

Level 2 Technical Certificate in Hairdressing 6002-007 / 6002-507

Part of 6002-21

April 2018 Version 1.2

Guide to the examination

Who is this document for?

This document has been produced for centres who offer **City & Guilds** Level 2 Technical Certificate 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 (6002-507) or online (6002-007).

Can candidates resit the exam?

Candidates may resit the exam once only. If a candidate fails the exam both on the first attempt and when resitting it, that candidate has failed the qualification and cannot achieve it in that academic year.

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	30%
AO2 Demonstrates understanding of concepts, theories and processes from a range of learning outcomes.	51%
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	19%

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 201: Principles and practices of hairdressing and barbering services**
- **Unit 202: Shampoo, condition and treat the hair and scalp**
- **Unit 203: Cut hair using basic techniques**
- **Unit 204: Style, set and dress hair**
- **Unit 205: Colour and lighten hair**

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
201 Principles and practices of hairdressing and barbering services	L01 Work safely in the salon/barbershop	1.1 Safe working practices 1.2 Legislation relevant to hairdressing and barbering 1.3 Environmental and sustainable working practices 1.4 Preparation services	21
	L02 Understand hair, skin and scalp analysis	2.1 Structure and function of the hair and skin 2.2 Characteristics and classifications of the hair	

		2.3 Hair, skin and scalp disorders	
	LO3 Understand communication techniques and expected behaviours in the salon/barbershop	3.1 Communication in the salon/barbershop 3.2 Behaviours and values expected of a hairdresser/barber	
	LO4 Advise clients and make recommendations throughout the service	4.1 Consult with clients 4.2 Agree services and products with clients 4.3 Provide aftercare, advice and recommendations 4.4 Create and promote retail opportunities	
202 Shampoo, condition and treat the hair and scalp	LO2 Shampoo and condition hair	2.1 Scientific effects 2.2 Principles of massage techniques 2.3 Shampoo and condition hair	10
203 Cut hair using basic techniques	LO2 Cut hair to achieve a variety of looks	2.1 Cut hair using different techniques	
204 Style, set and dress hair	LO1 Prepare for styling and finishing hair	1.3 Scientific effects of drying services	14
205 Colour and lighten hair	LO1 Prepare to colour and lighten hair	1.1 Prepare self, client and work area 1.2 Consult with clients and analyse hair 1.3 Scientific effects of colour and lightening	20

	1.4 Select colour and products	
LO2 Colour and lighten hair to achieve a variety of looks	2.1 Colour and lighten hair using different techniques 2.2 Remove products and materials	
	Total marks for sections:	65 marks
	Integration across units*:	15 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 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 the processes of the two massage techniques used when conditioning hair. (4 marks)</p>	<p>Answer 1 mark per technique to a maximum of 2 marks; 1 mark per process/stroke to a maximum of 2 marks. Effleurage – smooth stroking movement using the palms of the hands Petrissage – deep kneading movement using the pads of the fingers</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>During consultation a client's hair and scalp has been identified as being oily. a. Describe the effects on the sebaceous gland of shampooing the hair in water that is too warm. (2 marks)</p>	<p>Answer 1 mark for each of the following to a maximum of 2 marks. a.</p> <ul style="list-style-type: none"> • Overstimulates the sebaceous gland • Hair becomes greasy quicker

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

b. Explain the consequences of not shampooing and conditioning correctly before hairdressing services.

(4 marks)

Answer

1 mark for each of the following to a maximum of 4 marks.

b.

- Dirt, grease and product build-up will not be removed
- A barrier may be left on the cuticle hindering the performance/preventing chemical services working correctly
- Client may suffer scalp irritation due to incorrect removal of shampoo and conditioning products
- Hair may not dry properly (look lank/greasy) or hold a style well, 'drops' very quickly during drying services
- Hair or scalp condition may be made worse, remain untreated, due to incorrect product selection

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

The client is bored with her current look. Her hair is below shoulder length, almost one-length and a bit sparse. She feels it just 'hangs-there' straight and floppy around her face. She would like a cut and colour.

Discuss the influencing factors that need to be considered and make recommendations.

(15 marks)

Mark scheme

Indicative content

The candidate's discussion will include, but is not limited to

Factors and their impact

Reference to ensuring no **infections, infestations, hair and skin disorders** are present that could contra-indicate the service.

Hair classifications

Influence the style chosen, amount of tension used when cutting, cutting technique used, cutting wet or dry

Hair characteristics

Influence the style chosen, cutting technique used, amount of texturizing used or not used, cutting tools, cutting wet or dry, the size of section taken/amount pulled through when using a woven / pulled through technique for colour

Hair elasticity

Influencing the style, look chosen, tension & cutting technique used, suitability for chemical treatment

Client features/facial features, Head, face and body shape

Influence style chosen, need to conceal / enhance specific features

Hair condition

Suitability for chemical service

Hair growth patterns/alopecia

Influence style choice, tension used & cutting techniques

Client lifestyle/occupation/age

Affect the style choice

Existing hair colour/percentage of white hair

Can affect products used, colour service offered

Skin tone

Choice of colour/s to enhance the client image

Results of diagnostic tests

Whether the client can have para dye applied direct to the scalp, influences the choice of products available for use and or the colour service offered, the techniques decided upon.

