

Level 2 Technical Certificate in Make-up Artistry

Introduction

The synoptic assignments for the City & Guilds Technical Qualifications are externally set summative assessments which are internally marked by tutors. It is the centre's responsibility to ensure candidates' work is marked in a standard way across the centre, using the specified marking grid, in order to rank performance on a single mark scale.

Practise marking materials are useful to support centre staff with internal standardisation and as a prestandardisation activity. The materials are produced to support staff in the process of marking including how to effectively use marking grids and assessment objectives (AO).

The marking materials must be considered alongside the Technical qualifications Marking and Moderation Guide

It is recommended that all tutors, including any unlikely to mark, are included in early discussions around the use of the marking grid, as all tutors should understand the basis of marking as it could shape their teaching by helping candidates practise bringing their skills and knowledge together to complete a problem, and helping them learn how to explain and justify their choices in terms of the subject knowledge in preparation for summative assessment. Tutors must study the *Marking and Moderation Guide*:

https://www.cityandguilds.com/techbac/technical-qualifications/resources-and-support
which provides detailed information about generic assessment objectives, and the marking grid, to ensure they are clear about the different AOs and how they may show up in evidence for assignments in the subject area. If there is more than one tutor carrying out marking at the centre, this process should be carried out as part of a group activity to ensure all markers are clear and in agreement about what sorts of evidence are relevant for assessment and which AO they fit into.

The following materials could form the basis for pre-standardisation practice and discussion could take place using evidence from trial runs/formative assessment activities. Standardisation should also take place using the evidence from the actual assignment set for that year, so along with utilising this tool, please ensure that activities surrounding the 2019 assignment also take place.

Within this pack, you will find

- a sample task brief
- a copy of the marking grid used for the synoptic assessment
- a sample of materials responding to either last year's synoptic assignment or a sample set of tasks. This includes learner produced evidence and tutor observations of the practical performance.

And finally, the Principal Moderator has provided a breakdown of the marks for the different assessment objectives along with general hints and tips on the synoptic assessment.

Section 1 Task Brief

You are contacted by a client who will be throwing a 1960s themed fancy dress party for their 40th birthday. They would like you to propose some design ideas to include hair and make-up before agreeing which look to take forward for the party. Research looks and historical influences of the 1960s to support a range of design ideas to discuss with the client.

The client has also requested a festival themed body paint design ideas for the waiting staff.

Tasks

Task 1

Collate your research, write up your budget and create **each** of the following:

- One mood board for the 1960s look to include two designs.
- One mood board for the festival themed body painting.

Conditions of assessment:

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

What you must produce for marking:

- Word processed document to include research and budget
- Completed mood board for all three designs.

Task 2

Prepare the working area and yourself ready for the creation of each of the following:

Look 1:

1960s Hair and Make-up.

Look 2:

Festival face or upper body paint.

Conditions of assessment:

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

What you must produce for marking:

Clearly labelled photographic evidence which should **not** be edited or have filters applied:

- o **A maximum of 5** images across both looks created which **must** capture the following:
 - make-up techniques
 - hair techniques
 - face or upper body art.

You **must** consider the lighting and background when collecting photographic evidence. le 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.

Section 2 Marking Grid

Marking grid

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

%	Assessment Objective	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor
		Poor to limited	Fair to good	Strong to excellent
10	AO1 Recall of knowledge relating to the qualification LOs • Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to	(1-2 marks) Recall shows some weaknesses in breadth and/or accuracy. Hesitant, gaps, inaccuracy	(3-4 marks) Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor. Sound, minimal gaps	(5-6 marks) Consistently strong evidence of accurate and confident recall from the breadth of knowledge. Accurate, confident, complete, fluent, slick
	hand? How accurate it their knowledge? Are there any gaps or misunderstandings evident? How confident and secure	muscles, safe working practices, leg boards, face charts and portfolios, o	expected: Skin, hair, skeletal system, islation, sources of inspiration, historic pportunities for showcasing work, sking equipment, adornments, application te	cal influences, content of mood n types and skin tones, hair
	does their knowledge seem? A keep to be a constant of the con	A narrow range or inaccurate knowledge of products, tools, equipment and techniques. Minimal use of make-up artistry terminology. Prompting required for some areas of safe working practices, deviations may impact on the safety of the application. Limited awareness of legislation.	A range of knowledge of products, tools, equipment and techniques. May confuse make-up artistry terminology. Most safe working practices are adhered to with only minor deviations, which do not significantly impact on the application. Some awareness of legislation.	Confidently articulates a broad and detailed range of knowledge of products, tools, equipment and techniques. Consistently uses accurate terminology. All aspects of safe working practices are consistently adhered to, a full awareness of legislation.

