3038-21 Level 2 Technical Award in Hair & Beauty Studies

2023

Qualification Report

Contents

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 2023 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments:

- 3038-005/502 - Level 2 Hair and Beauty Studies– Theory exam
    - March 2023 (Spring)
    - June 2023 (Summer)
- 3038-001 - Level 2 Hair and Beauty Studies - Synoptic Assignment

Qualification Grade Distribution

The approximate grade distribution for this qualification is shown below:
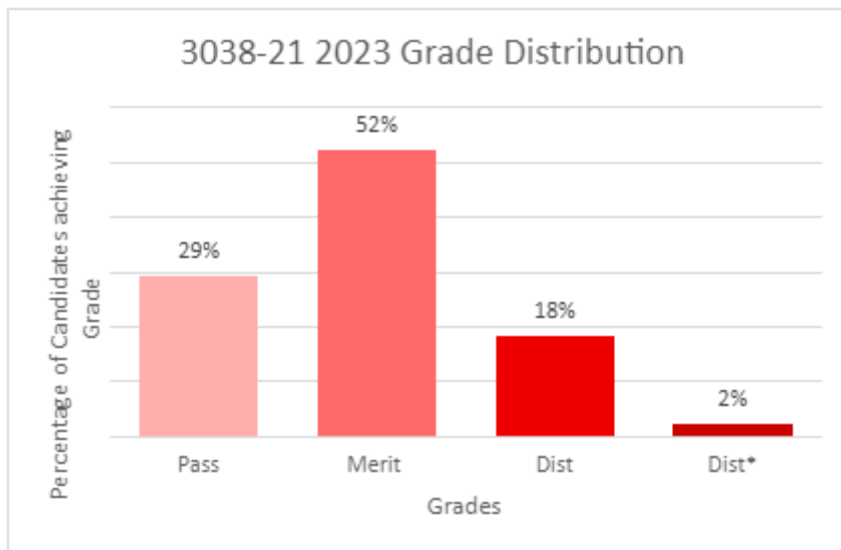
This data is based on the distribution as of **18 August 2023.**

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.
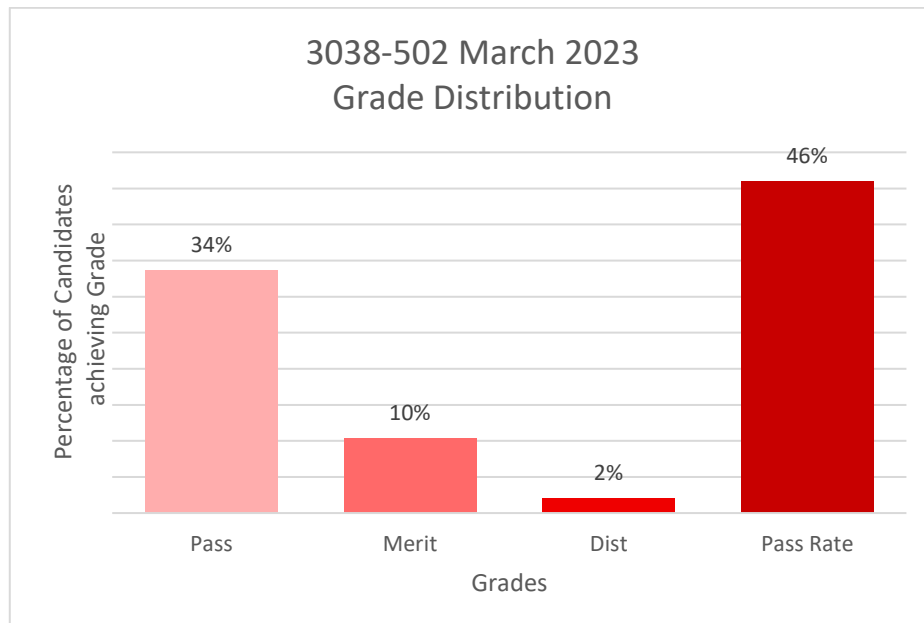
Theory Exam

Grade Boundaries

Assessment: **3038-002/502**
Series: **March 2023 (Spring)**

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

Total marks available	60
Pass mark	24
Merit mark	33
Distinction mark	43

The graph below shows the approximate distributions of grades and pass rate for this assessment, it does not account for any marks that have been amended due to generosity:

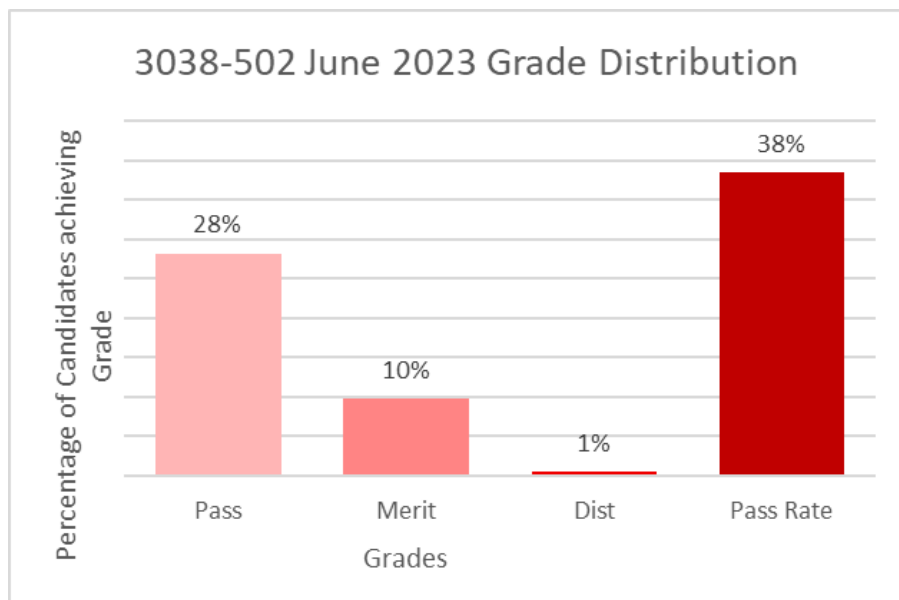3038-502 March 2023 Grade Distribution

Assessment: **3038-002/502**
Series: **June 2023 (Summer)**

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

Total marks available	60
Pass mark	24
Merit mark	33
Distinction mark	43

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

Chief Examiner Commentary

3038-005/502 - Level 2 Hair and Beauty Studies– Theory exam

Series 1 – March 2023

The examination paper covered a good range of learning outcomes over the whole qualification and was comparable to previous series in the level, accessibility and range of topics included. Candidates in this cohort gained marks across all types of questions with higher achieving learners showing breadth of knowledge and depth of understanding. The majority of the cohort tended to struggle with the effects of using alkalis and the function of the epidermis structures.

Most candidates demonstrated a good level of knowledge recall on the key features of historical looks and treatments provided in a spa industry. Many candidates also demonstrated good understanding of the reasons for using imagery on promotional material which allowed them to gain higher marks on this question. Questions on topics such as: the skin structure and the benefits of using conditioners differentiated between higher and lower achieving candidates. Candidates achieving higher marks could demonstrate their recall of knowledge and show depth of reasoning on the given topics.

Many candidates showed limited understanding of the benefits of using non-comedogenic facial products, often describing an exfoliant or hypoallergenic products. There were also many candidates that were unfamiliar with the active ingredients used in hair and beauty products.

Candidates should be further encouraged to read the question in its entirety before answering as some candidates gave a topic related response which unfortunately was not aligned to the main requirements of the stem which limited their ability to gain marks. For example, when asked to give the pH value of specific products some candidates stated if it was acid or alkali. Where candidates responded with pH values, they often gave pH ranges that were too broad and outside of the acceptable range.

For the Extended Response Question, candidates were given a scenario about the design of a social media advertisement to attract younger clients to a modernised barbershop, that was introducing colour services. This scenario differentiated well across the cohort with marks being achieved across the range available. Most candidates were able to link their discussions directly to the scenario and were rewarded for this. However, some candidates gave concise responses that focussed their discussions on the type of social media to use and missed the opportunity to link the response to the design of the advertisement in the scenario and the new service to be promoted.

Candidates will benefit from practising examination techniques when preparing for this exam. They need to be familiar with the variety of command verbs and be prepared to respond to the different types and structures of questions contained within the paper. They will also benefit from reading each question carefully to clearly respond with the depth required. To access higher marks on questions testing understanding, candidates should ensure they demonstrate clear understanding by supporting their responses with justification and reasoning.

Centres are reminded of the City and Guilds Technical Exam Guides available here:

https://www.cityandguilds.com/qualifications-and-apprenticeships/beauty-and-complementary-therapies/beauty/3038-technicals-in-hair-and-beauty#tab=documents

Series 2 – June 2023

This examination paper covered a broad span of topics that are reflective of the learning outcomes and was comparable to those seen in previous series in respect of the level, accessibility and range of topics included. Full marks were achieved by some candidates across most of the questions.

Many candidates across the cohort did well in recall of knowledge questions linked to services carried out in the hairdressing sector and large audience promotional methods. Many candidates were also able to show some understanding of the reasons why cosmetic products are tested before they are used by the consumer, however, only a few candidates related this to legislation. Topic areas that differentiated well between higher and lower achieving candidates included: the anatomy of the skin and the impact of brand logos when promoting a salon. Candidates that performed well in these questions were able to show good recall of knowledge and were also able to show consistent depth of reasoning that was directly related to the question.