Time/skill the client has to reproduce look in-between visits

Cost implications to the client of maintaining the look

Recommendations

Suitable look and colour in line with scenario

Band 1 (1 – 5 marks)

Mark scheme

A basic discussion that shows limited knowledge of how factors impact upon the services recommended. The response is brief, under developed, lacks clarity and is not entirely relevant and accurate. Few of the applicable factors have been identified and discussed, the response lacks detail. Links to specific service recommended to the client are not clearly defined. The overall analysis is simplistic and there is limited or no use of examples to support any points raised. Overall the discussion lacks coherency.

To access the higher marks, the response will be mainly relevant and accurate. Some relevant examples will have been used to support the points raised.

Example band 1 response

I would need to do a consultation to find out what the client wanted done. If she hadn't had colour at the salon before a skin test would be needed to check for allergy, this takes 24-48 hours, permanent colour is applied inside the elbow to see if there is a reaction on the skin. I would check the hair & scalp for anything contagious that will mean I can't do the service. The client has sparse hair so I wouldn't want to cut it too short, it would be best to just trim the hair removing any dead ends and maybe add some layers, but keep as much hair as possible. I would not thin the hair as this would make the hair sparser, I would use club-cutting to keep the bulk of the hair.

I would recommend blow-drying the client's hair using a big round brush to get lots of volume. Use a mousse to add lift at the roots and plenty of hairspray to hold it in place. I would recommend she uses products to help her hair colour last longer, like colour shampoo, conditioner and serums to help keep the hair in good condition.

The client wants colour so elasticity and porosity tests would be completed to check the hair is strong enough to take the colour and will not break. I would discuss colours with the client using the shade chart. She could have an all-over colour or have highlights. Highlights is the easiest way of adding more than one colour. I would do this using foil packets. This would be a more modern look for my client. If my client is older they might want an all over colour, especially if they had white hair to cover.

Band 2 (6 – 10 marks)

Mark scheme

A discussion that is focussed on how factors impact upon the services recommended. The response is accurate and coherent in the main. Most of the applicable factors have been identified and discussed, some in more detail than others. It displays reasonable breadth & depth of relevant, accurate

knowledge and discussion across a range of influencing factors and their impact on the specific services that have been identified. There is evidence of linking ideas and concepts which mostly supports the recommendation for service. The overall discussion is presented in a clear format and the use of terminology is mostly appropriate.

To access the higher marks, analysis will show good coverage of knowledge across the areas of indicative content with evidence of discussion where the majority of opinions have been substantiated.

Example band 2 response

The factors I need to consider are the client's lifestyle, how much time she has and her age. If the client is new to colour then it can be wise to choose more subtle colouring techniques like demi-permanents that add depth and tone or highlighting and lowlighting as these add texture, tone and brighten the hair, but do not cause the same regrowth issues as full-head permanent colours do. This way the client is not stuck with something she really does not like for a long time, but if she does like it she can be more adventurous next time. An older client might not want such a vibrant colour. You have to think about the job they do and if it is appropriate for them to have their hair in a certain way. I think highlights and lowlights would look nice in this client's hair and so this is what I would suggest. She would need to have the roots retouched every 8-12 weeks and use colour-care products to stop colour fade. She shouldn't use heated styling equipment too much either as this will cause the hair to dry out or as a result cause colour fade quicker.

During the consultation I would check the client had no infections or infestations if she had I would not be able to carry out the service, as other people might catch it. I would need to complete elasticity and porosity tests to see if the hair is suitable for colour and how quickly it might absorb the products applied. If the client has not had colour before a skin test will need to be completed to check for allergy to para dye. A skin test is carried out 24-48hrs before, if there is a reaction the client cannot have permanent or demi-permanent colour applied so alternative options would need to be considered.

I would check the clients head & face shape and if they had any hair growth patterns. These will influence the style choice. If the client has a long face and the hair is 'hanging' flat around the face then width will need to be added. Using layers to add volume at the sides will balance the overall look. The hair might need to be left longer if there are hair growth patterns present, like a double crown or nape whorls, so that these lie flat and do not stick out. Sometimes cutting freehand without holding the hair is required to get an accurate look when there are hair growth patterns. Club-cutting would be good for this sparse hair, as it will retain bulk. We do this using scissors and cutting straight across the section of hair. Taking the hair shorter in length can make it appear thicker, so I would suggest this client had a shorter bob to make it seem thicker. A fringe could be added so it does not 'flop' in her face as much. This might be cut in when wet, but once the hair was dry you would look at it again as this is when you can see the actual hair length. I would need to make sure the fringe was not too deep if the client had a high forehead though, as this will make it seem bigger. I would recommend she used products to get added volume when blow-drying and a large round brush. The client would need to have her hair cut every 4-6 weeks to keep the shape, help her manage it and remove dry ends so it doesn't split.

