

**Level 3 Advanced Technical
Diploma in Theatrical, Special
Effects and Media Make-up
Artistry
(6010-31-034)**

Version 2.0

Synoptic Assignment 2020

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

Version and date	Change detail	Section
2.0 December 2019	Formatting amended throughout	All sections
	Changes made to 'Models' section in Task instructions for centres	Task instructions for centres
	Band descriptors updated in marking grid for AO2	Marking grid
	Band descriptors and examples updated in marking grid for AO4	Marking grid

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

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 have been contracted to research and create hair and make-up designs for a character and an Avant Garde look based on a Matthew Bourne ballet production.

To raise your profile in the industry you are entering a national body art competition. The theme for the competition is 'food'.

You may carry out research and collect any information for your look book designs ahead of our scheduled assessment.

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Tasks

Task 1

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

- Carry out research based on the assignment brief for looks 1, 2, and 3 and hair cut detailed in **Task 2**.
- Write up your research findings.
- Create a look book for Look 1 and Look 2.
- Plan and prepare for a body art competition using the brief, including a look book.
- Clothing and props that complement the make-up and hairstyles **must** be incorporated into each look.

Conditions of assessment:

- Research **must** be carried out independently but can be in unsupervised conditions.
- Writing up of your research and creation of your look and plan for the body art competition **must** be completed working alone under supervised conditions.
- You will have access to your research materials when collating your research and completing your look book.

What you must produce for marking:

- Word processed summary of research findings.
- Completed look book of designs for looks 1, 2, and 3.
- Completed plan for the body art competition.

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Task 2

Using your look book and your plan for the competition created in Task 1, prepare the working area and yourself ready for the creation of **each** of the following:

Look 1:

- Character from a Matthew Bourne ballet. The look for the character within the ballet **must** include the following:
 - Clothing and props **must** complement the make-up and hair to complete the overall look.

Look 2:

- An Avant Garde interpretation of a Matthew Bourne ballet. The look for the ballet **must** include the following:
 - A variety of make-up mediums and hair styling techniques
 - Avant Garde hair
 - Avant Garde make-up.
- Clothing and props **must** complement the make-up and hair to complete the overall look.

Body art competition brief:

- Theme: Food inspired
- Areas to be covered in body art paint:
 - Face and full body (including both anterior and posterior)
 - Costume should **not** exceed: nipple covers, bras, briefs.
 - Costume should be either covered by body paint or ornamentation to complement the overall look.
 - Hairstyle and any props **must** complement the body art to complete the overall look.
- Techniques:
 - body art technique: a **minimum** of **three** techniques of your choice
 - airbrush techniques: a **minimum** of **two** techniques of your choice.

Looks 1, 2 or body art competition:

Each of the following **must** be included in one of the above looks:

- Application of hand-made or ready-made:
 - **three** special effects
 - **two** small prosthetic pieces
 - **one** bald cap.
- Application of self-created small facial postiche (created during the delivery of Unit 323)

Haircutting technique

Carry out the following cutting techniques:

- one length cut
- or
- layered cut.

Your Tutor will observe you creating the different looks. You will be expected to answer oral questions which will be recorded during the observation.

Conditions of assessment:

- Your created looks and body art **must** be completed working alone under supervised conditions.
- You will have access to your completed look book 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
 - application of bald cap/facial postiche/special effects.
 - Before and after shot of haircut.

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.

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.

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 (i.e. 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 where possible.

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

Task specific guidance

Task 1

Candidates are required to carry out independent research prior to supervised assessment. **Research must be submitted to the Tutor for approval before candidates can begin Task 1.** This is to ensure that research collated by candidates is appropriate for Task 1. Tutor's feedback on the research should point out any issues with the research carried out but should **not** provide solutions to these issues. 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 until the scheduled supervised assessment date.

For details on the expected contents of the look book, the Tutor should refer to the Qualification Handbook, specifically Unit 320 Topic 2.2.

If a mood board is created as part of the look book, centres must ensure that this is done in a format that is easily uploaded as a single 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.

