

## SAMPLE ASSESSMENT MATERIAL

### UNIT 9: EXPLORING HAIR CARE AND STYLING



This example assignment has been developed by AQA-City & Guilds as part of a QCDA funded project and has been reviewed by practitioners, representatives of sector and awarding organisations and QCDA.



Qualifications  
and Curriculum  
Development  
Agency

## Level 2 Unit 9 Exploring hair care and styling

### Sample assessment material - information for teachers

This assignment is provided as an example only. Consortia could produce their own or adapt this in line with the assessment section of the unit, based on their local delivery circumstances. Teachers should endeavour to motivate learners as much as possible by setting scenarios in local companies or organisations with which the learners can identify or aspire to. It may be beneficial to involve a local salon in writing a scenario or to change the rationale for producing the hair styles, for example. Learners may find it beneficial to complete their assignment as part of their work experience or they may engage in this more if another name of salon were used. The task might be more engaging to learners if it was launched in a real life setting such as a local salon or by an employer. An employer may not need to be present on the day of the launch; a podcast or video recording of the brief could be used. It must, however, be understood that tasks should follow the unit specification so that the learner can fully access all the assessment criteria.

### Task setting

Consortia may adapt this assignment or write their own.

### Task marking

Whilst feedback may be provided to learners, centres **must** ensure that the work submitted for final assessment is the learner's own work. The nature of any guidance and the details of any feedback **must** be clearly recorded. The final work submitted **must** be solely that of the learner.

Any advice to individual learners over and above that given to the class as a whole should be recorded on documentation provided by the awarding body, e.g. the authentication form.

### Overview

This assignment is based on the scenario below. It is taken under controlled conditions, in which the learner will complete two tasks. The first is to produce a minimum of 4 hair styles to show their skills and abilities for hairdressing. Teachers may wish to examine additional opportunities for learners to demonstrate PLTS associated with Reflective Learning and Creative Thinking. The learner may be able to complete the work for Task 1 in any of the following settings: during work experience on models; in the classroom on peers or in a realistic learning environment on mannequin heads, but not on paying clients. In any of these cases it is important that the task is observed by a specialist in hairdressing and that that person should be able to confirm that the work produced is the learner's' own.

The second task is to show knowledge and understanding of the work produced in Task 1. It will be produced independently by the learner who will be responsible for choosing their own format and style.

Learners may be encouraged to combine assessments for Units 8 and 10, as the same model could then be used for hair, nails and skin.

**Time**

It is expected that approximately 10 hours will be taken to complete both tasks.

Task 1 – will take approximately 8 hours to complete with 2 hours given for each hair style.

Task 2 – will take approximately 2 hours but it is expected that the learner is given time to research before writing the task. Any research materials should be clearly referenced as a bibliography and inserted as an appendix with the final work.

**Resources**

Learners may require access to word processing software, and could also use presentation software for Task 2. The hair styles may be completed in a range of establishments including the learner's own work placement, a salon in the local area or in the RLE in the centre. Task 1 may be completed on models, peers or mannequin heads but not on paying clients. At least one style must be completed on a live person.

Industry-appropriate products, tools and equipment should be available for the production of Task 1.

Photographic equipment may be used to show the learner working on Task 2 and the end results of their styles; this can then be submitted as part of the assessment evidence.

Consortia may wish to devise their own consultation and review documents which should be cross-mapped with the assessment criteria on page 114 of the specification.

If information from websites is to be issued for learners to refer to, it is strongly recommended that this information is pre-selected and printed off by the teacher and given to the learner with the assessment brief. Any other research materials should be clearly referenced as a bibliography and inserted as an appendix with the final work.

**Supervision**

Learners may work without direct supervision when preparing to undertake the tasks but they must be supervised when creating and carrying out the styling techniques and the visual presentation. When producing both tasks it is expected that a teacher be present so that they can be sure of the work being the learners' own. It is expected that a subject specialist – in this case a qualified hairdresser - will observe Task 1.

