

6010-30 Level 3 Advanced Technical Diploma in Media Make-up Artistry

2019

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.

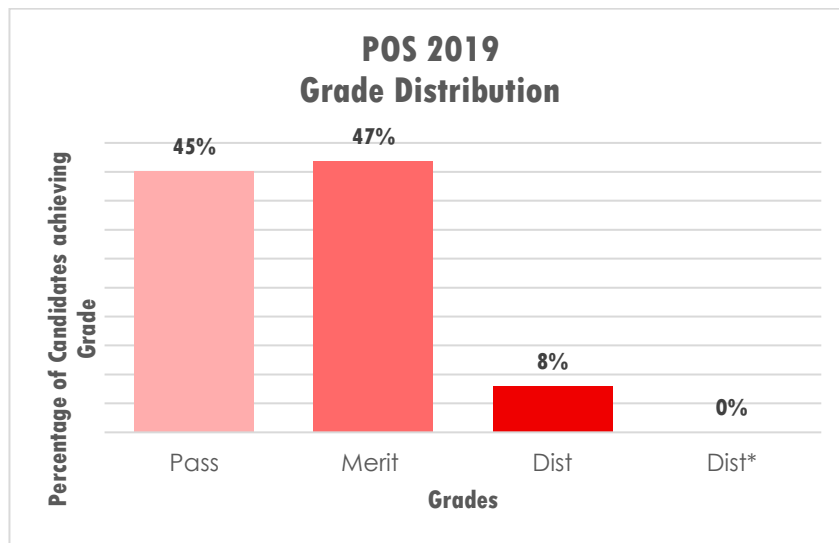
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2019 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments:

- Assessment 6010-030/530 Level 3 Media Makeup Artistry – Theory exam
 - March 2019 (Spring)
 - June 2019 (Summer)
- Assessment 6010-031 Level 3 Media Makeup Artistry – Synoptic Assignment

Qualification Grade Distribution

The approximate grade distribution for this qualification 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. The grade distribution shown above could include performance from previous years.

Theory Exam

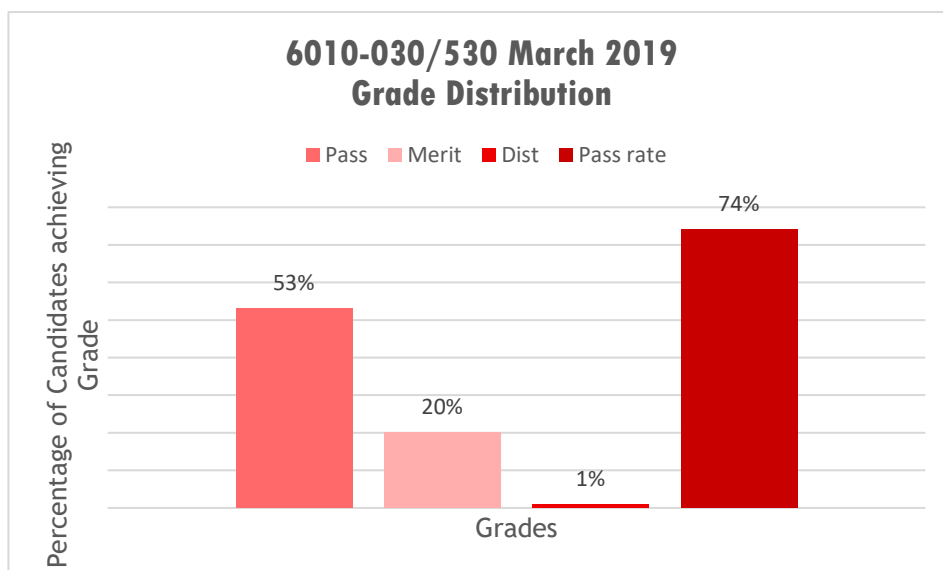
Grade Boundaries

Assessment: 6010-030/530
Series: March/2019 (Spring)

