

6010-31 Level 3 Advanced Technical Diploma in Theatrical, Special Effects and Media Make- up Artistry (540)

2016/2017

Qualification Report

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Introduction

This document has been prepared by the Chief Examiner and Principal Moderator; it is designed to be used as a feedback tool for centres in order to enhance teaching and preparation for assessment. It is advised that this document is referred to when planning delivery and when preparing candidates for City & Guilds Technical assessments.

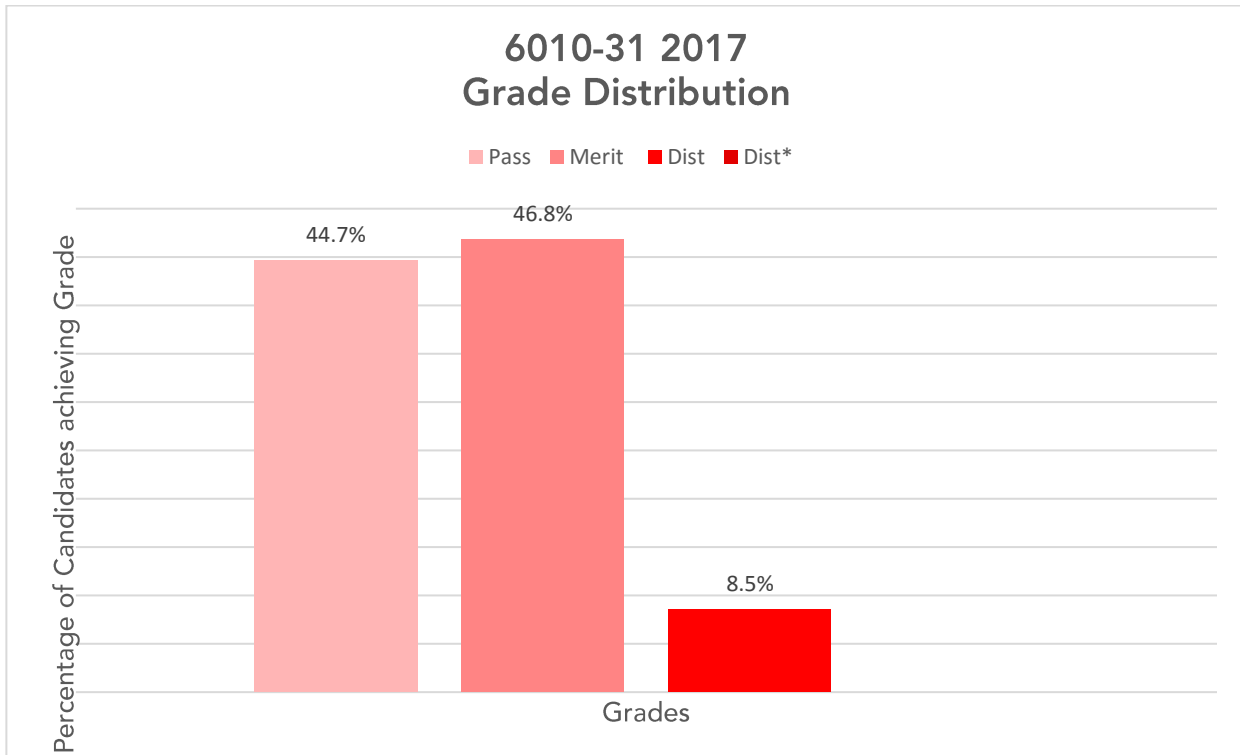
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2017 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments;

- 6010-033/533 Level 3 Theatrical, Special Effects and Media Makeup Artistry - Theory exam
 - April 2017
 - June 2017
- 6010-034 Level 3 Theatrical, Special Effects and Media Makeup Artistry - Synoptic assignment

Qualification Grade Distribution

The grade distribution for this qualification during the 2016/2017 academic year is shown below;



Please note City & Guilds will only report qualification grades for candidates who have achieved all of the required assessment components, including Employer Involvement, optional units and any other centre assessed components as indicated within the Qualification Handbook.

