

Level 2 Technical Certificate in Make-up Artistry (6010-20-021)

Version 1.1

Synoptic Assignment 2020

PAST ASSIGNMENT (2020) – DO NOT USE FOR LIVE ASSESSMENT

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General guidance for candidates

General guidance

This is a formal assessment that you will be marked and graded on. You will be marked on the quality and accuracy of your practical performance and the written work you produce. It is therefore important that you carry your work out to the highest standard you can. How well you know and understand the subject, and how you have used your knowledge and skills together to complete the tasks must be clear to the marker. This means you will have to explain your thinking and the reasons behind the way you have carried out the tasks and how/why you have made your decisions within your written work eg as part of your planning, reflections, or evaluations.

Plagiarism

This is an assessment of your abilities, so the work must be all your own work and carried out under the conditions stated. You will be asked to sign a declaration that you have not had any help with the assessment.

Your tutor is allowed to give you some help understanding the assignment instructions if necessary, but they will record any other guidance you need and this will be taken into account during marking.

Plagiarism is the failure to acknowledge sources properly and/or the submission of another person's work as if it were your own. Plagiarism is not allowed in this assignment.

Where research is allowed, your tutor must be able to identify which work you have done yourself, and what you have found from other sources. It is therefore important to make sure you acknowledge all sources and clearly reference any information taken from them.

Timings and planning

Where you have to plan your time, you should take care to make sure you have divided the time available between tasks appropriately. In some assignments, there are specified timings which cannot be changed and which need to be taken into account. You should check your plan is appropriate with your tutor.

If you have a good reason for needing more time, you will need to explain the reasons to your tutor and agree a new deadline date. Changes to dates will be at the discretion of the tutor, and they may not mark work that is handed in after the agreed deadlines.

Health and Safety

You must always work safely, in particular while you are carrying out practical tasks.

You must always follow any relevant Health and Safety regulations and codes of practice.

If your tutor sees you working in a way that is unsafe for yourself or others, they will ask you to stop immediately, and tell you why. Your tutor will not be able to continue the assessment until they are sure you are ready for assessment and can work safely.

Presentation of work

Presentation of work must be neat, legible and appropriate to the task.

You should make sure that each piece of evidence including any forms are clearly labelled with your name and the assignment reference.

All electronic files must be given a clear file name that allows your tutor to identify it as your work.

Written work eg reports may be word processed or hand written unless stated otherwise.

All sketches and drawings should be neat and tidy, to scale and annotated.

Calculations should be set out clearly, with all working shown, as well as any assumptions made. You should use appropriate units at all times, and answers must be expressed to a degree of accuracy, consistent with the requirements of the task.

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Assignment Brief

You are attending an interview for a role as a make-up artist and you have been asked to perform a trade test in order to show case a variety of skills. You will have to create a 1920s themed hair and make-up total look. In addition, you are also required to create a mythical creature themed face paint and/or body paint covering **two** of the following areas: full face and neck, front chest and torso, full back, and full arms.

You will need to research historical influences of the 1920s as well as research into the body painting for the mythical creatures in order to support a range of ideas to present in your interview.

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Tasks

Task 1

In preparation for the creation of the looks, you are required to:

- Write up your research findings, including references and budget, and annotate design plans to include the use of products and techniques.
- **One** mood board for the 1920s hair and make-up look.
- **One** mood board for the mythical creature themed body painting.

Conditions of assessment:

- Your mood board **must** be completed working alone under supervised conditions.
- You will have access to your research materials when completing your mood board.

What you must produce for marking:

- Word processed document to include research with evidence of referencing and budgeting.
- Completed mood board for **two** designs including hair, make-up and body art.

Task 2

Using your mood board created in Task 1, prepare the working area and yourself ready for the creation of **each** of the following:

Look 1:

1920s themed hair and make-up.

Look 2:

Mythical creature face and/or body paint.

- Any **two** of the following areas to be covered:
 1. full face and neck
 2. front chest and torso
 3. full back
 4. full arms.
- Techniques, minimum of **three** body art techniques of your choice.

Conditions of assessment:

- Your created looks **must** be completed working alone under supervised conditions.
- You will have access to your completed mood board to create your looks.

What you must produce for marking:

- Clearly labelled photographic evidence which should **not** be edited or have filters applied:
 - **A maximum of 10** images for **each** look created which **must** capture the following:
 - Full body shot (anterior/front).
 - Full body shot (posterior/back).
 - Head shot/close up to show precision of:
 - make-up techniques used
 - hair techniques used
 - body painting techniques used.

You **must** consider the lighting and background when collecting photographic evidence, i.e. dark hair against a dark background that does **not** show the required detail is **not** acceptable.

Clothing and/or props that complement the make-up and hairstyles **should** be used to complete the looks.

Additional evidence of your performance that must be captured for marking:

- Your Tutor's notes of your working practice, products, materials and techniques used as well as responses to any oral questions.