%	Assessment Objective	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor
		Poor to limited The candidate provides minimal or confused explanations for design ideas and decisions during application. Lack of necessary adjustments are made when faced with problems. Written and verbal explanations of responses to design briefs sometimes do not tally. Makes decisions that demonstrate little or no understanding of the effects produced by tools, equipment, products and techniques. Unable to make a clear connection between historical looks and make-up designs.	The candidate explains design ideas and decisions with limited supporting detail or understanding. Some necessary adjustments are made. Written and verbal explanation generally enables the candidate to express design ideas successfully. Makes decisions that demonstrate some understanding of the effects produced by a limited number of tools, equipment, products and techniques. Makes a reasonable connection between historical looks and make-up designs although the range of influences may be limited.	The candidate fluently and accurately explains design ideas and decisions and makes suitable adjustments as necessary based on sound reasoning and technical understanding. Written and verbal explanations are articulate and enable the candidate to show depth and breadth of the design ideas. Makes decisions that demonstrate a secure understanding of the effects produced by a wide range of tools, equipment, products and techniques. Fully developed and accurate connection between historical looks and make-up designs using a wide range of influences.

%	Assessment Objective	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor
		Poor to limited	Fair to good	Strong to excellent
35	AO3 Application of practical/ technical skills • How practiced/fluid does hand eye coordination and dexterity seem? • How confidently does the candidate use the breadth of practical skills open to them?	(1-7 marks) Some evidence of familiarity with practical skills. Some awkwardness in implementation, may show frustration out of inability rather than lack of care. Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy.	(8-14 marks) Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature. Somewhat successful, some inconsistencies, fairly adept/ capable.	(15-21 marks) Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity. Dextrous, fluid, comes naturally, skilled, practiced,
	How accurately/ successfully has the candidate been able to use	Examples of skills expected: Blending, contouring different face shapes, correcting different skin tones colours, application techniques for face, eye, cheek, lips, lash, brow, hair and upper body, making adjustments and modifications, sequencing.		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	skills/achieve practical outcomes?	Simplistic approach to research is demonstrated using a narrow range of sources that may be irrelevant or unsuitable. Little evidence of evaluation of research outputs showing uncertainty of meaning or intention. Minimal technical skills, a narrow range of techniques are applied, often with a lack of precision and limited accuracy. Makes little attempt to make adjustments as necessary. Illogical sequencing is evident. Top of the band: Basic skills are executed effectively.	Satisfactory approach to research using a limited range of sources that are not always relevant. Reasonable evidence of evaluation of research showing some relevance to the design brief. Sound technical skills, shows evidence of some techniques, adjustments are attempted although not always effective or thorough. Methodical sequencing is generally evident. Top of the band: A broad range of technical skills are demonstrated effectively.	Methodical and systematic approach to research using a wide variety of sources of relevant inspiration. Comprehensive evidence of evaluation of research showing clear links to the design brief. Confident and accomplished technical skills, extensive evidence of the application of a wide range of techniques used with precision and relevance, with suitable adjustments made seamlessly. Sequencing is methodical, efficient and appropriately demonstrated throughout. Top of the band: Candidates continuously tailor techniques to suit requirements.

