

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

2022

Qualification Report

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Foreword

Results August 2022

As you will likely be aware, Ofqual has announced that grading for General Qualifications this summer will be more generous than prior to the pandemic. This is partly due to managing the impact of disruption and learning loss on learner performance and also managing fairness between learners in different years who had different methods of determining their grades. Therefore, for A levels and GCSEs, grading will seek a midway position between 2019 and 2021, meaning, in general, results will be somewhat higher than prior to the pandemic. This year, 2022, is a transitional year and outcomes and standards will likely return to pre-pandemic levels in 2023.

Similarly, for Vocational and Technical Qualifications (VTQs), this summer will be a transitional year and Ofqual has now been clear that for VTQs “we should expect that this summer’s results will look different, despite exams and assessments taking a big step towards normality.” Ofqual has published a blog [What’s behind this summer’s VTQ results.](#)

In acknowledgement of the disruption to learning and to support fairness for all learners certificating this summer (some of whom will be competing against learners taking General Qualifications for the same progression and higher education opportunities), we will be taking loss of learning into consideration, whilst still acknowledging the need to uphold the validity of the qualifications. On this basis, we have made the decision to apply a form of ‘safety net’ through some additional ‘generosity’ to both the theory examinations and synoptic assignments within our Technical Qualifications wherever appropriate, (noting that it may not be appropriate to apply where there is a clear impact on knowledge and skills to practice, particularly health and safety requirements or other relevant legislation). We are therefore also reviewing candidate work a few marks below (equivalent to 5% of maximum marks) the Pass and Distinction notional boundaries – the boundaries used during the awarding process as the best representation of maintaining the performance standard from 2019.

The reason for lowering boundaries, where appropriate, by 5% of the maximum marks available, is that it is broadly commensurate with the level of generosity learners are likely to see in General Qualifications at level 2 and level 3. Providing that senior examiners can support the quality of learners’ work seen below the notional boundaries and agree it is sufficient to maintain the integrity, meaning and credibility of the qualifications, the grade boundaries will be lowered across the full set of grades – e.g Pass, Merit, Distinction and Distinction Star.

Given the circumstances, this is the best approach to take into account the disruption to teaching and learning across every learner in a fair and transparent way, and at the same time maintain the integrity and meaning of qualifications. This approach helps to level our Technical Qualifications awarding approach with that adopted for General Qualifications and other qualifications awarded in England and in the wider UK.

Spring examination series 2022

Having taken this decision, we are also mindful of learners who have taken components in **Spring 2022** and believe they should also have access to the same level of generosity. For these learners, we wish to adopt a similar approach. Therefore, for learners taking Technical Qualification assessments in spring there will be similar generosity, through the addition of 5% of the maximum mark available for the assessment. It is a different mechanism to that we are using for the summer assessments but provides the same level of generosity to those learners taking assessments in the summer.

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.

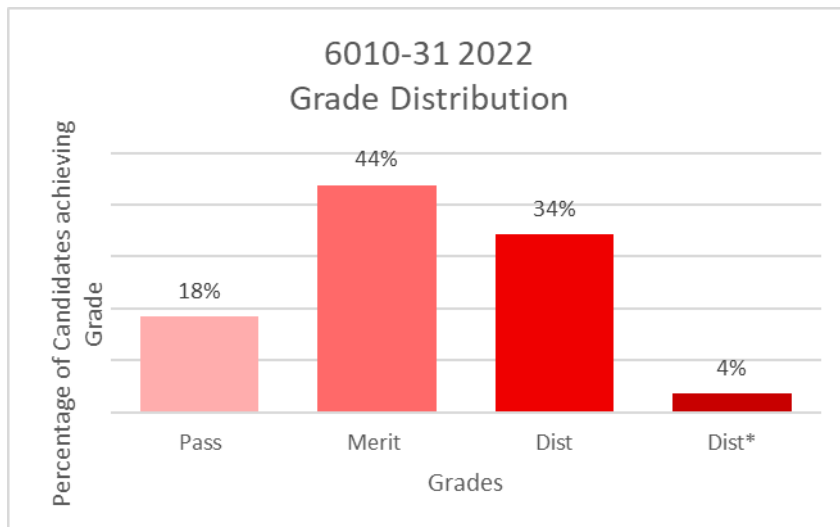
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2022 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
 - March 2022 (Spring)
 - June 2022 (Summer)
- 6010-034 Level 3 Theatrical, Special Effects and Media Makeup Artistry - Synoptic assignment

Qualification Grade Distribution

The approximate grade distribution for this qualification is shown below:



This data is based on the distribution as of 16th August 2022.