Task 3

You are required to evaluate **each** of the looks created. Your evaluation **must** include the areas you feel you have excelled in and the areas in need of improvement or change.

Conditions of assessment:

- Your evaluation **must** be carried out alone under supervised conditions.

What you must produce for marking:

- Word processed evaluation document for **each** look created.

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Task instructions for centres

Resources

Candidates must have access to a suitable range of resources to carry out the tasks and, where appropriate, to have the opportunity to choose materials demonstrating the ability to select from a range of appropriate materials.

Candidates should be provided with suitable materials and access to resources for researching and producing their design and a range of suitable products, equipment and materials for the implementation of their design.

Candidates will need access to high quality photographic equipment (ie smartphone SLR digital camera) for creating evidence for their final looks.

Models

Candidates are responsible for sourcing their own models. The models can be known to the candidate and they can be peers, friends or relatives. Candidates may have previously worked on the models prior to the assessment, however Tutors should try to minimise opportunities for the candidate to repeatedly practise the exact assessment requirements on the model they will use for assessment as much as possible.

Candidates should give consideration to their design ideas within the mood board with regard to how achievable this is with the model they will be using in Task 2 (ie hair type/length).

Task specific guidance

Task 1

Candidates are required to carry out independent research and planning ideas prior to supervised assessment. **Research must be submitted to the Tutor for approval before candidates can begin task 1.** Candidates are encouraged to carry out both primary and secondary research. This is to ensure that research collated by candidates is appropriate for Task 1. Referencing must be evidenced through a bibliography.

Tutor's feedback on the research should point out any issues with the research carried out (e.g. plagiarism) but should not provide solutions to these issues or provide any guidance on the content to include. Any feedback given should be recorded in the Tutor's marking notes. Please refer to the section '*Guidance and feedback*' below for more information. Once research is deemed to be appropriate for Task 1, the Tutor **must** ensure this is retained by the Tutor until the scheduled supervised assessment date(s).

For each scheduled assessments, the candidate will collate all of their research materials and produce a research document with referencing and budgeting. Candidates will then create their mood board. The completed mood board should include:

- Face chart
- Hair plan/chart
- Textures and materials to showcase creativity
- Techniques and products to be used
- Annotations.

The centres must **not** use centre consultation forms/treatment plans. However, it is necessary to provide evidence of that health and safety, aftercare advice and promotion of products and services in the candidates' written work or tutors need to ensure that this is clearly evidenced on the practical observation forms.

The completion of Task 1 (research and referencing, budget, mood board) in supervised conditions should be scheduled separately from Task 2 (creation of each look). It is recommended that a **maximum** of **one** week is given between candidates completing Task 1 (research and referencing, budget and mood board) and Task 2 (creation of each look).

Tutors **must** ensure that the mood board is completed in a format that is easily uploaded as a single electronic file for moderation. It must be of a size and format that can be easily scanned in for uploading so that all aspects including images, annotations, references and any writing or notes can be seen/read easily. Additional photos of close ups of the mood board may need to be taken where writing is present.

Task 2

Candidates must **not** carry out Task 2 until Task 1 is completed. Tutors **must** return mood boards collected at the end of Task 1 to candidates at the beginning of assessment for **each** look.

The creation of **each** look can be carried out on a separate scheduled assessment days taking no longer than 2 days in total. The scheduled assessment days are not required to be back-to-back but **must** be completed a **maximum** of one week after Task 1 is completed.

Candidates **must** produce **one** look based on the 1920s hair and make-up theme as well as **one** face and/or body paint application based on the mythical creature theme specified in the brief.

Look 1:

Padding, ornamentation and clip in hair wigs can be used as part of Task 2 Look 1 1920s inspired hair and make-up. If they are used, they cannot be prepared during Task 1, and all the preparation must be carried out within the allocated time for Task 2. The focus of the assessment is around demonstrating hair and make-up techniques so centres should make sure that the use of these does not restrict or prohibit the candidates' opportunities to demonstrate hair techniques appropriate to their look and in turn accessing the full range of marks.

Look 2:

Candidates can choose to include hair techniques to complete the overall look, it is not a requirement for this look and therefore if included should not be the focus of this task. Any hair techniques that are included in the design for Look 2 should not be to the detriment of showcasing the candidates' body paint skills.

Clothing should be used to maintain modesty, however should not impact the body painting. Nipple covers can be used if candidates wish to do so at level 2. When marking, judgement should only be made evidence that meets the requirements of the task, if candidates use skills or techniques that go beyond the task requirements and are considered to be more a level 3 requirement, i.e. prosthetic pieces and airbrush techniques, these skills should not form part of the judgement of the mark. Centres should ensure that any candidate going beyond the task requirement, do not hinder their opportunity to demonstrate the skill set required at level 2 or meet the requirements of the brief.