The learner may ask questions of the teacher during the assessment, but any advice that is given to learners beyond that given to the group should be recorded in the form of feedback to the learner.

**Collaboration**

Learners may work in groups to gather examples of hair styles to inspire and prepare them for Task 1, although the actual production of the styles will be the learner's individual work. When completing Task 2 learners may discuss and research collaboratively but the production of their visual presentation will be subject to the controls on page 140 of the specification and will be the learner's individual work.

Teachers will keep all the learners' final work for moderation purposes.

## Marking

Please note that the descriptions in this assessment grid relate to the top of each band. Further guidance on using assessment grids is available in the assessment section of the specification.

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 2 marks	2 to 4 marks	5 to 6 marks
1 Understand how a range of influences can be expressed through styling techniques	<p>Explained by showing limited awareness how influences can be expressed through styling techniques.</p> <p>Explained by showing limited understanding how influenced styling techniques are achieved.</p>	<p>Explained by showing clear understanding how influences can be expressed through styling techniques.</p> <p>Explained by showing clear understanding how influenced styling techniques are achieved.</p>	<p>Explained by showing an extensive understanding how influences can be expressed through styling techniques.</p> <p>Explained by showing broad understanding how influenced styling techniques are achieved.</p>
	0 to 3 marks	4 to 6 marks	7 to 9 marks
2 Know the range of products and services that are used during professional hair care and styling	<p>Described, showing limited knowledge purpose, benefits and safe use of hair care products.</p> <p>Described, showing limited knowledge purpose, benefits and safe use of hair care tools and equipment.</p> <p>Described, showing limited knowledge purpose, benefits and safe use of hair styling techniques.</p> <p>Stated displaying limited knowledge health, safety, legal and salon requirements for hair care and styling services.</p>	<p>Described, showing clear knowledge purpose, benefits and safe use of hair care products.</p> <p>Described, showing clear knowledge purpose, benefits and safe use of hair care tools and equipment.</p> <p>Described, showing clear knowledge purpose, benefits and safe use of hair styling techniques.</p> <p>Stated displaying clear knowledge health, safety, legal and salon requirements for hair care and styling services.</p>	<p>Described, showing extensive knowledge purpose, benefits and safe use of hair care products.</p> <p>Described, showing extensive knowledge purpose, benefits and safe use of hair care tools and equipment.</p> <p>Described, showing extensive knowledge purpose, benefits and safe use of hair styling techniques.</p> <p>Stated displaying comprehensive knowledge health, safety, legal and salon requirements for hair care and styling services.</p>
	0 to 7 marks	8 to 14 marks	15 to 21 marks
3 Be able to generate hairstyles	<p>Communicated with clients to find out requirements using limited terminologies.</p> <p>Generated basic ideas for a limited range of hair styles and took into account limited range of influences.</p>	<p>Communicated with clients to find out requirements using good terminologies.</p> <p>Generated clear ideas for a variety of hair styles and took into account good range of influences.</p>	<p>Communicated with clients to find out requirements using extensive terminologies.</p> <p>Generated extensive ideas for extensive range of hair styles and took into account broad range of influences.</p>
	0 to 8 marks	9 to 16 marks	17 to 24 marks
4 Be able to safely use a range of hair care and styling techniques	<p>Undertaken a limited selection and preparation of products, tools and equipment.</p> <p>Carried out safely limited styling techniques with guidance.</p> <p>Reviewed techniques and made limited suggestions for future progress.</p>	<p>Undertaken a good methodical selection and preparation of products, tools and equipment.</p> <p>Carried out safely a variety of techniques with occasional guidance.</p> <p>Reviewed techniques and made good variety of suggestions for future progress.</p>	<p>Undertaken a considerable selection and preparation of products, tools and equipment.</p> <p>Carried out safely an extensive range of styling techniques with complete autonomy.</p> <p>Reviewed techniques and made extensive suggestions for future progress.</p>

## Sample assessment material – information for learners

### Assignment overview

For this assignment you are required to

- Produce a minimum of 4 hair styles
- Produce a visual presentation (slides/flip chart/flash cards)

Your teacher or a specialist will observe you producing your hair styles and will write a witness testimony about the practical skills you have demonstrated.

