

**Level 2 Technical Certificate in Make-up Artistry**  
**Level 2 Make-up Artistry-Theory exam (1)**  
**March 2018**



Q	Acceptable answer(s)	Guidance	Max mks
1	<p><b>1 mark each for any of the following, to a maximum of 2 marks:</b></p> <ul style="list-style-type: none"> <li>• Latex.</li> <li>• Adhesives.</li> <li>• Adhesive remover.</li> <li>• Make-up products/foundation/mascara/eye shadow.</li> <li>• Face/body paint.</li> <li>• Lash and brow tint.</li> <li>• Hair dye.</li> </ul>	<p>Examples of make-up products can be awarded 1 mark <b>each</b> to a maximum of 1 mark.</p>	2
2a	<p><b>1 mark for each of the following, to a maximum of 3 marks:</b></p> <ul style="list-style-type: none"> <li>• Hazards should be identified.</li> <li>• Deciding who might be harmed and why.</li> <li>• Assess the risks.</li> <li>• Take action to mitigate risks.</li> <li>• The findings need to be recorded.</li> <li>• The risk assessment form is then reviewed.</li> </ul>	<p>Answers around 'Hazards should be identified' where the candidate uses the term 'risk' instead of 'hazard' with a response that demonstrates an understanding of the hazard then a mark should be given.</p> <p>If examples are given as alternatives to <b>each</b> bullet point, marks should be awarded, but capped at 1 example per bullet point.</p>	3
2b	<p><b>1 mark for each of the following, to a maximum of 3 marks:</b></p> <p><b>Hazards should be identified:</b></p> <ul style="list-style-type: none"> <li>• So risks can be assessed (1).</li> <li>• To ensure preventative measures can be put in place (1).</li> <li>• To help maintain health and safety standards (1).</li> </ul> <p><b>Deciding who might be harmed and why:</b></p> <ul style="list-style-type: none"> <li>• to decide what the best way to control the risk is (1).</li> <li>• to be clear about who might be harmed (1).</li> </ul> <p><b>Assess the risks and take action:</b></p> <ul style="list-style-type: none"> <li>• to decide how likely it is that harm will occur (1).</li> <li>• to make sure you know about the risks and the things you need to do to manage them responsibly (1).</li> </ul>	<p>Marks for <b>each</b> explanation can be given when clearly linked to the appropriate heading <b>and</b> response provided in part a).</p> <p>If a candidate states a step with an explanation in this part of the question (2b), then a mark may be given for the <b>explanation</b> part of the response <b>only</b>. This mark which can be awarded for the explanation can also be given if the response is a clearly linked example.</p>	3

	<p><b>The findings need to be recorded:</b></p> <ul style="list-style-type: none"> <li>• So that appropriate actions can be implemented (1).</li> </ul> <p><b>The risk assessment form is then reviewed:</b></p> <ul style="list-style-type: none"> <li>• So that it can be updated (1).</li> <li>• To comply with legislation (1).</li> </ul>		
<b>3</b>	<p><b>1 mark each for any of the following, to a maximum of 6 marks:</b></p> <ul style="list-style-type: none"> <li>• Creating a rapport/ polite/approachable with clients (1) will help gain client's trust and confidence (1).</li> <li>• Consulting with clients (1) will help understanding of client's wants/needs (1).</li> <li>• Product Knowledge (1) will show professionalism</li> <li>• Colour matching (1) will provide the client with the tailored product (1).</li> <li>• Demonstrating product application (1) which will show the client how to apply the products (1).</li> <li>• Presenting/recommending client with products (1) will allow the client to understand the benefits of products (1).</li> <li>• Closing the sale (1) will increase business revenue (1).</li> </ul>	<p>A maximum of 3 marks for identification of procedures.</p> <p>Marks can be awarded for explanation points where the linked identification point is <b>not</b> given.</p> <p>Marks <b>not</b> to be awarded for personal presentation of the make-up artist.</p>	<b>6</b>
<b>4</b>	<p><b>1 mark each for any of the following, to a maximum of 3 marks:</b></p> <ul style="list-style-type: none"> <li>• Sensation.</li> <li>• Protection.</li> <li>• Heat regulation/temperature control.</li> <li>• Absorption.</li> <li>• Excretion.</li> <li>• Secretion.</li> <li>• Production of Vitamin D.</li> </ul>	<p>Do <b>not</b> accept:</p> <ul style="list-style-type: none"> <li>• 'Heat' instead of Heat regulation.</li> <li>• 'Sensitivity' instead of Sensation.</li> </ul>	<b>3</b>
<b>5</b>	<p><b>1 mark for each of the following, to a maximum of 3 marks:</b></p> <ul style="list-style-type: none"> <li>• Anagen.</li> <li>• Catagen.</li> <li>• Telogen.</li> </ul>	<p>Marks can be awarded if spelling is incorrect, however the word still needs to be recognisable/that the candidate shows understanding.</p> <p>Marks can be awarded if a learner has provided an explanation without stating the specific stage of the cycle.</p>	<b>3</b>
<b>6a</b>	<p><b>1 mark each for any of the following, to a maximum of 2 marks:</b></p>	<p><b>Do not accept:</b></p> <ul style="list-style-type: none"> <li>• Mood boards.</li> </ul>	<b>2</b>