Tutors should **not** assess more than **six** candidates during any one scheduled assessment day to ensure that detailed and accurate observations notes are taken for **each** candidate as well as allowing for oral questioning and responses to take place and be accurately recorded for **each** candidate on practical observation forms.

Task 2 – Photographic evidence

Upon completing **each** look, candidates **must** take photographs as evidence which **must** cover the following:

- Full body shot (anterior/front).
- Full body shot (posterior/back).
- Head shot/close up to show precision of:
 - make-up techniques used
 - hair techniques used
 - body painting techniques used.

Candidates **must** consider the background and lighting when taking photographs to ensure the detail of the photographs can be clearly seen.

Tutors are responsible for ensuring that all photographic evidence produced by candidates accurately reflects the Tutor's comments made during the observation. The Tutor should clarify any aspects which have **not** been captured clearly by reinforcing this with candidates or taking further photographic evidence themselves.

Task 3

Candidates **must not** carry out Task 3 until Task 2 is completed. However, Tutors can choose to allow candidates time to carry out the evaluation of **each** finished look immediately after the completion of **each** look (ie 30 minutes each) or Tutors can choose to combine this time and run it as a separate supervised assessment after the completion of **both** looks.

On completion of the creation of looks, candidates will evaluate their looks by highlighting strengths and weaknesses and suggesting areas for improvement across all tasks.

Time

The following timings are provided to support centre planning.

It is recommended that candidates are given the assignment brief and tasks **three weeks** prior to the first scheduled assessment date to allow time for research.

Total - 14 hours (supervised)

The recommended time allocated for the completion of the tasks and production of evidence for this assessment is **fourteen** hours.

The time can be broken down as follows:

Task 1 - 7 hours (recommended)

Design and planning - For this task candidates are expected to spend a **minimum** of **4 hours** researching independently and a **recommended 7 hours** writing up their research, budget and creating their mood boards in supervised conditions. This time can be split up to allow for centre timetabling but the Tutor **must** ensure that any work produced by candidates are retained and stored securely between sessions.

- Where there is more than one scheduled assessment, for **each** of the scheduled assessment dates, Tutors **must** collect all work from candidates at the end of each supervised session, store them securely and return them to candidates at the beginning of the next one.

- The completion of Task 1 (collating research, write up budget and creating mood boards) in supervised conditions should be scheduled separately from Task 2 (creation of each look). It is recommended that a **maximum** of **one** week is given between candidates completing Task 1 (collating research, write up budget and creating mood boards) and Task 2 (creation of each look).

Task 2 – 6 hours (maximum)

- Creation of looks:
 - 1920s hair and make-up: 3 hours
 - Mythical creature face and/or body paint: 3 hours.
- The creation of **each** look **must** be carried on a separate scheduled assessment day. The scheduled assessment days are **not** required to be back-to-back but it is recommended that no more than two weeks is left between the completion of Task 2.

Task 3 – 1 hour (recommended)

- Evaluation tasks - It is recommended that candidates will spend **30 minutes** evaluating **each** look created.

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Centre guidance

Guidance provided in this document supports the administration of this assignment. The following documents, available on the City & Guilds website, provide essential generic guidance for centres delivering Technical qualifications and **must** be referred to alongside this guidance:

- **Technical qualifications – marking**
- **Technical qualifications – moderation** (updated annually)
- **Technical qualifications – teaching, learning and assessment**

This synoptic assessment is designed to require the candidate to make use of their knowledge, understanding and skills they have built up over the course of their learning to tackle problems/tasks/challenges.

This approach to assessment emphasises to candidates the importance and applicability of the full range of their learning to practice in their industry area, and supports them in learning to take responsibility for transferring their knowledge, understanding and skills to the practical situation, fostering independence, autonomy and confidence.

Candidates are provided with an assignment brief. They then have to draw on their knowledge and skills and independently select the correct processes, skills, materials, and approaches to take to provide the evidence specified by the brief.

During the learning programme, it is expected that tutors will have taken the opportunity to set shorter, formative tasks that allow candidates to be supported to independently use the learning they have so far covered, drawing this together in a similar way, so they are familiar with the format, conditions and expectations of the synoptic assessment.

Candidates should be made aware during learning what the Assessment Objectives are and how they are implemented in marking the assignment, so they will understand the level of performance that will achieve them high marks.

Candidates should not be entered for the assessment until the end of the course of learning for the qualification so they are in a position to complete the assignment successfully.

Health and safety

Candidates should not be entered for assessment without being clear of the importance of working safely, and practice of doing so. The tutor must immediately stop an assessment if a candidate works unsafely. At the discretion of the tutor, depending on the severity of the incident, the candidate may be given a warning. If they continue to work unsafely however, their assessment must be ended and they must retake the assessment at a later date.

Compliance with timings

The timings provided are estimates to support centre planning. They refer to assessment time, not any additional setting up the centre needs to carry out to create an appropriate assessment environment.