Theory Exam

Grade Boundaries

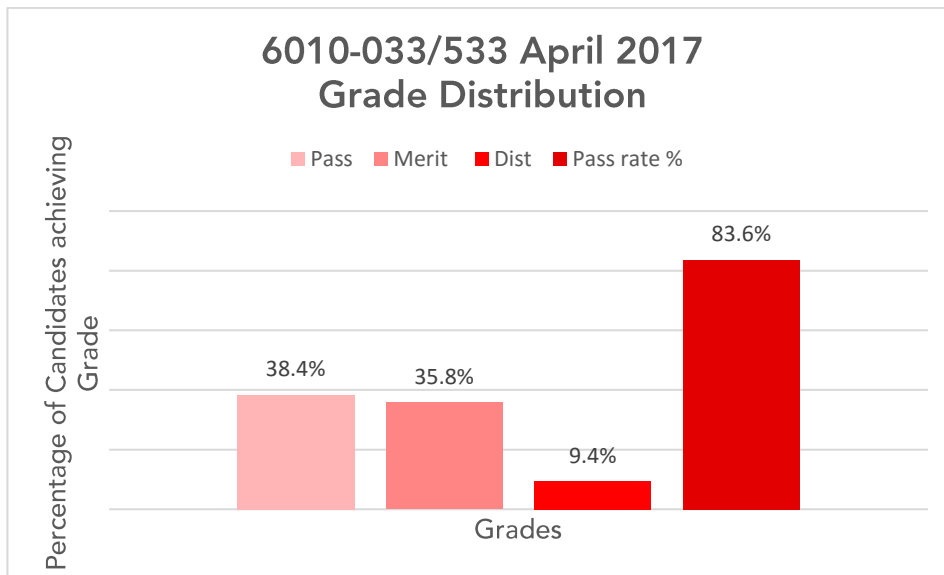
Assessment: 6010-033/533

Series: April 2017

Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

Total marks available	80
Pass mark	35
Merit mark	45
Distinction mark	55

The graph below shows the distributions of grades and pass rate for this assessment;



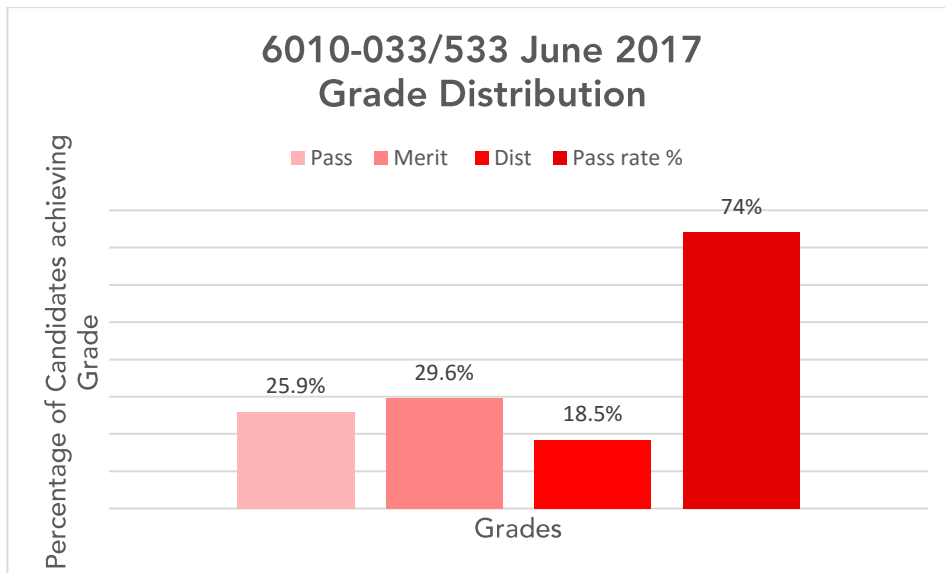
Assessment: 6010-033/533

Series: June 2017

Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

Total marks available	80
Pass mark	34
Merit mark	44
Distinction mark	54

The graph below shows the distributions of grades and pass rate for this assessment;



Chief Examiner Commentary

6010-033/533 Level 3 Theatrical, Special Effects and Media Makeup Artistry - Theory exam

Series 1 – April 2017

The overall performance from candidates was of a good standard across the paper, candidates had a clear understanding of most command verbs. Command verbs surrounding knowledge such as 'state', 'identify', and 'list' were where candidates answered with confidence and it was evident by their answers they understood what was being asked from them. The command verbs that candidates showed less confidence in answering were 'explain' and 'discuss', the answers did not have justifications, instead they either stated or gave description of actions. This indicated that candidates did not have sufficient depth to their knowledge and were unable to draw conclusions or reasons for their responses.