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

Total marks available	80
Pass mark	33
Merit mark	44
Distinction mark	55

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

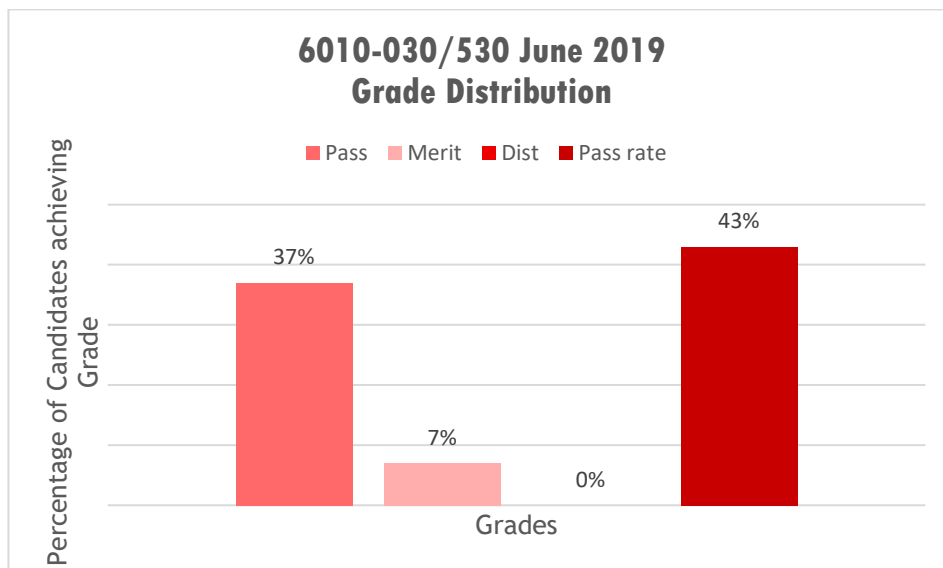


Assessment: 6010-030/530
Series: June/2019 (Summer)

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

Total marks available	80
Pass mark	33
Merit mark	44
Distinction mark	55

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



Chief Examiner Commentary

6010-030/530 Level 3 Media Makeup Artistry – Theory exam

Series 1 – March 2019

The paper included a range of questions allowing candidates to demonstrate their knowledge and understanding from across the content. Overall, candidate responses were better this year showing knowledge and understanding. However, majority of candidates struggled to provide in-depth responses or justifications to achieve the full allocated marks across the questions.

Candidates would benefit from practising exam techniques. They need to be encouraged to spend time reading the questions thoroughly and noting the command verbs before attempting their answers. In addition they should be prepared for the different types and structures of questions within the paper. Some candidates were confusing the command verbs giving full descriptions or justifications when a statement type response was required. Others struggled to get their point across and repeated the same point a number of times.

Candidates demonstrated good understanding around social media, and the environmental factors providing strong responses with justifications that demonstrated sound industry awareness. Additional areas of strength were product knowledge, and hair related questions, both areas were answered well, showing good depth of understanding.

Candidates tended to miss out on full marks around cultural influences, colour theory, lighting and the history of make-up. The historical and cultural influences are large themes that have an impact on make-up and hair today and it is recommended that centres expose the candidates to these influences through trips and specialist events.

Candidates performed reasonably well in both of the extended response questions, with well-constructed answers and some good justifications demonstrating knowledge relating to the industries.

There were better responses for question 15 showing good understanding of a photo shoot. However, some candidates concentrated on one point rather than giving an in-depth response covering all factors to consider when working on a studio photo shoot

For question 16 some candidates responded very well to this question showing understanding of the requirements for this industry. However, few candidates explained the eras such as 1940's and 1960's with incorrect reference to Audrey Hepburn. Others, repeated their response from question 15 with little reference to the factors to be considered. A number of candidates responded using bullet points and gave little explanation or justification.

When responding to these questions, candidates should consider the role they would have as a make-up artist based on the scenario. Responses should include a wide range of considerations and address the key points from the scenario with clear justifications to demonstrate their knowledge and understanding from across the content.

Series 2 - June 2019

The paper included a range of questions allowing candidates to demonstrate their knowledge and understanding from across the content. Candidates' performance varied across the paper which was reflected in most questions. Most candidates were able to identify/recall answers but some candidates were unable to give clear explanations to the questions so unable to achieve full marks.