Task 2

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

Candidates **must** produce **three** different looks to include **two** looks based on the theme as well as **one** body art application based on the relevant theme specified in the brief. How the themes and techniques are combined across the looks has been left for the candidates to showcase their creativity and skill.

It is **not** acceptable for candidates to use wigs for the cutting element of the assessment.

Centres should encourage the use of model's natural hair for all of the looks. If wigs are used, this must **not** restrict the techniques used.

Facial postiche will be created using GLH hours during the delivery of Unit 323, only application of facial postiche **must** be evidenced within the synoptic assessment.

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 the practical observation form.

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
 - application of bald cap/facial postiche/special effects.
- Before and after shot of haircut.

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 (i.e. 1 hour each) or Tutors can choose to combine this time and run it as a separate supervised assessment after the completion of **all three** 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 - 25 hours (supervised)

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

The time can be broken down as follows:

Task 1 – 6 hours (recommended)

- Look book tasks - For this task we expect candidates to spend a **minimum** of 4 hours researching independently and a **recommended 6 hours** writing up their research, creating their look book and plans under supervised conditions. This time can be split up to allow for centre timetabling but the Tutor **must** ensure that any work produced by candidates is retained and stored securely between sessions.
- Where there is more than one scheduled assessment, for **each** of the scheduled assessment dates, Tutors should 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, look book and plan for competition) under supervised conditions should be scheduled separately from Task 2 (creation of each look). It is recommended that no more than **one week** is left between candidates completing Task 1 (look book) and starting of Task 2 (creation of each look).

Task 2 – 16 hours (maximum)

- Body art competition: a **maximum** of 6 hours
- Character make-up look: a **maximum** of 5 hours
- Avant-Garde: a **maximum** of 5 hours
- The creation of **each** look must be carried out on separate scheduled assessment days. The scheduled assessment days are not required to be back-to-back but it is recommended that no more than two weeks are left between the completion of Task 2.

Task 3 – 3 hours (recommended)

- Evaluation tasks - It is recommended that candidates will spend **1 hour** evaluating **each** total look.

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, 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.

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 	<p style="text-align: center;">(1-2 marks)</p> <p>Recall shows some weaknesses in breadth and/or accuracy. Hesitant, gaps, inaccuracy</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 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>Examples of types of knowledge expected: planning, products, tools, equipment, techniques, health and safety, make-up artistry terminology, topics covered/ selection of sources relating to the brief, referencing</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>gaps or misunderstandings evident?</p> <ul style="list-style-type: none"> • How confident and secure does their knowledge seem? 	<p>A narrow range or inaccurate knowledge of products, tools, equipment and techniques.</p> <p>Takes the safe option when selecting products, tools and techniques, choices may not always be appropriate in achieving the design ideas.</p> <p>Minimal use of make-up, hair cutting and styling skills, special effects, facial postiche, bold cap, prosthetic pieces, and body art terminology.</p> <p>Some areas of safe working practices, deviations may impact on the safety of the application.</p> <p>Minimal consideration of sources and referencing.</p>	<p>A range of knowledge of products, tools, equipment and techniques.</p> <p>Selection of products, tools and techniques are suitable and contribute to achieving design ideas.</p> <p>May confuse make-up, hair cutting and styling skills, special effects, facial postiche, bold cap, prosthetic pieces, and body art terminology.</p> <p>Some areas of safe working practices are adhered to with only minor deviations, which do not significantly impact on the application.</p> <p>Suitable sources and referencing.</p>	<p>Confidently articulates a broad and detailed range of knowledge of products, tools, equipment and techniques.</p> <p>Selection of products, tools and techniques are relevant and enhance the design ideas.</p> <p>Consistently uses accurate terminology.</p> <p>All aspects of safe working practices are consistently adhered to.</p> <p>Wide range of sources and referencing.</p>

PAST ASSIGNMENT

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
15	<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>(1-3 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>(4-6 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>(7-9 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 planning, primary and secondary research, design brief interpretation, relation to industry, logical sequence, appropriate techniques, products, tools, equipment, colour theory, use of terminology, continuity, costings, purpose of look book, model requirements taken into account, health and safety and legislation, evaluation</p>				