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
30	AO4 Bringing it all together - coherence of the whole subject 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	(1-6 marks) Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information. Some random trial and error, new situations are challenging, expects guidance, narrow. May need prompting.	(7-12 marks) Shows good application of theory to practice and new context, some inconsistencies. Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice.	(13-18 marks) Strong evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose. Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills.
	work out solutions to new contexts/ problems on their own?	Examples of bringing it all together: Research is appropriate to the brief, designs relate to the research, model requirements taken into account, budget is correct and adhered to, final look fits with the designs using suitable props and costumes. Aftercare and promotion of products and services.		
		Designs are mimicry rather than creative. Plays it safe. No clear connection to the design brief, creativity is limited or non-existent. Design may be creative but application may be safely executed without showing the intended creativity.	Designs are sometimes underdeveloped and may lack innovation. Some experimentation may be attempted but in general conventional techniques are used. Looks are often recreated with minimal evidence of own interpretation of historical	Designs are original and demonstrate flair and innovation. Unafraid to experiment with new techniques and resources .Own interpretation of historical influences are clearly evidenced. Creativity is demonstrated at every
		Not always able to agree final looks with models. Minimal or no	influences. Generally a good connection to the	stage of the process from designs to application.
		links back to research during discussions. Suggestions for looks are not always based on an understanding of what will work.	design brief. Some creative flair is shown in the design and application, but lacks originality in some areas.	Articulates design ideas and discusses and agrees final looks with models confidently. The candidate is able to influence final decisions based on research and a

No attempt to promote products or services and provides limited information. Designs may be inappropriate for the budget, the occasion or the model's requirements. Elements of the look may be successful however the final look may be disjointed and lack a quality finish.

Top of the band:

Some attempt to promote products or services and provides limited information. Uses research to support the development of design ideas but need guidance. The candidate has a limited ability to influence final decisions due to a lack of confidence at expressing what will work.

Promotes products and services on occasion and provides basic information on features and/or benefits. Designs may lack creativity but usually fit the budget, the occasion or the model's requirements. The final look is usually successful however there may be minor flaws that require correction.

Top of the band:

Promotes products and services throughout the service and provides basic information on features and/or benefits.

sound understanding of what will work.

Skilfully promotes products and services regularly and provides clear and detailed information on both features and benefits for a range of products and services. Designs are appropriate for budget, the occasion and the model's requirements. Each element of the final look is systematically developed and authentic to the brief.

Top of the band:

Maximises potential sales opportunities seamlessly throughout the service.

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
15	AO5 Attending to detail/ perfecting • 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 (e.g. measure twice cut once)? • Would you describe the candidate as a perfectionist	(1-3 marks) 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. Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated.	(4-6 marks) Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently. Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable.	(7-9 marks) Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction. Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous.
	and wholly engaged in the subject?		laintaining work environment, execution of standards, tailoring advice and reconsistivity of mood boards and final looks. Candidate shows attention to detail sometimes inconsistently. There is some evidence of reviewing the success of designs although the candidate may not always correct technical faults. There is some attempt to modify and adjust application. Candidate shows an appropriate level of care for the final finish and the model's satisfaction. Final outcomes reflect most of the design ideas.	

		Presentation of work is poor. Communication methods, language and terminology are sometimes inappropriate. Candidate does not always attempt to communicate or build a rapport with models.	There is clear evidence of attempting to maintain an effective working environment. Communication methods, language and terminology are consistently appropriate. Candidate communicates well most of the time but may not be sensitive to different model's needs. Attempts to build rapport but not always consistently.	The working environment is neat and tidy throughout. Communication methods, language and terminology are relevant and inventive. Candidate adapts communication style to different models and builds a rapport from the outset.
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Section 3 Learner Materials - PASS for 2018

Task 1:

Justification

Olivia Jeffs

The 1960's Look

After being contacted by my client and having heard that they wanted a 1960's themed party, I started to research that era of time. I started by looking at natural, minimalistic make-up looks, however I then discovered that the 'graphic liner' look was very popular back then.

I based my final design idea on this look, using a black, dramatic liner in the crease of the eye. I was heavily inspired by the famous model of that time 'Twiggy'. Twiggy's eye make-up consists of that statement. Graphic liner and bold lower lashes. To achieve my desired look I will use strip lashes but cut them into small pieces and stick them on individually. I will do the same for the top lashes too. My mood board consists of many images of her and some other make-up looks form back then. My client's skin type is oily with dry patches, so to help the make-up that I put on last I will use a mattefying primer on the oily part of the face and then a hydrating/luminous primer on the dry parts of the face. In my final design I wanted to go very dramatic on the eyes but keep the rest of the face minimal but still flawless. To do this I will use a full coverage foundation and concealer and set it all with a powder to make sure the make-up last the whole of the party. For the cheeks, light coloured blushes were on trend in the 60's, so for my final look I will use a peachy coloured blush and then a slight flush or bronzer to make sure all the powders blend together seamlessly. Filling in bows wasn't a popular make-up look in the 60's, women usually had fluffy, natural brows which is what I will do for my look as my client has big, full brows naturally. Finally for lips. I wanted to keep the colour fairly neutral as the eyes are the main focus point, I have chosen a peachy nude matte lip colour for this.