Candidates would benefit from practicing exam techniques. They need to be encouraged to spend time reading the questions thoroughly and noting the command verbs before attempting their answers. Most candidates responded to the command verbs, e.g. state, list but some candidates were still giving full descriptions or justifications where one-word answers were required.

Candidates demonstrated good understanding of questions based around production demands, facial contouring, application techniques, requirements of becoming a freelance make-up artist, and hair products, tools and equipment. Higher scoring candidates were able to give clear responses and justifications showing a strong understanding of the industry.

Candidates tended to miss out on marks in this paper due to a lack of knowledge and understanding in areas such as social and cultural influences, colour theory and correction. Candidates were unable to recall correctly historical influences such as make-up and hair trends, styles and products relating to the specific eras. Centres should be mindful that historical and cultural influences impact on today's society and candidates should be exposed to these, and they should form part of the delivery of this qualification.

Candidates performed much better across both extended response questions compared to the spring paper, but they still need to read the scenarios carefully to include a wide range of considerations in order to be able to demonstrate their knowledge and understanding from across the content. In most cases the candidates were able to recall and demonstrate a basic knowledge for both scenarios, these were well presented in paragraphs rather than lists but there was a lack of justification and discussion.

Both questions were answered well but marks were missed as most candidates provided brief explanations in first extended response question which were not well supported or justified and were lists of what to consider for a commercial shoot. Moreover, some candidates misread the second extended response question, and their answers related to working on London Fashion Week rather than applying to work on London Fashion Week. Higher scoring candidates answered this question well recalling a coherent plan of how to apply to work on London Fashion Week.

Most candidates achieved top of band 1 with higher scoring candidates achieving band 2. For band 3 to be achieved, candidates needed to cover a wider range of indicative content, addressing these in-depth, including more obscure influencing factors, as this needs to be explained fully, supported and justified.

Synoptic Assignment

Grade Boundaries

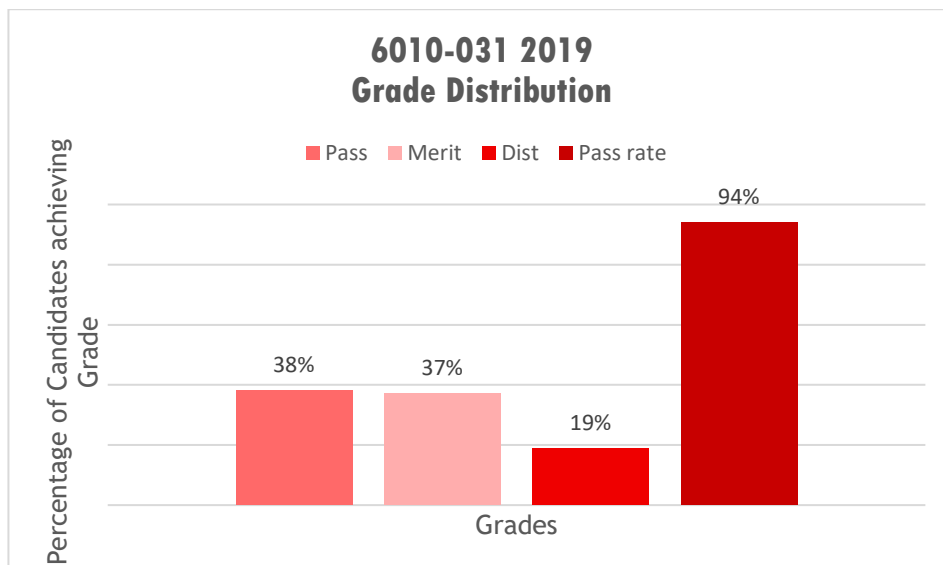
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

Assessment: 6010-031

Series: 2019

Total marks available	60
Pass mark	22
Merit mark	34
Distinction mark	46

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



Principal Moderator Commentary

The assignment brief allowed candidates to show knowledge and skills needed to meet the design objective. The synoptic assignment was completed well showing clear evidence of planning. There were some excellent creative hair and make-up designs carried out for the Modern Ancient Egyptian this year, but many candidates still playing safe and sometimes just replicating what they had completed for the historical look.

There was a difference in the level of skill shown across the centres some producing high level of creative hair and make-up, where some skills shown were basic and lacked creativity and in some no attempt to complete hair for body art.

