

Level 1 - Principal Learning

Hair and Beauty Studies (2762)

Unit 3: Introducing hair styling

Moderator's marking commentary for controlled assessment

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Level 1 Unit 3: Introducing hair styling

Learner name: Leah Nelson

Moderator name: M S

Learning outcome	Comments	Assessment Criteria
1	<p><i>It seems research has taken place but there is no reference to the source or any bibliography at the end. This does not affect the marking of the unit as research is not assessed in the learning outcomes. However, it is always good practice to include sources/bibliography when research has taken place.</i></p> <p><i>The learner identified all the ethnic hair types and explained their characteristics. There was no reference to some of the characteristics – sparse/abundant/fine and coarse.</i></p> <p><i>The explanation of how hair type is defined by race was clear. Good knowledge shown, with examples.</i></p> <p><i>Overall, the evidence for this learning outcome fits best into the top of Band 2.</i></p>	<p>1a</p> <p>1b</p>
2	<p><i>The explanation of how historical eras have influenced modern hair styling was well described with clear links between ancient culture (Egyptian, Greek) and 1980s styles and today's. The learner could have covered more eras.</i></p> <p><i>One example of technological developments and one of products; both have quite a short description of influences but did show clear knowledge.</i></p> <p><i>There was a simple description on how lifestyle, culture etc can influence hair styles and the images helped make it clear that the learner had some knowledge.</i></p> <p><i>There was a simple description of how physical characteristics can influence hair styles but some factors such as hair density and client preference were not referred to.</i></p> <p><i>Overall, some of the assessment criteria fall into Band 1 and some higher up in Band 2. Therefore, the overall evidence for this learning outcome fits best into the bottom of Band 2.</i></p>	<p>2a</p> <p>2b</p> <p>2c</p> <p>2d</p>

Learning outcome	Comments	Assessment Criteria
3	<p><i>Evidence of terminology used some of the time with occasional guidance on both occasions.</i></p> <p><i>Communicated well showing professionalism but needed prompting to ask further questions at consultation.</i></p> <p><i>Evidence from the teacher (on mark grid) which states that a range of style ideas and a small amount of time on requirements were discussed with the client – no evidence from the learner. A statement or set of images from the learner would have shown their ability to consider different styles for both clients and, therefore, increased the mark.</i></p> <p><i>Taking the learner's and teacher's evidence this learning outcome best fits at the bottom of Band 2.</i></p>	<p>3a</p> <p>3b</p> <p>3c</p>
4	<p><i>Witness statement showing that the learner needed continual supervision when selecting products, initial guidance when selecting the style and showed some autonomy when completing the first style.</i></p> <p><i>The teacher's marking and comments did not give the learner credit for selecting two very different styling techniques and seven different tools and products. Therefore, the moderator has increased the marks for LO 4a to 6.</i></p> <p><i>A mix of bands for this learning outcome. Overall best fits into the middle of Band 2.</i></p>	<p>4a</p> <p>4b</p> <p>4c</p>

Marks awarded: agreed with marker on **total** score.

LO1 =4

LO2 = 6

LO3 = 5

LO4 = 9

Total = 24