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

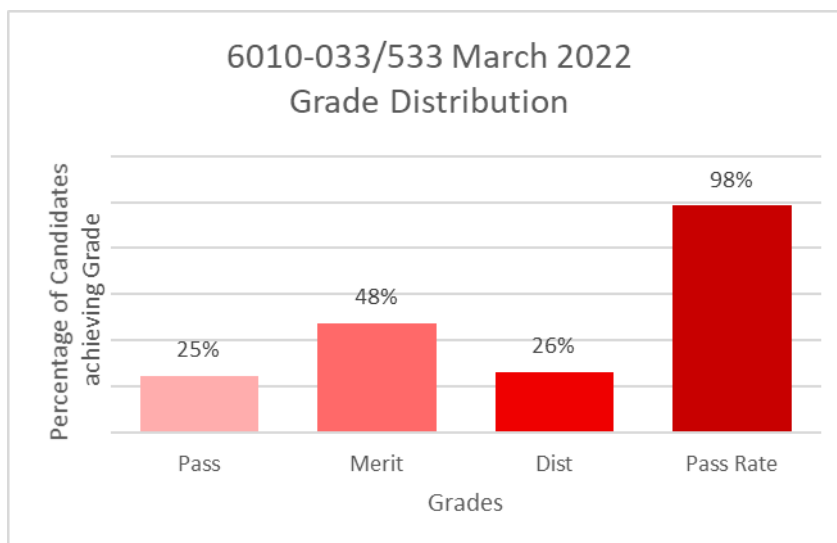
Assessment: **6010-033/533**
Series: **March/2022 (Spring)**

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

Total marks available	80
Pass mark	35
Merit mark	46
Distinction mark	57

The generosity applied to the summer assessments will also retrospectively be applied to candidates who achieved their best result in spring. 5% of the base mark of the assessment will be added to their score rather than applied to boundaries.

The graph below shows the approximate distributions of grades and pass rate for this assessment, it does not account for any marks that have been amended due to generosity:

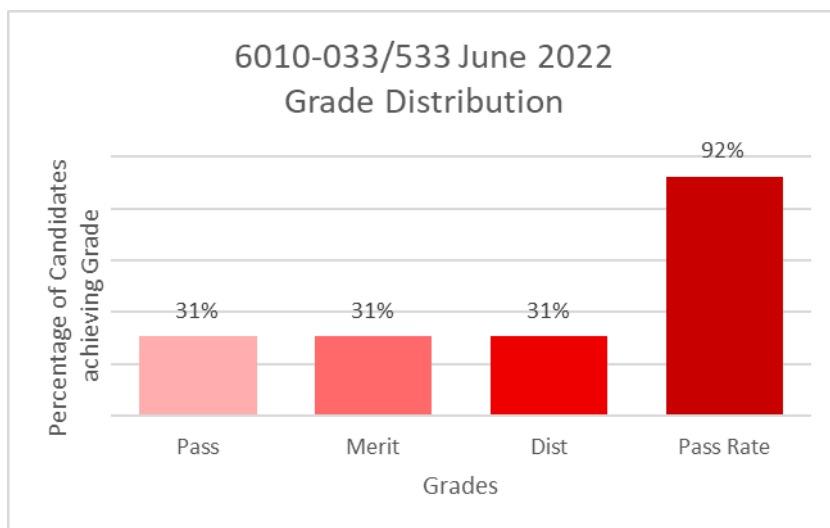


Assessment: **6010-033/533**
Series: **June/2022 (Summer)**

Below identifies the final grade boundaries for this assessment,

Total marks available	80
Pass mark	31
Merit mark	42
Distinction mark	53

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



Chief Examiner Commentary

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

Series 1 – March 2022

Candidates' overall performance in the paper was in line with previous years. The candidates who were successful in the examination showed breadth and depth of knowledge across the qualification. Their responses showed an understanding of problem solving and the teamwork required on a production.