### Time

You will have up to 10 hours to complete the assessment, approximately 8 hours for Task 1 and 2 hours for Task 2.

### Collaboration

You may work in groups when preparing for Task 1, although the actual production of the styles will be your own individual work. When completing Task 2 you may discuss and research collaboratively but the production of your visual presentation will be your own individual work.

### Roles

Your teacher will mark your work and give you marks out of 60. This will then be kept for moderation purposes.

### Assignment Brief



Green's hair salon

You are a trainee stylist in **Green's hair salon** and graduation day is coming up for you and the other trainees. You have been asked to produce between 4 to 6 hairstyles and display them for your final graduation so that your manager can assess whether you are ready for working on the shop floor as a graduate stylist. Your manager will observe your skills and review the paperwork that you produce (such as consultation and review documents) to decide whether you should start working on mainstream clients.

It is part of the job for graduate stylists to train juniors so your manager has asked you to produce a visual presentation to use during training events.

### **Task 1 - 45 marks covering outcomes 3 and 4**

You will use a range of styling techniques to show your hairdressing ability for your graduation. You will write up an evaluation of your work via the use of consultation documents and review paperwork.

When producing your styles you will show how the following factors have influenced your styling techniques: – the clients' personality, culture, race, gender and religion and also show how fashion trends have impacted on your choices.

It is expected that you will assess your own work and document this making recommendations for future improvements.

When producing any written work such as your consultation documents and your review, it is expected that you use the relevant hairdressing terminology.

### **Task 2 – 15 marks covering outcomes 1 and 2**

Individually you will produce a visual presentation (slides/flip chart/flash cards) to show your knowledge and understanding of the following. This will then be used during staff training.

- a) How the listed influencing factors can be expressed through styling techniques
  - i. personality
  - ii. culture
  - iii. race
  - iv. gender
  - v. fashion
  - vi. religion
- b) How hair type can influence styling
- c) The purpose, benefits and safe use of all the products you used during Task 1
- d) The purpose, benefits and safe use of all the tools and equipment you used during Task 1
- e) The purpose, benefits and safe use of all the techniques you used during Task 1
- f) How to follow health, safety, legal and salon requirements.

**Appendix A**

**Consultation sheet for services (could also be used for units 4, 8, 9 and 10)**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Consultation for:    Hair service                       Beauty treatment                       Nail service

**Give details of the types of influences that have been taken into account when consulting for the service:**

Historical influence: \_\_\_\_\_  
\_\_\_\_\_

Personality: \_\_\_\_\_  
\_\_\_\_\_

Culture (lifestyle/event): \_\_\_\_\_  
\_\_\_\_\_

Race: \_\_\_\_\_  
\_\_\_\_\_

Gender: \_\_\_\_\_  
\_\_\_\_\_

Fashion: \_\_\_\_\_  
\_\_\_\_\_

Religion: \_\_\_\_\_  
\_\_\_\_\_

**Factors that were considered – circle as appropriate:**

Client age    hair length    nail length    lifestyle    hair type    hair texture  
hair/skin/nail condition

**Details of products to use:** \_\_\_\_\_  
\_\_\_\_\_

**Details of tools to use:** \_\_\_\_\_  
\_\_\_\_\_

**Details of techniques to be used:** \_\_\_\_\_

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**Personal protective equipment to be used:** \_\_\_\_\_

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**Client protective clothing to be used:** \_\_\_\_\_

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**Other service ideas that were discussed/suggested during the consultation:** \_\_\_\_\_

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**Service(s) and advice given to client, with reasons:**

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