Many candidates struggled to recall the function of collagen in the skin, often describing the function of the fat cells. Many candidates also showed a limited understanding of the effects of a range of active ingredients in hair and beauty products. There was a considerable number of candidates that incorrectly stated the 'Mullet' hairstyle was worn by men in the 1930s.

In the Extended Response Question, the scenario was about the design of a reception retail area to market aftercare products in a new beauty salon. This scenario differentiated well across the cohort with marks being achieved across the range available. Most candidates were able to discuss a range of factors that linked directly to the scenario and gained marks for this. However, some candidates gave listed responses that focused their information on other ways to promote the salon and missed opportunities to explore the design of the retail area, financial implications or considerations of legislation.

Candidates should be further encouraged to attempt all questions to gain their best potential result. In this series some candidates achieved well at the beginning of the paper and due to not answering the latter part of the paper they did not achieve sufficient marks to be successful. In particular, candidates should remember that the extended response question carries a high proportion of the marks and to miss this question can have a big impact on the overall result.

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Centres are reminded of the City and Guilds Technical Exam Guides available here:

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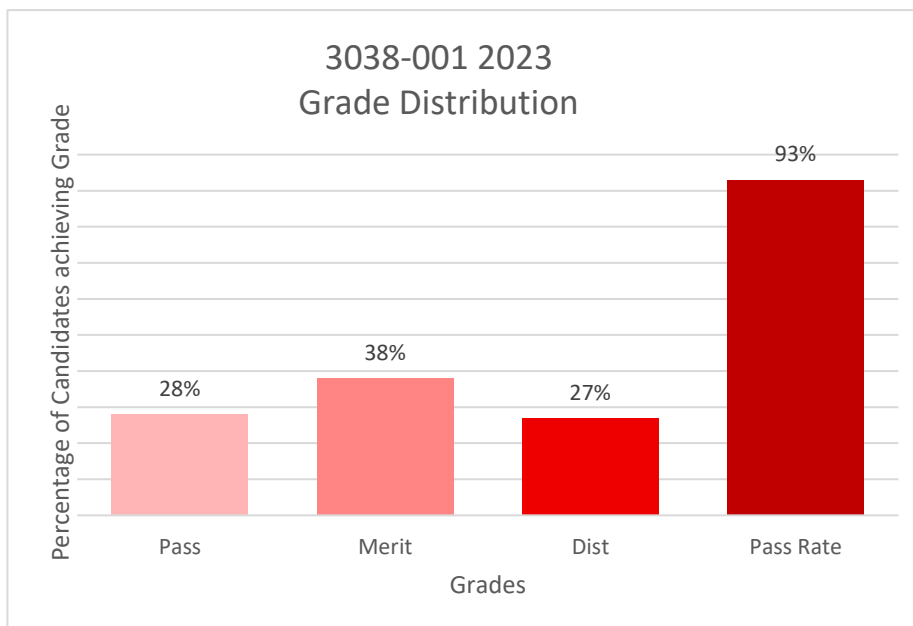
Synoptic Assignment

Grade Boundaries

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

Assessment: **3038-001 - Level 2 Hair and Beauty Studies - Synoptic Assignment**
Series: **2023**

Total marks available	60
Pass mark	25
Merit mark	35
Distinction mark	46

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

Principal Moderator Commentary

The theme for the synoptic assignment this year was Ancient Egypt and the candidates responded well to it. The assignment was structured to enable the assessment of knowledge, understanding and showcase skills required across hair, make-up and nail looks.

A range of research of Ancient Egyptian hair, make-up and nails was evidenced in the bibliographies used in Task 1. Most candidates included annotated images successfully to reinforce the content of their written report in Task 1. A few candidates however used mood boards for Task 1, these often limited the candidates' space to include detailed accounts of their findings to meet the assignment task, resulting in marks being affected. Candidates generally responded well to explaining how technological developments in the hair and beauty sector would resource the industry to recreate the Ancient Egyptian looks today.

Observers' comments on the practical observation forms, used for Task 2, were generally well written, with personalised skill and knowledge information and good links to the band descriptors. Particular good practice included: examples of how the candidate worked safely, strengths and weaknesses across the three services and reference to AOs 1-5. Areas for further development include: to avoid giving marks to each service individually, holistic marking is preferred and real time observation comments are acceptable, observers do not need to perfect and enhance the write-ups initial detailed written accounts. There were a few centres that uploaded more than the four photographs for Task 2, whilst this practice is not prohibited by the guidance provided in the synoptic assignment, it could result in delayed submission of evidence due to files being too large.

The interpretation to create Ancient Egyptian themed nail looks varied between nail art effects and one colour rustic/red painted nails, both of these looks were acceptable and met the assignment brief.