It is the centre's responsibility to plan sufficient assessment sessions, under the appropriate conditions, within the assignment window, to allow candidates reasonable time to complete the assessment tasks.

Where candidates are required to plan their work they should have their plans confirmed for appropriateness in relation to the time allocated for each task.

Candidates should be allowed sufficient time to fully demonstrate the range of their skills, however this also needs to be reasonable and practicable. Candidates should be allowed to overrun their planned timings or professional service times (where they exist) in order for evidence of a range of their skills to be captured. If however, the time required exceeds reasonably set assessment periods, or the tolerance suggested for professional service times, the centre may stop the assessment and

base the marking on the evidence up to that point, including the tutor's notes of how far over time the task has taken.

Observation evidence

Where the tutor is required to carry out observation of performance, detailed, descriptive notes must be recorded on the practical observation (PO) form provided. The centre has the flexibility to adapt the form, to suit local requirements (eg to use tablet, hand-written formats, or to ease local administration) as long as this does not change or restrict the type of evidence collected.

The number of candidates a tutor will be able to observe at one time will vary depending on:

- the complexity of evidence collection for the task
- local conditions eg layout of the assessment environment,
- amount of additional support available (eg to capture image/ video evidence, staggered starts etc,
- whether there are any peak times where there is a lot of evidence to collect that will need additional support or any that are quieter.

It is advisable to trial the planned arrangements where possible during formative assessment, reviewing the quality of evidence captured and manageability. It is expected that for straight forward observations, (and unless otherwise specified) no more than eight candidates will be observed by a single tutor at one time, and the number will usually be fewer than this maximum. The key factor to consider is the logistics of collecting sufficient evidence.

As far as possible, candidates should not be distracted, or their performance affected by the process of observation and evidence collection.

Observation notes form part of the candidate's evidence and must describe **how well** the activity has been carried out, rather than stating the steps/actions the candidate has taken. The notes must be very descriptive and focus on the **quality** of the performance in such a way that comparisons between performances can be made. They must provide sufficient, appropriate evidence that can be used by the marker (and moderator) to mark the performance using the marking grid.

Identifying **what it is** about the performances that is **different** between candidates can clarify the qualities that are important to record. Each candidate is likely to carry out the same steps, so a checklist of this information would not help differentiate between them. However qualitative comments on **how well** they do it, and quantitative records of accuracy and tolerances would.

The tutor should refer to the marking grid to ensure appropriate aspects of performance are recorded. These notes will be used for marking and moderation purposes and so must be **detailed, accurate** and **differentiating**.

Tutors should ensure that any required additional supporting evidence including eg photographs or video can be easily matched to the correct candidate, are clear, well-lit and showing the **areas of particular interest** in **sufficient detail** and **clarity** for assessment (ie taken at appropriate points in production showing accuracy of measurements where appropriate).

If candidates are required to work as a team, each candidate's contribution must be noted separately. The tutor may intervene if any individual candidate's contribution is unclear or to ensure fair access (see below).

The **Technical qualifications guides on marking and moderation** are essential guidance documents and are available on the City & Guilds website. These provide further information on preparing for assessment, evidence gathering, standardisation, marking and moderation, and must be referred to when planning and carrying out assessment.

Video evidence in Technical qualifications

The assessment materials for each synoptic assignment identify the minimum candidate and tutor evidence requirements to support marking and moderation. Where ephemeral evidence (e.g. areas of candidate performance that may be hard to capture with photographs and tutor notes alone) plays

a significant part of the synoptic practical assessment, some centres may record video evidence of candidates undertaking practical assessments. They may then elect to submit this as supporting evidence.

If this is the case then the video evidence must meet these minimum requirements, in order to be considered by moderators:

- As per the guidance in section 2.3.2 of *The Marking and Moderation Guide for Centres*, tutors must ensure that this evidence can be easily matched to the correct candidate and task. It is clearly shot, well-lit and shows the areas of particular interest in sufficient detail and clarity for assessment (i.e. filmed at appropriate points in production, showing accuracy of measurements where appropriate).
- The qualitative written evidence provided by tutors must
 - clearly identify the parts of the video that are being referred to, when used as supporting evidence. Using a timecode for this is recommended.
 - include their judgement on the performance being demonstrated
- Section 6.5 of the *Centre Manual* also contains general information about the requirements for video evidence submission, however for Technical Qualifications videos must be no longer than 5 minutes long.

Please note that where video evidence is unclear, or does not meet these minimum requirements, it will be disregarded by moderators.

Minimum evidence requirements for marking and moderation

The sections in the assignment:

- ***What you must produce for marking***, and
- ***Additional evidence of your performance that must be captured for marking***

list the minimum requirements of evidence to be submitted for marking and the moderation sample. Evidence produced during assessment above and beyond this may be submitted, as long as it provides useful information for marking and moderation and has been produced under appropriate conditions.