In most cases there was strong knowledge demonstrated across all units, in particular units 321 and 323. In unit 321 a lack of understanding was shown relating to how to manage long hair in application. Across the candidate responses there was a lack of knowledge and understanding relating to health and safety mainly regarding contraindications and a distinct lack of understanding in relation to airbrush.

Candidates demonstrated a good depth of knowledge in how the industry works with excellent links to how to prepare themselves for a body art competition and creating a postiche.

Extended response question

This question allows candidates to showcase their breadth and depth of knowledge of the qualification and apply it to the given context. Candidates were able to identify in most cases, a varied amount of indicative content. However, many responses lacked justification and details, candidates often repeated points they had already addressed instead of elaborating on the reasons for responses given. Candidates listed points but did not give recommendations or relevance to the answers and were therefore unable to access the higher marks. When candidates did look to add more detail to their answers, this would often be a description rather than an explanation, or why each action would be taken, or the effect this would have on the scenario.

Series 2 – June 2017

Candidates overall demonstrated a good breadth of knowledge within this question paper. The grades awarded overall reflect the level of understanding shown in the responses. Candidates often misinterpreted the word resources for research giving an answer that was not relevant to the question. Candidates' understanding was very limited in units 310, 323 & 324. There was a lack of justification when answering explain question. Some of this can be attributed to insufficient preparation for the exam with regard to exam technique. Candidates demonstrated minimal linking of practical to theory when answering the AO2 questions when working with airbrush or specifics around styling hair in relation to an era.

It is worth noting that the pass grade boundary was lowered when awarding the June series examination. This is due to a common theme of candidates misinterpreting the wording within one of the questions and it was felt in retrospect that the wording of the question could have been made clearer.

Extended response question

Within the extended response questions candidates were able to identify some indicative content although it was not as varied as it could have been to achieve the higher marks and the responses lacked in justification and further details. Candidates often repeated points they had already addressed instead of elaborating on the reasons for responses given. Candidates generally demonstrated strong recall of knowledge and could answer the questions with clear intention and relevance.

Synoptic Assignment

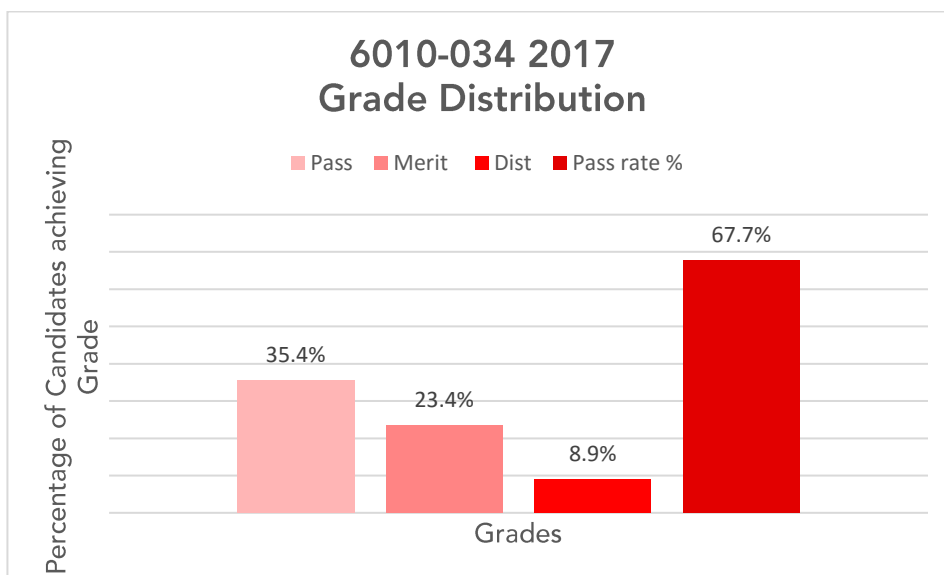
Grade Boundaries

Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

Assessment: 6010-034
Series: 2017

Total marks available	60
Pass mark	24
Merit mark	35
Distinction mark	46

The graph below shows the distributions of grades and pass rate for this assessment;



Principal Moderator Commentary

Overall the synoptic assignment was achieved and completed to an industry standard across centres. There was evidence of over-marking and allocating marks higher than the evidence produced was able to support. The type of evidence produced varied across centres the evidence was often not meaningful so added no value to the candidates' performance showing very little detail and skill.