Band 3 (11 – 15 marks)

Mark scheme

A comprehensive, clear and thoroughly relevant discussion focussed on how factors impact upon the services recommended. The response displays breadth & depth of highly relevant, accurate knowledge and discussion across a range of influencing factors. The response clearly demonstrates high level thinking in terms of linking recommendations with benefits and limitations of the factors considered. The overall analysis is developed and substantiated. Relevant use of accurate terminology and the overall discussion is presented a structured format.

To access the higher marks, analysis will show comprehensive knowledge across the areas of indicative content with evidence of sound discussion where opinions & recommendations have been fully developed, substantiated and justified.

Example band 3 response

When making any recommendations I would have to consider the clients lifestyle, the time and skill the client has to successfully reproduce her look in-between visits. The client needs to be able to afford to maintain her new look, so I need to bare this in mind when we discuss options.

Firstly, before offering a service the client should be checked for any signs of contraindications that might stop the service from being carried out. If the client is thought to have something contagious then they are recommended to see their GP or a pharmacist. You would not say what you thought they had as you are not a doctor, and you would be discrete so no one else in the salon knew what was happening.

The hair and scalp would be checked for alopecia and any hair growth patterns as these will influence the style chosen. More length might need to be left in some areas to conceal bald patches or thinning areas. Cutting techniques and tension might change if the client has a hair growth pattern. For example, if the client had a cowslick or the hair is over porous, delicate and lacking elasticity, the hair may be cut freehand to get an even finish and prevent further stress or damage.

Hair and scalp conditions like damage, dandruff and greasiness would need to be identified as you would use specialist products for the shampooing and conditioning to treat the problem for the client. Hair and scalp condition and the finish to be achieved will also affect the choice of styling and finishing products. For example, the hair is sparse, as a result heavy products like waxes and gels would be avoided as these will weigh the hair down too much making it flat and greasy more quickly. You would avoid using too many products and those used would need to be lighter like blow-dry lotions and light protection milks / serums.

The client would like colour so if she hadn't had a skin test previously at the salon this would need to be carried out before a permanent or quasi colour could be applied directly to the scalp. This is because the client could be allergic to the para-dyes in these. This needs to be done 24-48 hours before the colour to allow for a reaction. So if the client wanted colour the same day and a test hadn't been completed she would be limited to temporary or semi-permanent colours or a service like highlights/ lowlights where packets or a pulled through technique are used and the product is

not in direct contact with the skin. The density of the hair is an important consideration when highlighting. Depending on the result required I would weave / pull through thinner meshes for hair that is sparse like the clients. This avoids the colour looking 'clumpy / chunky' once finished. As the client is thinking about colour the skin tone will be an influencing factor as any colour added will need to flatter the client's own colourings. If there is white hair present this will influence choice as the client may want to cover this completely, only possible with an all over permanent colour, or they might be happy to just blend or cover some white hair, which is possible with many colour services. For this client, I would suggest highlights and lowlights; these will add interest and texture and can be subtle or made more noticeable depending on the client requirements. If lightening product was used to produce blonde highlights then this will have the advantage of adding more body to the hair, but either way the texture of multi-colours will make the hair appear denser. Highlights require less maintenance / commitment than a full head permanent colour. They grow out more naturally, do not create a defined re-growth, but give greater durability than a Semi or Demi-permanent colour would.

Whatever colour service the client is considering, a porosity test will be required to check cuticle condition. Whether the hair will absorb evenly or need a pre-treatment to help gain even coverage and indicate how easily the hair will process, absorb colour. An elasticity test will determine if the cortex is strong enough to take a chemical service and how much the hair might shrink when dry. This will be important to ensure the hair is not over-processed and for cutting to make sure you get the right length for the client. Hair with poor elasticity will not shrink as much when dry. Whereas type 3 & 4 hair types may shrink up to a third of their wet length.

The client's facial features, head & face shape will be considered as any haircut chosen should enhance the clients overall look. It might be there are features that the client wants hidden, like a scar or that she wants to draw attention to, like nice eyes. The client's hair is sparse and this probably means it is fine in texture to. As it is just 'hanging there' limp it is likely either type 1 straight or type 2 wavy that is too long /weighty for the hair to be at its natural best. To lift the hair and add body and texture, I would suggest bringing up the length a little and adding some long graduation layers. These will retain bulk at the perimeter of the haircut, but give more texture to the style generally, giving the illusion of more bulk. I would club-cut the layers so that the ends retain bulk, however around the front hairline I would suggest feathering, so as to soften and frame the face. This could be achieved by slicing using scissors or shaping with a razor, the latter would give a slightly more textured finish. The hair would be best cut wet, especially when using a razor to ensure client comfort and prevent damage to the hair or too much hair being removed. On sparse hair it is often better to bring the hair above shoulder if keeping it one- length. Collar length and adding a concave shape, usually gives the feel of greater density. This hair density can be texturised to add volume, but care needs to be taken not to remove too much bulk, and as a result lose the structure of the haircut.

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>