	<ul style="list-style-type: none"> <li>• Photos/pictures/images of make-up looks that have been created / a variety of make-up looks that showcase her skills and abilities.</li> <li>• A business card.</li> <li>• An up-to-date CV that is relevant to the job requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Face charts.</li> <li>• Design plans.</li> </ul>	
<b>6b</b>	<p><b>1 mark for each purpose to a maximum 2 marks:</b>  <b>1 mark for each impact to a maximum of 5 marks (impacts should be appropriately linked to a minimum of one purpose):</b></p> <p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>• Showing evidence of the designs and looks created (1).</li> <li>• Demonstrates range/diversity of skills/techniques/creativity/style (1).</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• which will help to secure a client base (1).</li> <li>• shows professionalism/ a good work ethic (1).</li> <li>• which helps to promote the make-up artist (1).</li> <li>• which helps gain an interview / used to take to an interview (1).</li> <li>• allows potential clients or employers to get a sense of them before meeting / look at your work (1).</li> <li>• which helps to gain employment/progress onto further education (1).</li> <li>• helps to network with other make-up artists/gain inspiration (1).</li> </ul>	No marks given for demonstrating progressing own work.	<b>6</b>
<b>7</b>	<p><b>1 mark each for any of the following, to a maximum of 3 marks:</b></p> <ul style="list-style-type: none"> <li>• An agreed make-up design/theme/total look/ occasion.</li> <li>• Colour selection/swatches.</li> <li>• Application/skills/techniques used/step by step.</li> <li>• Costume and props.</li> <li>• Products/brands to use.</li> </ul>	<p>Examples of make-up products can be awarded a mark but this must not exceed 1 mark.</p> <p><b>Do not accept:</b></p> <ul style="list-style-type: none"> <li>• Materials,</li> <li>• Textures</li> <li>• Content which is specific to a mood board.</li> </ul>	<b>3</b>
<b>8</b>	<p><b>1 mark each for any of the following, to a maximum of 5 marks:</b></p> <ul style="list-style-type: none"> <li>• Books.</li> <li>• Magazines.</li> <li>• Internet/search engine (ie Google).</li> <li>• Social media/blogs/vlogs/specifically named platforms (e.g. Pinterest, YouTube).</li> <li>• Bridal shows/fairs.</li> <li>• Film/television.</li> <li>• Museums.</li> </ul>	<p><b>Do not accept:</b></p> <ul style="list-style-type: none"> <li>• Demo's (if out of context).</li> <li>• Photographs stated on their own. (Only award a mark if it relates to internet / social media).</li> </ul>	<b>5</b>

