be a porosity test, this would then help us identify if the hair is porous or not. If it is then we will know to advise the client of this and what it means for the vibrant colour she wants back. I would also carry out a skin test, even though she has had colour put in her hair we do not know exactly when she had it; the client may also not tell you the exact date. We would also need to make sure she does not have any allergies before we proceed with any colouring service. We have to be honest with the client and let her know of all the results we have taken and what the results mean, if all the results come back clear, we can proceed with helping the client achieve the vibrant colour back. We have to tell the client how often to come back and get it retouched or even have a clear service. This will keep the vibrant colour for longer as well as giving the hair that extra shine, we could also advise the client that if she was to have a quasi-colour put on her hair this could act as a permanent colour if her hair is slightly porous and not only that but it would keep more of a shine for longer and not do as much damage to the hair itself when the colouring process is underway. If she wanted something even gentler on her hair we could also use a semi-permanent colour to bring back the vibrancy of the colour she has. This could also act as a quasi if the hair is porous. We would then need to explain to the client how long before the hair fades depending on what products we have used and what products and services are available for her to keep the vibrant hair as healthy and shiny as possible for the longest period possible, we would also advise on shampoos and conditioners as well as styling products best to use for coloured hair and that complement the hair colour instead of make it look flat and dull. We do not know if the service was carried out at the salon she has gone to or if it was a different salon as all it states is that it was a different stylist who she saw, in which case if it is a different salon she has attended to get her hair back to how it was then all the salon can do is help her the best way they can give her all the knowledge and information she needs to keep her colour vibrant and information on products best suited to her for her colour and her hair type. If she has gone back to the salon where she originally had it done then as a good will gesture depending on how long ago she had her

hair done, the salon should either redo it for free if she has only had it done for a few days or a week or if the colour has been done a while ago then to keep the client happy offer to take a % off the price of the fix along with an additional complimentary clear service in a few weeks to keep the hair looking and feeling healthy and shiny.

Band 3 (9 – 12 marks)

Mark scheme

Response is comprehensive and clearly identifies most of the factors contributing to the complaint. There is clear discussion which makes a good attempt to cover the effects of consultation and communication on client requirements and salon reputation, recommendations were provided with sound justification. Full appreciation of the scale of the issue is evident through links made to the depth of recommendations and advice. The correct colour correction service is recommended with justifications on most of the considerations for the service. Aftercare advice is 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 and clearly defined examples. Relevant use of accurate terminology is evident.

To access higher marks in the band the response will be balanced and structured in a logical way with recommendations and advice fully justified.

Example band 3 response

The factors that led to Linda's complaint could be because of the following reasons –

During the consultation the stylist may not have asked enough thorough questions regarding Linda's previous colour history. For example, Linda may have had previous colour treatments such as lightening treatments that may have resulted in her hair becoming dry and damaged. If the hair is damaged or porous, then it does not hold colour well which would result in colour fade. If this was a possibility, this could have been avoided by pre-treatments. The stylist could have explained to Linda that due to previous colour treatments she's had, there will be a chance that her vibrant colour may fade due to the condition of her hair, so she would recommend having a selection of pre-treatments to improve the condition and the structure of the hair resulting in much better colour absorption meaning longer lasting colour. If she then was to follow the aftercare advice of post treatments too then again this would help to reduce the amount of colour fade. Again, during the consultation, the stylist may not have discussed the colour options available and how long each one would last, for example, there is a wide selection of colours to choose from such as quasi, semi-permanent and permanent colours all lasting from as little as one to two washes up to 20+ washes depending on the choice of colour. So, if for example, the stylist has shown her a colour that is a semi-permanent and a colour that is a permanent and not explained the difference in the two to how long they last then this could result in a misunderstanding between Linda and the stylist in regards to the length of time it could last before it starts to fade.

Other reasons in which it could have resulted in Linda complaining about her colour would be that although the stylist did recommend her to use a colour-care product, she may not have explained it in the correct way for Linda to use to get the best out of both the product and the colour resulting in Linda using the product incorrectly which would result in more colour fade causing her to complain. Another factor could be that the stylist did do

everything correctly and give all the advice she was supposed to give in regards to what needed to be done pre-colour and post-colour and that Linda chose not to follow the guidelines to maintain this would then result in Linda being unhappy and to complain still as she may not have understood what she was supposed to do. This would then be down to a lack of communication between the stylist and Linda.

The stylist may have not followed the correct tests on the hair prior to the treatment or may not have paid attention to the clients current hair colour as she may have had hair that was too light to hold the new colour choice, which would have meant that the stylist needed to pre pig the hair first in order to help the colour hold and prevent fading. With regard to rectifying the issue all of the above points would need to be considered as well as asking the client what she has done since she left the salon i.e. has she been on holiday in the sun or swimming etc. as again all of these factors can cause colour fade.

Upon finding out all the correct reasons as to which have caused her colour to fade and her to become unhappy, it would then be a matter of explaining each point on both the stylist and Linda to ensure this does not happen again and that they both understand the steps they must take for future appointments to avoid this situation again. Depending on who was at fault or if both at fault then it would also be worth offering the client a recolour either at a discounted price or complimentary to keep the reputation of the salon at a high and to ensure customer satisfaction resulting in continued customer return. I would also advise that all notes and comments be taken down and stored on the client's record card to avoid this from happening again.

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>