While technological methods which support the capturing or creating of evidence can be helpful, eg pinboard style websites for creating mood boards, the final evidence must be converted to a suitable format for marking and moderation which cannot be lost/ deleted or amended after the end of the assessment period (eg screen prints, pdf files). Considerations around tracking authenticity and potential loss of material hosted on such platforms during assessment is the centre's responsibility.

Where candidates have carried out some work as a group, the contribution of each candidate must be clear. It is not appropriate to submit identical information for each candidate without some way for the marker and moderator to mark the candidates individually.

Note: Combining candidates' individual pieces of evidence into single files or zip files may make evidence management during internal marking more efficient and will greatly simplify the uploading of the moderation sample.

Where the minimum requirements have **not been submitted** for the moderation sample by the final moderation deadline, or the **quality of evidence is insufficient** to make a judgement, the moderation, and therefore any subsequent adjustment, will be based on the evidence that *has* been submitted. **Where this is insufficient to provide a mark on moderation, a mark of zero may be given.**

Preparation of candidates

Candidates should be aware of which aspects of their performance (across the AOs) will give them good marks in assessment. This is best carried out through routinely pointing out good or poor performance during the learning period, and through formative assessment.

During the learning programme, direct tutor instruction in how to tackle practical tasks through modelling, support, guidance and feedback are critical. However gradual removal of this support is necessary in preparation for summative assessment. This, supported approach is **not** valid for summative assessment.

The purpose of summative assessment is to confirm the standard the candidate has reached as a result of participating in the learning process. Candidates should be encouraged to do the best they can and be made aware of the difference between these summative assessments and any formative assessments they have been subject to. Candidates may not have access to the full marking grids, as these may be misinterpreted as pass, merit distinction descriptors. Refer to the **Technical qualifications – teaching, learning and assessment** centre guidance document, available on the City & Guilds website for further information on preparing candidates for Technical qualification assessment.

Guidance on assessment conditions

The assessment conditions that are in place for this synoptic assignment are to:

- ensure the rigour of the assessment process
- provide fairness for candidates
- give confidence in the outcome.

They can be thought of as the rules that ensure that all candidates who take an assessment are being treated fairly, equally and in a manner that ensures their result reflects their true ability.

The conditions outlined below relate to this summative synoptic assignment. These do not affect any formative assessment work that takes place, although it is advised that candidates are prepared for the conditions they will need to work under during summative assessment.

The evidence for the tasks that make up this synoptic assignment must be completed under the specified conditions. This is to ensure authenticity and prevent malpractice as well as to assess and record candidate performance for assessment in the practical tasks. Any aspect that may be undertaken in unsupervised conditions is specified. It is the centre's responsibility to ensure that local administration and oversight gives the tutor sufficient confidence to be able to confirm the authenticity of the candidate's work.

Security and authentication of candidate work

Candidate evidence must be kept secure to prevent unsupervised access by the candidate or others. Where evidence is produced over a number of sessions, the tutor must ensure learners and others cannot access the evidence without supervision. This might include storing written work or artefacts in locked cupboards and collecting memory sticks of evidence produced electronically at the end of each session.

Candidates are required to sign declarations of authenticity, as is the tutor. The relevant form is included in this assignment pack and must be signed after the production of all evidence.

Where the candidate or tutor is unable to, or does not confirm authenticity through signing the declaration form, the work will not be accepted at moderation and a mark of zero will be given. If any question of authenticity arises eg at moderation, the centre may be contacted for justification of authentication.

Accessibility and fairness

Where a candidate has special requirements, tutors should refer to the *Access arrangements and reasonable adjustments* section of the City & Guilds website.

Tutors can support access where necessary by providing clarification to **any** candidate on the requirements or timings of any aspect of this synoptic assignment. Tutors should **not** provide more guidance than the candidate needs as this may impact on the candidate's grade, see the guidance and feedback section below.

All candidates must be provided with an environment, time frame and resources that allows them reasonable access to the full range of marks available.

Where candidates have worked in groups to complete one or more tasks for this synoptic assessment, the tutor must ensure that no candidate is disadvantaged as a result of the performance of any other team member. If a team member is distracting or preventing another team member from fully demonstrating their skills or knowledge, the tutor must intervene.

Guidance and feedback

To support centre file management, tutors may specify a suitable file format and referencing format for evidence (unless otherwise specified eg if file naming is an assessment point for the assignment). Guidance must only support access to the assignment and must **not** provide feedback for improvement. The level and frequency of clarification & guidance must be

- recorded fully on the candidate record form (CRF),
- taken into account along with the candidate's final evidence during marking
- made available for moderation.

Tutors **must not** provide feedback on the quality of the performance or how the quality of evidence can be improved. This would be classed as malpractice.

Tutors **should** however provide general reminders to candidates throughout the assessment period to check their work thoroughly before submitting it, and to be sure that they are happy with their final evidence as it may not be worked on further after submission.