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		<p>Planning is inconsistent, with little evidence of linking to theory, not always able to articulate reasons for design choices.</p> <p>Provides minimal or confused explanations for design ideas and decisions.</p> <p>Explanation of designs sometimes does not meet the brief.</p> <p>Makes decisions that demonstrate basic understanding of the effects produced by tools, equipment, products and techniques.</p> <p>Limited or no attempts to capture areas of improvement in evaluations with minimal or no justification.</p>	<p>Planning is consistent, able to provide coherent reasoning, able to explain design choices, making links between practical and theory.</p> <p>Explains design ideas and decisions with good supporting detail or understanding.</p> <p>Explanations generally express design ideas successfully.</p> <p>Decisions around products, tools, equipment and techniques show an appreciation of the effects to be achieved as required by the design brief.</p> <p>Some areas of improvement in evaluations with limited justifications.</p>	<p>Planning is comprehensive and decision making is second nature, linking practical to theory with logical sequencing.</p> <p>Primary and secondary concepts used, linking theory confidently when explaining decisions/choices.</p> <p>Fluently and accurately explains correct use of terminology.</p> <p>Explanations are articulate and show depth and breadth of the design ideas.</p> <p>Decisions around products, tools, equipment and techniques are made holistically, showing consideration and understanding.</p> <p>Comprehensive areas of improvement in evaluations consistently justified.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
30	AO3 Application of practical/ technical skills <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 align="center">(1-6 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 align="center">(7-12 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 align="center">(13-18 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: special effects, self-made postiche, prosthetic pieces, bald cap, make-up, hair cutting and styling, body art, application techniques, making adjustments and modifications, balance of look (e.g. symmetry/physical look)</p>				

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	<p>skills/achieve practical outcomes?</p>	<p>Used a narrow range of products, tools and equipment and plays safe with little variety of techniques.</p> <p>Shows little or some uncertainty of meaning or intention.</p> <p>Application often lacks precision and shows limited accuracy. Makes little attempt to make adjustments.</p> <p>Basic application of special effects, prosthetic pieces, facial postiche, and bald cap (no hair visible).</p> <p>Basic hair cutting skills demonstrated.</p> <p>Minimal refinement seen across the look.</p> <p>Top of the band: The final look produced uses a range of basic skills that are executed successfully and some refinement of finish seen across aspects of a look.</p>	<p>Used a varied range of products, tools and equipment with good level of techniques.</p> <p>Shows confidence in meaning or intention.</p> <p>Application often shows some attention to precision with accuracy. Shows evidence that adjustments are attempted although not always effective or thorough.</p> <p>Good application of special effects, prosthetic pieces, facial postiche, and bald cap.</p> <p>Good hair cutting skills demonstrated.</p> <p>Refined finish seen across the look, with the odd exception.</p> <p>Top of the band: Sound technical skills applied consistently however some complex technical techniques may not be executed with precision at all times.</p>	<p>Used an excellent range of products, tools and equipment with varied level of techniques.</p> <p>Shows complexity and confidence in the meaning or intention.</p> <p>Application often shows dexterity with accomplished attention to precision and accuracy. Shows evidence that adjustments are suitable and executed well.</p> <p>Excellent application of special effects, prosthetic pieces, facial postiche, and bald cap.</p> <p>Confident and accurate hair cutting skills demonstrated.</p> <p>The final look shows industry awareness with consistent refined finish.</p> <p>Top of the band: Techniques are executed to perfection, continuously tailors techniques to suit requirements and shows advanced skills throughout the creation of the look. A flawless finish seen across the look.</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
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? How well can the candidate work out solutions to new contexts/ problems on their own? 	<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>
		<p>Examples of bringing it all together: designs relate and support the brief and research, planning processes, budget is correct and adhered to, originality of designs, final looks hair cutting and styling skills, special effects, facial postiche, bold cap, prosthetic pieces, make-up and body art fit with the designs using suitable props and costumes and are complementary, managing time, evaluation</p>		