Across most responses and throughout the paper candidates displayed varied breadth in knowledge and depth of understanding in a wide range of topics. Most candidates demonstrated a good recall of knowledge in special effects make-up and cutting and styling techniques for performers. Higher scoring candidates provided justifications to support their knowledge and showed a full understanding of the topics and the industry.

Some candidates demonstrated weakness in their breadth of knowledge and understanding of body art competitions in particular the products required to create 3D effects and how to maintain a model's modesty. Some candidates misinterpreted questions and provided responses which did not answer the question; where candidates had to evaluate a hair cutting service to meet the design brief, many interpreted this as a hair consultation.

Candidates' responses to the first extended response question demonstrated a wide range of the indicative content and strong justifications. In a small number of cases there was a lack of knowledge shown for working in film and for the industry as a whole. There were some examples of candidates showing understanding of an employed status and other who did not explore this.

The second extended response question was not answered as in depth as the first one. In some cases a wide range of the indicative content was explored by the candidates with good justifications showing breadth and depth of knowledge and understanding across the qualification. There was minimal justification of the job role of a head makeup artist in a large by a large number of candidates. As in the previous extended response question in a small number of cases there was lack of knowledge of working in TV and the industry as a whole.

Centres are advised to support candidates in the exam preparation to help them gain a detailed understanding of the exam structure and command verbs used in AO1 and AO2 questions to show differentiation in their responses. Centres are advised to ensure candidates have a better understanding of a body art competitions. Centres are also encouraged to help candidates develop their knowledge and understanding of the current industry demands as these are often reflected in the extended response stems. Having better awareness of current industry and information required when answering these questions will give the candidates further opportunity to address the indicative content in greater detail beyond the basic recall and be more reflective of the stems without repetition of the same responses for different scenarios and thus be able to score in bands 2 or 3.

Series 2 – June 2022

The candidates' performance across the paper was seen to be in line with previous years. Candidates' approaches to questions in most cases showed understanding of the command verbs however much the same as in previous years when answering the AO1 question, for example instead of listing or stating the required knowledge, candidates were explaining and providing more detail for which they would not be awarded additional marks.

Candidates were able to demonstrate some awareness of industry demands with some good examples of what is required of a make-up artist in the industry today. Across most responses and throughout the paper candidates displayed varied breadth in knowledge and depth of understanding in a wide range of topics. Candidates demonstrated sound knowledge and understanding of safe working practices, preparing for cutting and styling the hair, preparation requirements for body art competitions. Candidates also demonstrated strong awareness of which products relate to COSHH.

Some candidates demonstrated weakness in their breadth of knowledge and understanding of contra indications in particular which would prevent and restrict makeup. Some candidates misinterpreted questions and provided responses which did not answer the question; where candidates had to describe different types of scarring to recreate was misinterpreted as a description of how to create a scar using makeup.

Candidates' responses to the first extended response question demonstrated a range of the indicative content and some justifications. In several cases there was a lack of knowledge shown for working in TV/film and for the industry as a whole. There were some examples of candidates showing understanding of production demands and others who did not explore this.

The second extended response question showed repetition of answers from the first extended response question. In few cases a range of the indicative content was explored by the candidates with good justifications showing breadth and depth of knowledge and understanding across the qualification. Similarly to the previous extended response question there was lack of knowledge of working in Theatre and the industry as a whole.

Centres are advised to support candidates in the exam preparation to help them gain a detailed understanding of the exam structure and command verbs used in AO1 and AO2 questions to show differentiation in their responses. Centres are advised to ensure candidates have a better understanding of a body art competitions. Centres are also encouraged to help candidates develop their knowledge and understanding of the current industry demands as these are often reflected in the extended response stems. Having better awareness of current industry and information required when answering these questions will give the candidates further opportunity to address the indicative content in greater detail beyond the basic recall and be more reflective of the stems without repetition of the same responses for different scenarios and thus be able to score in bands 2 or 3.