Candidates can rework any evidence that has been produced for this synoptic assignment during the time allowed. However, this must be as a result of their own review and identification of weaknesses and not as a result of tutor feedback. Once the evidence has been submitted for assessment, no further amendments to evidence can be made.

Tutors **should** check and be aware of the candidates' plans and designs to ensure management of time and resources is appropriate, and so any allowed intervention can take place at an appropriate time.

Tutors **should** ensure that candidates' plans for completion of the tasks distribute the time available appropriately and may guide candidates on where they should be up to at any point in a general way. Any excessive time taken for any task should be recorded and should be taken into account during marking if appropriate.

It is up to the marker to decide if the guidance the candidate has required suggests they are lacking in any AO, the severity of the issue, and how to award marks on the basis of this full range of evidence. The marker must record where and how guidance has had an impact on the marks given, so this is available should queries arise at moderation or appeal.

What is, and is not, an appropriate level of guidance

- A tutor **should intervene with caution** if a candidate has taken a course of action that will result in them not being able to submit the full range of evidence for assessment. However, this should **only** take place once the tutor has prompted the candidate to check that they have covered all the requirements. Where the tutor has to be explicit as to what the issue is,

this is likely to demonstrate a lack of understanding on the part of the candidate rather than a simple error, and full details should be recorded on the CRF.

- The tutor **should not** provide guidance if the candidate is thought to be able to correct the issue without it, and a prompt would suffice. In other words, only the minimum support the candidate actually needs should be given, since the more tutor guidance provided, the less of the candidate's own performance is being demonstrated and therefore the larger the impact on the marks awarded.
- A tutor **must not** provide guidance that the candidate's work is not at the required standard or how to improve their work. In this way, candidates are given the chance to identify and correct any errors on their own, providing valid evidence of knowledge and skills that will be credited during marking.
- The tutor **must not** produce any templates, pro-formas, work logs, etc. unless instructed to in the assignment guidance. Where instructed to do so, these materials must be produced as specified and contain no additional guidance. Templates provided as part of the assignment should be used as provided, and not adapted.

All specific prompts and details of the nature of any further guidance must be recorded on the relevant form and reviewed during marking and moderation.

Guidance on marking

Please refer to the **Technical qualifications – marking, and - moderation** centre guidance documents for further information on gathering evidence suitable for marking and moderation, and on using the marking grid and forms.

The candidate record form (CRF) is used to record:

- Details of any guidance or the level of prompting the candidate has received during the assessment period.
- Rough notes bringing together relevant evidence from across tasks during marking.
- Summary justifications when holistically coming to an overall judgement of the mark.

The practical observation form (PO) is used to record:

- Descriptive information and evidence of candidate performance during an observation. Although descriptions of the quality of performance should support decisions against the AOs, the notes should follow the flow of the observation, rather than attempting to assign evidence against the AOs at this point.

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Marking grid

For any category, 0 marks may be awarded where there is no evidence of achievement.