9	<p><b>1 mark each for any of the following, to a maximum of 3 marks:</b></p> <ul style="list-style-type: none"> <li>• Gentle shampoo/soap and water.</li> <li>• Brush cleaner/surgical spirit/isopropyl alcohol/sanitising sprays.</li> <li>• Re-shape brushes/drying correctly after cleaning.</li> <li>• Correct/appropriate storage.</li> </ul>	<p>Marks can be awarded for washing and cleaning instead of bullet points 1 and 2.</p> <p>For marks to be awarded for storage, an explanation of how to store brushes correctly should be stated.</p>	3
10a	<p><b>1 mark each for any of the following, to a maximum of 3 marks:</b></p> <ul style="list-style-type: none"> <li>• Primer provides a base (1) which prepares the skin for/improves make-up application (1) which helps to make the product last longer (1), which neutralises the balance of the skin/helps to mattify oily skin / hydrate/illuminate dry skin (1) which reduces visible pores/fine lines (1).</li> </ul>		3
10b	<p><b>1 mark each for any of the following, to a maximum of 3 marks:</b></p> <ul style="list-style-type: none"> <li>• Lip liner is used to help define/enhance/outline the lips/make the lips look fuller (1) used as a base for lipstick (1) which can help correct lip shape (1) that prevents bleeding/feathering of lipstick (1) / which adds colour to lips (1) / which helps the longevity of colour (1).</li> </ul>	<p>Do <b>not</b> accept:</p> <ul style="list-style-type: none"> <li>• Lip liner is used as a guide.</li> <li>• Lip liner helps with easier application of lip products.</li> <li>• Lip liner makes the lips look neat.</li> <li>• Lip liner creates different effects.</li> <li>• Lip liner stains the lip.</li> </ul>	3
11	<p><b>1 mark each for any of the following, to a maximum of 3 marks:</b></p> <ul style="list-style-type: none"> <li>• Remove eye make-up.</li> <li>• Cleanse.</li> <li>• Tone.</li> <li>• Apply moisturiser.</li> <li>• Apply eye cream/gel.</li> <li>• Exfoliate and condition lips.</li> <li>• Primer.</li> </ul>	<p>Make-up remover <b>not</b> accepted as a sole response must state eye make-up remover or cleanser.</p> <p>Face exfoliator <b>not</b> to be accepted as this would not be a step for a make-up artist to carry out.</p>	3
12	<p><b>Band 1 (1-4 marks)</b></p> <p>The response covers a limited range of considerations that should be taken into account when planning for a photographic hair and make-up look.</p> <p>A basic understanding of planning with minimal examples of different products and techniques. Tentative links were made to the theme although not always relevant.</p> <p>Discussion is not well developed and there is minimal justification for choices.</p>	<p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Health and safety working practices.</li> <li>• Primary and secondary research into vintage hair and make-up.</li> <li>• Producing a variety of design ideas/mood boards/face and hair charts.</li> <li>• Model requirements e.g skin type/ colour/face shape/hair</li> </ul>	

<p><b>To access the higher marks in the band</b>, the discussion will contain some relevant considerations for adaptations required when carrying out a photographic look with limited reasoning.</p> <p><b>Band 2 (5-8 marks)</b> The response covers some of the main considerations to take into account when planning for a photographic hair and make-up look.</p> <p>Some discussion showing reasonable depth of understanding for the choices of products and techniques. Some good links were made to the theme.</p> <p>Some considerations towards specifics when carrying out a photographic make-up. E.g. lighting.</p> <p>A wide range of considerations have been made throughout and there is some evidence supporting and justifying decisions made.</p> <p><b>To access the higher marks in the band</b>, the discussion will contain clear, relevant and accurate stages of the planning process which are supported with some justification.</p> <p><b>Band 3 (9-12 marks)</b> A thorough and accurate response that covers a broad range of considerations with relevant links to all technical aspects necessary for carrying out a photographic hair and make-up look.</p> <p>Discussion shows a combination of a broad range of knowledge and depth of understanding for the choices of products and techniques used with clear and coherent links made to the theme.</p> <p>All stages of the planning process are presented in a logical order and fully justified.</p> <p>Clear understanding of how to adapt the look taking into account there could be different models with different requirements.</p> <p><b>To access the higher marks in this band</b>, the discussion will be clear, coherent and comprehensive with all relevant considerations discussed with accurate and fully justified recommendations.</p>	<p>characteristics/adaptations.</p> <ul style="list-style-type: none"> <li>• Make-up suitable for photography.</li> <li>• Products, tools and equipment used.</li> <li>• Consideration of the theme.</li> <li>• Ornamentation/accessories/props.</li> <li>• Application techniques for hair and make-up.</li> <li>• Effects of lighting.</li> <li>• After-care and recommendations.</li> </ul>
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