Pictures were often very grainy or had been filtered/photo shopped. The use of filters or photo shop is to be avoided as stated in the synoptic guidance. There was a significant lack of cutting skills demonstrated with little to no evidence of before and after pictures to support that the cutting had taken place. Across most centres the attention to detail in the overall finish of looks was very basic. Candidates often missed the opportunity to gain higher marks due to not considering the full costume including props and the hair was not finished or attempted. The application of bald caps showed a lack of understanding in how to manage long hair in application and the finish was often not correctly blended and this is an area which should be improved for future assignments across all centres. The pictorial evidence was often far away or grainy making it very difficult to see any detail.

AO1 – n/a

AO2: Candidates marked higher were able to interpret the brief showing their understanding by linking the theory to practice, this was evident in their planning; they were able to layout and formulate their findings in a logical manner giving justification to their plans. In most cases the lower marked candidates were able to set out their plans in a logical order however, candidates were only able to show their understanding of the brief with limited justification to their planning showing minimal linking to practical.

AO3: The higher marked candidates were able to show a varied range of skills and in almost all cases this reflected the planned look in the candidates supporting evidence. The higher marked candidates would often fall into the higher marks for band 2 due to the practical skills being second nature but also challenging and often beyond the skills learnt in the course. This also showed that they were successful in their application techniques showing a range of skills that were effective, well-practiced and the quality of skills was consistent across the looks. The lower marked candidates were only able to show a limited range of skills that were safe but often not completed with care. These candidates had often overlooked elements of the brief in their looks produced with their skills demonstrating a lack of attention to detail which would not always reflect the supporting evidence. These candidates would often fall into the higher marks of band 1 or the lower marks of band 2.

AO4: The higher marked candidates were able to achieve marks in band 3 due to the evidence across the 3 looks and lookbook/supporting evidence being consistent and to a high standard. They were able to give a detailed and highly reflective evaluation often commenting on future practice and how they could improve. The lower marked candidates would often have practical evidence that did not reflect the lookbook/supporting evidence and this would lead to them only being able to achieve marks from band 1. The lower marked candidates would often have very brief or descriptive evaluations. The candidates' looks should each take full consideration of hair, costume and props this will enable them to access the higher marks for this AO, in turn this will also allow for improved creative skills for AO7.

AO5: Across both the higher and lower marked candidates there was varied attention to detail, often it would be minimal and potential marks were missed by all candidates. There was very little analysis of the candidates finished looks and the photographs that were uploaded as evidence. The photographs should be taken with consideration to the backdrop (ie white plain background) with no filters or photo shopping applied.

AO6: The research skills were one of the main differentiators between the lower and higher scoring candidates. The higher marked candidates set out their research logically identifying a varied range of sources both primary and secondary. The research provided demonstrated sound breadth and depth of knowledge and understanding across all topic areas. Candidates had relevant and well-chosen evidence in their lookbook/supporting evidence however, candidates often missed out on the higher marks in band 3 due to not correctly referencing or annotating their chosen images. The lower marked candidates often strayed from the aim and also didn't include reliable information in their own words. Candidates using pre planned evidence sheets were also unable to achieve the higher marks as this was too leading and didn't allow for the learner to display their research skills. Candidates should be encouraged to create their own research material or planning evidence and this should not be led by the centre, this will allow the candidate to show their skills in full. The research should be written in a word document, candidates should be encouraged to demonstrate their research skills including a range of research sources as this will, in future, enable learners to gain higher marks in this area.

AO7: There were elements of a lack of creativity across all candidates. Candidates who achieved the higher marks were often falling into the mid-range of band 2 due to the consideration of hair charts/face charts/ body charts all drawn free hand. These candidates were able to show a creative flair and flow from initial planning all the way through each practical creation. The lower

marked candidates were often falling into the higher marks for band 1, the creativity was very under developed and often the work would show little to no imagination or would be a direct copy from the internet. In addition, the planning also showed no creativity with candidates using basic face charts only. When creating moodboards/sketches/facecharts, the creativity needs to be original and evident in both the planning and the practical.

AO8 – n/a