Marks were also missed as there was a lack of attention to detail with the overall finish of the looks, some only using costume and props for one look rather than all 3 compared to some candidates that were producing and making their own props and costume to fit all 3 looks.

Photographic evidence was still inconsistent across all centres some very grainy, poor quality photographs, which had not been saved as a PDF so moved when the moderator tried to zoom in to see the finer detail of the candidates' work.

The candidates' evidence was in most cases set out and uploaded in a logical sequence, but evidence is still not clearly named or annotated.

AO1

This year the recall of knowledge for most centres was generally accurate, candidates recorded a range of products tools and equipment providing clearly the reasons for their choice to meet their design plans and were able to recall correctly appropriate health and safety practise to adhere to with some awareness of legislation. Most centres were able to achieve band 2 and some band 3. The few candidates falling in band 1 still showed some knowledge but this lacked the depth to support the design plans.

AO2

Across most centres the candidates were able to achieve band 2 and band 3 with good written explanations of the design ideas, supported verbally by markers clearly annotating the questions asked and the responses of the candidates on the practical observation forms. Some lower scoring candidates scored well in AO1, but for AO2, were unable to justify, had limited or no explanation of the interpretation of the brief and there was no explanations of their design ideas, with no detail of adjustments made. Also, some candidates had missing information such as costs, timescales and colour theory.

AO3

The level of skill varied across the centres with some centres showing a wide variety of skill for both hair and make-up, these skills were consistently demonstrated to a high level across all 3 looks enabling the candidates to achieve high band 2 or band 3. The evaluation for these higher scoring candidates was detailed with descriptions of what went well not only for the hair and make-up skills used, but also for the research carried out and the relevance of the design brief, clearly describing where they could improve if they were to reproduce these looks again. For the lower scoring candidates there was a lack of variety in the make-up skill, they used some recreating the historical look as the modern look. Lower scoring candidates again showed very limited hair skill and missed the opportunity to create a hair style for the body art look. For this historical era some centres used wigs, however if wigs are used for any look, they should not restrict or prohibit the candidates' opportunity to demonstrate the necessary skills and techniques. In some cases, the lower scoring candidates' looks did not reflect the design plan and the evaluation was a step by step of what had occurred rather than a reflection of the candidate's performance.

AO4

The higher scoring candidates had good detailed research, the modern looks were created with influences from a variety of sources such as catwalk shows, designers and music videos with strong connections to the design brief. The designs demonstrated were innovative with candidates designing and creating their own costume and props to meet their planned ideas successfully meeting the brief. The lower scoring candidates omitted to use costume or props to support some of their 3 looks, the designs lack originality and creative flair and some using the same or similar skills for both historical and modern looks with missed opportunities for marks, with the omission of evidence in the research, the final looks had successful elements but were disjointed and did not reflect the final looks planned.

AO5

Attention to detail was demonstrated successfully by the higher scoring candidates through not only their completed looks but the creativity of the designs, look books, sketches and the presentation of the work on the moderation portal. The lower scoring candidates showed some attention to detail but this was somewhat unsuccessful and some candidates omitted to upload the look books and designs were limited and lacking in quality or finesse.

Best practise for centres

- Centres must ensure that the quality of photographic evidence is of a high standard only one image per page and saved as a PDF so that the images do not move when zooming in to see the finer detail of the candidates' work. It is the responsibility of the Tutor to ensure the photographic criteria has been met.
- Task 1 should show a variety of research relating to the brief with clear explanations of choice and justification for the choices made. The budget and time plan should be calculated, but this should be realistic and not just a list of what products cost or a statement of how much time candidates have been given to complete the looks.
- The candidates must show a variety of skill across all 3 looks not only make-up but hair skill as well. The modern look should not be a repeat of the historical look and full-face and body art must be completed shorts and T-shirts is not acceptable as costume for the model.
- Costume and props must be included in all 3 looks and full-length photographic evidence to evidence this.
- Evaluation should not be a step by step of what took place. An evaluation is a judgement of the performance of each look including the research.
- Questions asked must be recorded to provide further evidence of candidates understanding - simply stating that this has taken place adds no value.