Centres are reminded of the City & Guilds Technicals 'Exam Guides' available here:

<https://www.cityandguilds.com/qualifications-and-apprenticeships/beauty-and-complementarytherapies/beauty/6010-theatrical-and-media-makeup#tab=documents>

Synoptic Assignment

Grade Boundaries

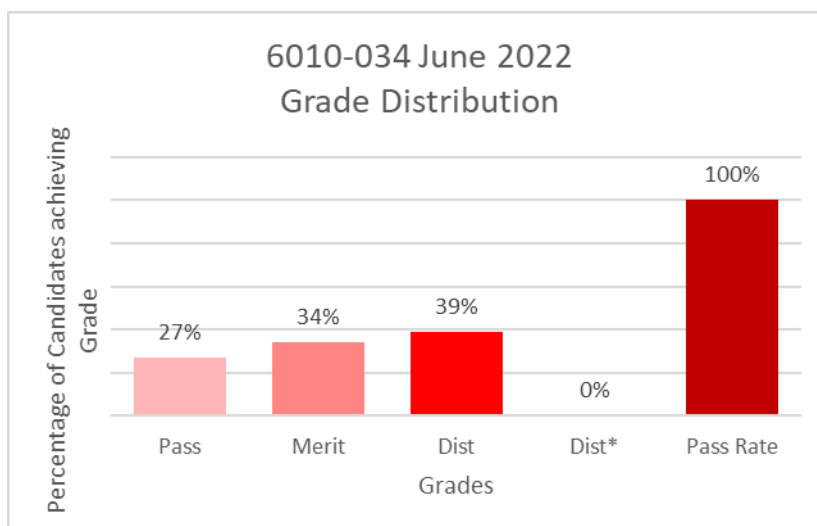
Below identifies the final grade boundaries for this assessment,

Assessment: **6010-034**

Series: **2022**

Total marks available	60
Pass mark	22
Merit mark	32
Distinction mark	42

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



Principal Moderator Commentary

The candidates overall, had a clear understanding of the brief requirements and demonstrated the full range of skills as stated in the brief. In most cases candidates were able to show a clear journey across each task from planning to evaluation. The evidence was set out and, in most cases, uploaded in a logical sequence.

The creative interpretation of the brief was much improved from previous years and candidates were able to show original innovative planning approach supporting their looks with costume and props. In some cases, candidate's hair skills were still not able to access higher marks and some limited their ability to show case their skills by using wigs.

Candidates missed out on higher marks for various reasons, but the majority of marks were lost when awarding AO3 due to in some cases limited application of special effects prosthetic pieces facial postiche and poor wrapping of the hair leading to a lack of refinement with the finished bald cap. Some candidates completed a step by step of what occurred or used pro-formers limiting the candidate's ability to critically reflect and evaluate their own working practice.

Assessment Objectives

AO1

Candidates performed well recalling most of the information required for task 1. Some candidates described at length and in detail all aspects of Health and safety practises to use most this is expected at level 3 and does not need to be so detailed. In some cases, this detailed Health and safety was at the expense of detail that is required, the planning the choice of relevant products, tools, and equipment to enhance the design ideas and referencing omitted which meant that some candidates scoring in band 1 rather than band 2.

AO2

The higher scoring candidates planning was comprehensive linking practical to theory with logical sequencing for all 3 planned looks. For some learners, whose recall in AO1 was limited, for AO2 these candidates provided minimal or no explanation for the design ideas or decisions made. Some listed products tools and equipment but no discussion of the choices made or techniques to be used. It was at times difficult to see what the candidates plan was.

AO3

Many candidates demonstrated good application of special effects, prosthetic pieces and facial postiche so achieving band 2 rather than band 3. Some bald caps were very well fitted but the hair had not been completed correctly which caused some old shaped bald caps which did not show industry awareness. Some candidates used excellent varied hair and makeup techniques for one look and used limited makeup and hair skills for another look which in some case resulted in candidates scoring in high band 2 rather than band 3.

AO4

Time plans by some of the candidates were unrealistic along with incorrect calculated budgets achieving marks in the bottom of band 2. The evaluation in some cases was a step by step of what occurred, with some areas of improvement but limited or no reflection of the outcome of different aspects of the assignment. Higher scoring candidates had excellent costume and props which was reflected well in the design plan to confidently bring the looks together. These looks successfully demonstrated flair and innovation.

AO5

The attention to detail with some of the special effects, prosthetic pieces and bald cap showed good attention to detail with colour matching and bending. There was still a lack of photographic evidence for the hair cutting skills, some evidence submitted it was difficult to see the end result. Attention to detail was shown in the candidates look books which demonstrated creative designs for the looks created.

Centres should take care that candidates are taught a varied range of techniques during deliver to support their performance in the synoptic process.