		<p>Designs play it safe lacking creativity. No clear connection to the design brief. Suggestions for looks are not always based on an understanding of what will work.</p> <p>Application may not meet the design plan with minimal or no links to research.</p> <p>Minimal props and costumes used.</p> <p>Incorrectly calculated and/or unrealistic budget.</p> <p>Evidence of time management demonstrated some of the time, may not always be in line with plans and maybe some examples of ineffective use of time.</p> <p>Elements of the final look may be successful however the final look may be disjointed.</p> <p>Evaluation is limited, reflecting on only some aspects of the assignment. Minimal self-reflection.</p>	<p>Designs are conventional with some attempt of innovation. Looks are often recreated with minimal evidence of own interpretation.</p> <p>Application meets the design plan with good connection to the design brief.</p> <p>Good use of costume and props reflecting the design ideas.</p> <p>Mostly correct calculations of budget.</p> <p>Time managed effectively and in line with plans to support the delivery of planned designs.</p> <p>The final look is successful and generally cohesive, the odd aspect does not completely align with the overall look.</p> <p>Evaluation accurately reflects the outcome and covers different aspects of the assignment. All obvious areas of self-reflection captured.</p>	<p>Designs are original and demonstrate flair and innovation. Unafraid to experiment with new techniques and resources. Own interpretation of influences are clearly evidenced.</p> <p>Application confidently reflects the design plans.</p> <p>Excellent use of costume and props reflecting the design ideas and enhancing the overall look.</p> <p>Thorough and well thought-out calculations of budget.</p> <p>Strong evidence throughout of effective time management, opportunities for efficiency are maximised.</p> <p>The final look is confident and all aspects of design and technical skills executed in a way that brings the overall look together well.</p> <p>Evaluation reflects on final decisions based on research and a sound understanding of practical outcomes. Reflections and areas of improvement, go beyond the obvious and consider a range of</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>Top of the band: The final look is produced using props and costumes, consideration to hair cutting and styling skills, special effects, facial postiche, bold cap, prosthetic pieces, make-up and body art with some evaluation.</p>	<p>Top of the band: Some creative flair is shown in the design and application, but lacks originality in some areas.</p>	<p>wider considerations from all aspects of the assignment.</p> <p>Top of the band: Each element of the final look is systematically developed and authentic showing creative flair.</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: presentation/designs of look book, maintaining work environment, execution of techniques, maintaining professional standards, correcting errors</p>		

		<p>There is little evidence of reviewing application or monitoring the success of the design.</p> <p>Minimal attempt to correct inaccuracies and errors showing a lack of care and attention.</p> <p>Special effects, prosthetic pieces and bald cap show some attention to blending and colour matching.</p> <p>Hair cutting skills and application of facial postiche show some care and attention to detail.</p> <p>Final outcomes are often disconnected to design ideas.</p> <p>Lacks confidence to maintain an effective and professional working environment.</p> <p>Presentation/design of look book shows basic attention to detail.</p>	<p>Shows attention to detail sometimes inconsistently.</p> <p>There is some evidence of reviewing the success of designs although technical faults may not always be corrected.</p> <p>Attempts are made to modify and adjust application. Shows an appropriate level of care for the final finish.</p> <p>Special effects, prosthetic pieces and bald cap show good attention to fitting, blending and colour matching.</p> <p>Hair cutting skills and application of facial postiche show good care and attention to detail.</p> <p>There is clear evidence of attempting to maintain an effective working environment.</p> <p>Presentation/design of look book shows attention to detail and some logical sequencing.</p>	<p>Candidate is highly focused on the application, showing care and attention to detail.</p> <p>There is evidence of the quality of designs being checked regularly and refined throughout.</p> <p>Modifications and adjustments are second nature.</p> <p>Shows obvious care for the final finish and continuously checks. Design ideas are achieved successfully.</p> <p>Special effects, prosthetic pieces and bald cap show excellent attention to fitting, blending and colour matching.</p> <p>Hair cutting skills and application of facial postiche show excellent care and attention to detail.</p> <p>The working environment is neat and tidy throughout, enhancing efficiency and demonstrates a highly professional approach.</p> <p>Presentation/design of look book shows excellent attention to detail</p>
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				with logical sequencing and innovation.

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