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	AO1 Recall of knowledge relating to the qualification LOs <ul style="list-style-type: none"> Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand? How accurate is their knowledge? Are there any gaps or misunderstandings evident? How confident and secure does their knowledge seem? 	<p style="text-align: center;">(1-2 marks)</p> <p>Recall shows some weaknesses in breadth and/or accuracy. Hesitant, gaps, inaccuracy</p> <p><i>Examples of types of knowledge expected:</i> safe working practices, legislation, sources of inspiration, historical influences, content of mood boards, face charts, skin types and skin tones, hair characteristics, products, tools and equipment, adornments, application techniques, the effects of lighting on make-up.</p> <p>A narrow range or inaccurate knowledge of products, tools, equipment and techniques. Minimal use of make-up artistry terminology.</p> <p>Prompting required for some areas of safe working practices, deviations may impact on the safety of the application.</p>	<p style="text-align: center;">(3-4 marks)</p> <p>Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor. Sound, minimal gaps</p> <p>A range of knowledge of products, tools, equipment and techniques. May confuse make-up artistry terminology.</p> <p>Most safe working practices are adhered to with only minor deviations, which do not significantly impact on the application.</p>	<p style="text-align: center;">(5-6 marks)</p> <p>Consistently strong evidence of accurate and confident recall from the breadth of knowledge. Accurate, confident, complete, fluent, slick</p> <p>Confidently articulates a broad and detailed range of knowledge of products, tools, equipment and techniques. Consistently uses accurate terminology.</p> <p>All aspects of safe working practices are consistently adhered to.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	<p>AO2 Understanding of concepts theories and processes relating to the LOs</p> <ul style="list-style-type: none"> Does the candidate make connections and show causal links and explain why? How well theories and concepts are applied to new situations/the assignment? How well chosen are exemplars – how well do they illustrate the concept? 	<p>(1-2 marks)</p> <p>Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete.</p> <p>Misunderstanding, illogical connections, guessing,</p>	<p>(3-4 marks)</p> <p>Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored.</p> <p>Logical, slightly disjointed, plausible,</p>	<p>(5-6 marks)</p> <p>Consistently strong evidence of clear causal links in explanations generated by the candidate. Candidate uses concepts and theories confidently in explaining decisions taken and application to new situations.</p> <p>Logical reasoning, thoughtful decisions, causal links, justified</p>
		<p>Examples of understanding expected: Research (primary and secondary sources, referencing, selection of sources), design brief interpretation, impact of safe working practices, the impact of legislation, opportunities for selling products, aftercare advice, the influence of historical, the purpose of mood boards, face charts, budgets, planning, different skin types and tones, different skin conditions, colour correction, contouring different face shapes, impacts of the colour wheel works in the application of make-up, the effects of different products, tools and equipment, the effects of different techniques and adornments, the importance of the care of products, tools and equipment.</p>		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		<p>The candidate provides minimal or confused explanations for design ideas and decisions during application. Lack of necessary adjustments are made when faced with problems.</p> <p>Makes decisions that demonstrate little or no understanding of the effects produced by tools, equipment, products and techniques. Unable to make a clear connection between historical looks and make-up designs.</p>	<p>The candidate explains design ideas and decisions with limited supporting detail or understanding. Some necessary adjustments are made.</p> <p>Makes decisions that demonstrate some understanding of the effects produced by a limited number of tools, equipment, products and techniques. Makes a reasonable connection between historical looks and make-up designs although the range of influences may be limited.</p>	<p>The candidate fluently and accurately explains design ideas and decisions and makes suitable adjustments as necessary based on sound reasoning and technical understanding.</p> <p>Makes decisions that demonstrate a secure understanding of the effects produced by a wide range of tools, equipment, products and techniques. Fully developed and accurate connection between historical looks and make-up designs using a wide range of influences.</p>
35	<p>AO3 Application of practical/ technical skills</p> <ul style="list-style-type: none"> • How practiced/fluid does hand eye coordination and dexterity seem? • How confidently does the candidate use the breadth of practical skills open to them? • How accurately/ successfully has the candidate been able to use 	<p>(1-7 marks)</p> <p>Some evidence of familiarity with practical skills. Some awkwardness in implementation, may show frustration out of inability rather than lack of care.</p> <p>Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy.</p>	<p>(8-14 marks)</p> <p>Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature.</p> <p>Somewhat successful, some inconsistencies, fairly adept/ capable.</p>	<p>(15-21 marks)</p> <p>Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity.</p> <p>Dextrous, fluid, comes naturally, skilled, practiced,</p>
		<p>Examples of skills expected: research links, blending, contouring different face shapes, correcting different skin tones and colours, application techniques for face, eye, cheek, lips, lash, brow, hair and upper body, making adjustments and modifications, sequencing.</p>		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	skills/achieve practical outcomes?	<p>Simplistic approach to research is demonstrated using a narrow range of sources that may be irrelevant or unsuitable.</p> <p>Little evidence of evaluation of research outputs showing uncertainty of meaning or intention.</p> <p>Minimal technical skills, a narrow range of techniques are applied, often with a lack of precision and limited accuracy. Makes little attempt to make adjustments as necessary. Illogical sequencing is evident.</p> <p>Top of the band: Basic skills are executed effectively.</p>	<p>Satisfactory approach to research using a limited range of sources that are not always relevant.</p> <p>Reasonable evidence of evaluation of research showing some relevance to the design brief.</p> <p>Sound technical skills, shows evidence of some techniques, adjustments are attempted although not always effective or thorough. Methodical sequencing is generally evident.</p> <p>Top of the band: A broad range of technical skills demonstrated effectively.</p>	<p>Confident and accomplished technical skills, extensive evidence of the application of a wide range of techniques used with precision and relevance, with suitable adjustments made seamlessly. Sequencing is methodical, efficient and appropriately demonstrated throughout.</p> <p>Top of the band: Candidates continuously tailor techniques to suit requirements.</p>
30	<p>AO4 Bringing it all together - coherence of the whole subject</p> <ul style="list-style-type: none"> Does the candidate draw from the breadth of their knowledge and skills? Does the candidate remember to reflect on theory when solving practical problems? 	<p>(1-6 marks)</p> <p>Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information.</p> <p>Some random trial and error, new situations are challenging, expects guidance, narrow. Many need prompting.</p>	<p>(7-12 marks)</p> <p>Shows good application of theory to practice and new context, some inconsistencies.</p> <p>Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice</p>	<p>(13-18 marks)</p> <p>Strong evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose.</p> <p>Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	<ul style="list-style-type: none"> How well can the candidate work out solutions to new contexts/ problems on their own? 	<p>Examples of bringing it all together: Research is appropriate to the brief, designs relate to the research, model requirements taken into account, budget is correct and adhered to, final look fits with the designs using suitable props and costumes, creativity of mood boards and final looks, aftercare and promotion of products and services.</p>		