For the make-up service most candidates applied creative eyeliner and eyeshadow with some success. However, some photographs showed heavy or uneven application. Candidates should be encouraged to include this type of issue in their reflections of the service to reduce the risk of attention to detail marks being affected (AO5).

Many candidates used their research and Task 1 write-up effectively to design and create their hair, make-up and nail looks that clearly reflected the Ancient Egyptian era and gained good marks in AO4, bringing it all together.

Most candidates used individualised questionnaires for their evaluation, in Task 3. This enabled the candidates to reflective and draw personalised conclusions from their own performance.

Breakdown of performance against each AO – strengths & weaknesses

AO1 Recall of knowledge
Most candidates were confidently able to evidence their recall of knowledge about hair and beauty looks of the Ancient Egyptian era and how they compare or differ from the looks of today. Candidates were able to explore knowledge of the products and equipment used to create the Ancient Egyptian looks then and with the use of technological development what they would use to create the looks today. Evidence for this AO was clearly found in the written accounts in Task 1 and Task 2. Lower achieving candidates gave concise accounts, often with gaps or inaccuracies. Higher achieving candidates were able to show breadth across the taught content and gave responses that were mainly accurate.

AO2 Understanding
Many candidates were able to compare researched looks of the Ancient Egyptian era and those looks worn by todays male and females. Some candidates used mood-boards in Task 1 rather than a written report with images, this impacted the marks available due to the limited detail in their annotations. There was a lack of depth to the understanding shown between hair styles of the era and those of today, many candidates included images with a brief description without explaining techniques, style names or techniques e.g. has it been coloured or permed.
Lower achieving candidates gave lists for their use of products in Task 2 without any reasons for their choices made but did attempt to give some understanding of the techniques they used to create their own looks. The higher achieving candidates were able to give detailed justifications for their choice of products and equipment they used in Task 2. These candidates also demonstrated the ability to analyse the feedback received from their evaluation in Task 3.

AO3 Application of practical/technical skills
Candidates generally demonstrated a good range of hair and beauty technical skills across hair, make-up and nails required in Task 2. Most candidates opted to use a long hair model leaving most of the hair loose with some small off the scalp plaits created on the top of the head, with good effect. Many candidates documented that they had carried out porosity and elasticity tests before they created their looks, showing good health and safety practices. Observer comments on the Practical observation forms showed that lower achieving candidates were able to select appropriate products and techniques however, their practical skills lacked care, sometimes incomplete looks and not well planned, with higher achieving candidates using skills with dexterity and well-practiced.

AO4 Bringing it all together
Many candidates were able to successfully use their research of the Ancient Egyptian era to be able to create Egyptian inspired looks in Task 2. Most candidates attempted to create a magazine article in Task 3 however, some were more reflective of an online document.
Most candidates incorporated images they created in Task 2 within their magazine article in task 3. Further research into different plaiting styles and techniques would have given further opportunity for higher marks in the practical task, for creativity.

Lower achieving candidates needed some prompting, their planning was limited, and they sometimes finished short of completing the tasks. Higher achieving candidates produced detailed written accounts that were well planned, with clear links between all tasks.

AO5 Attending to detail
In general, candidates had followed the assignment brief and have produced written accounts that were logically sequenced and practical elements of the assignment showed some planning and practice. A few candidates did not link their research of the Ancient Egyptian era into their Task 2 and produced commercially influenced looks of today, this resulted in marks being lost for this assessment objective. Higher achieving candidates provided clear and consistent responses to all assessment tasks with very few spelling and grammatical errors. They used a good range of skills – both written and practical and were attentive to the finished result of all three tasks.

Examples of best practice:
• An uploaded file, per candidate, that is suitably named and includes CRF, Declaration form, evidence of tasks in a logical order (including 4 images), Practical observation form and evidence of standardisation, rather than many multiple files.

• Where one concurrent Word document was uploaded as a pdf this reduces the file size, making it easier to upload for the centre and easier to view for the moderator.

• Most centre markers and candidates completed electronic versions of City & Guilds paperwork which helped moderation as some handwriting can be illegible, particularly when scanned.

• Most candidate's work was free from plagiarism with relevant lists of sources of research material.

• Evidence of good health and safety practices was observed, tests were documented on the Recording forms and observers mentioned the candidates' health and safety in their written commentary.

• CRFs and Declaration forms were generally authenticated with wet or electronic signatures by the marker and the candidate.

• Observation notes on practical observation forms were individualised with good descriptive details, enabling the moderator to mainly agree the marks given.

• The comments made on CRFs gave indicators as to where or why the marks had been awarded in each AO.

• Photographs and images were mainly clear and most were in-line with the assessment requirements, a few centres however uploaded more than the required 4 photographs of the practical tasks, this can affect the uploading due to the size of the files.