PACT ASSIGNMENT (2020) – DO NOT USE FOR LIVE PRACTICE

		<p>Designs are mimicry rather than creative. Plays it safe. No clear connection to the design brief, creativity is limited or non-existent. Design may be creative but application may be safely executed without showing the intended creativity.</p> <p>Not always able to agree final looks with models. Minimal or no links back to research during discussions. Suggestions for looks are not always based on an understanding of what will work.</p> <p>No attempt to promote products or services and provides limited information. Designs may be inappropriate for the budget, the occasion or the model's requirements. Elements of the look may be successful however the final look may be disjointed and lack a quality finish.</p> <p>Top of the band: Some attempt to show creativity in designs and mood boards. Limited use of props and costume to bring the look together.</p>	<p>Designs are sometimes underdeveloped and may lack innovation. Some experimentation may be attempted but in general conventional techniques are used. Looks are often recreated with minimal evidence of own interpretation of historical influences.</p> <p>Generally a good connection to the design brief. Some creative flair is shown in the design and application, but lacks originality in some areas.</p> <p>Final outcomes reflect most of the design ideas.</p> <p>Uses research to support the development of design ideas but need guidance. The candidate has a limited ability to influence final decisions due to a lack of confidence at expressing what will work.</p> <p>Promotes products and services on occasion and provides basic information on features and/or benefits. Designs usually fit the budget, the occasion or the model's requirements. The final look is usually successful however</p>	<p>Designs are original and demonstrate flair and innovation. Unafraid to experiment with new techniques and resources. Own interpretation of historical influences are clearly evidenced.</p> <p>Creativity is demonstrated at every stage of the process from designs to application.</p> <p>Articulates design ideas and discusses and agrees final looks with models confidently. The candidate is able to influence final decisions based on research and a sound understanding of what will work.</p> <p>Design ideas are achieved successfully.</p> <p>Skilfully promotes products and services regularly and provides clear and detailed information on both features and benefits for a range of products and services. Designs are appropriate for budget, the occasion and the model's requirements. Each element of the final look is systematically developed and authentic to the brief.</p>
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%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
			<p>there may be minor flaws that require correction.</p> <p>Top of the band: Good attempt to bring the look together with the use of props and costume and some experimentation to show creative design skills.</p>	<p>Top of the band: Excellent use of props and costume to bring the look together. Consistently shows creative flair across all aspects of design and application.</p>
15	<p>AO5 Attending to detail/ perfecting</p> <ul style="list-style-type: none"> Does the candidate routinely check on quality, finish etc and attend to imperfections/ omissions How much is accuracy a result of persistent care and attention (eg measure twice cut once)? Would you describe the candidate as a perfectionist and wholly engaged in the subject? 	<p>(1-3 marks)</p> <p>Easily distracted or lack of checking. Insufficiently concerned by poor result; little attempt to improve. Gives up too early; focus may be on completion rather than quality of outcome.</p> <p>Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated.</p>	<p>(4-6 marks)</p> <p>Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently.</p> <p>Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable.</p>	<p>(7-9 marks)</p> <p>Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction.</p> <p>Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous.</p>
<p>Examples of attending to detail: Maintaining work environment, execution of techniques, confirming model satisfaction, maintaining professional standards, tailoring advice and recommendations, modifications and adjustments, correcting errors, timings.</p>				

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%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		<p>There is limited evidence of reviewing application or monitoring the success of the design. Inaccuracies and errors are not always corrected. Candidate shows limited care for final finish or the model's satisfaction. Final outcomes are often disconnected to design ideas.</p> <p>There is limited attempt to maintain an effective and professional working environment.</p> <p>Presentation of work is poor. Communication methods, language and terminology are sometimes inappropriate. Candidate does not always attempt to communicate or build a rapport with models.</p>	<p>Candidate shows attention to detail sometimes inconsistently. There is some evidence of reviewing the success of designs although the candidate may not always correct technical faults.</p> <p>There is some attempt to modify and adjust application. Candidate shows an appropriate level of care for the final finish and the model's satisfaction.</p> <p>There is clear evidence of attempting to maintain an effective working environment.</p> <p>Communication methods, language and terminology are consistently appropriate. Candidate communicates well most of the time but may not be sensitive to different model's needs. Attempts to build rapport but not always consistently.</p>	<p>Candidate is highly focused on the application, showing care and attention to detail. There is evidence of the quality of designs being checked regularly and refined throughout. Modifications and adjustments are second nature. Minimal errors are evident and always corrected.</p> <p>Candidate shows obvious care for the final finish and continuously checks model satisfaction.</p> <p>The working environment is neat and tidy throughout.</p> <p>Communication methods, language and terminology are relevant and inventive. Candidate adapts communication style to different models and builds a rapport from the outset.</p>

PACT ASSIGNMENT