For the hair part of the look, I discovered that many women had short hair back then, they were probably inspired by twiggy. However my client has medium length hair and her hair type in straight with a slight wave if left to air dry. When researching the 1960's I found that the 'beehive' was a popular look. So for my final look I want to create a half up, half down look, with the top half of the hair being a beehive and then the rest of the hair that is down, I want to make big, bouncy curls.

Budgeting:

1960

- Make-up Forever Step 1 Mattefying Primer- £1.00 per use
- Charlotte Tilbury Glow Primer- 90p per use
- The Ordinary Coverage Foundation- 5p per use
- Make-up Revolution Conceal and Define Concealer- 37p per use
- Laura Mercier Translucent Loose setting powder- £1.30 per use

- Too Faced Chocolate Soleil Bronzer- 25p per use
- MAC Powder Blush- 32p per use
- Crown Brush Gel Eyeliner- 19p per use
- Girls With Attitude Strip Eyelashes- £5.00 (client get to keep the lashes so charge
- Eyelure Black Individual Eyelashes- £3.00 (get to keep lashes)
- Maybelline Feline Mascara- 50p per use
- MAC Mineralize Skin Finish- 70p per use
- NYX Micro-brow Pencil- 10p per use
- Anastasia Beverly Hills Liquid Lipstick- 40p per use
- MAC Fix Plus- 15p per use

Festival:

- Snazaroo Face and Body Paint- 22p per use, per colour (charge this for every colour used)
- Body Glitter- 10p per use

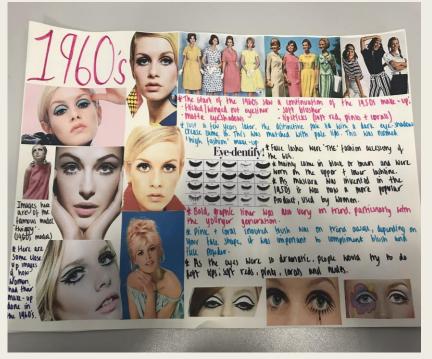
Health and Safety:

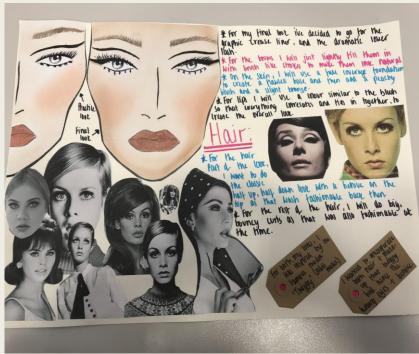
Before I do my clients make-up I will need to meet her for a consultation. This is because I will need to check that I don't need to take any contraindications or contra-actions. For example if my client had any skin conditions that were NOT contagious or anything then I would need to ask her if I could put products over the top of them. I would also test if she was allergic to the eyelash glue by giving her a skin test. I would also give a skin test for the body art paints and glitter on the staff.

Festival Body Art:

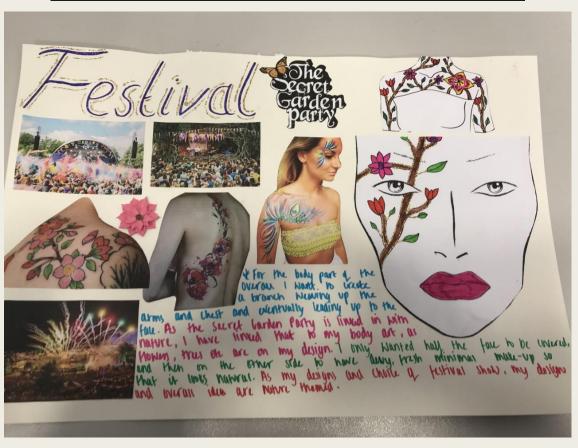
For the festival body art look I was inspired by the festival 'The Secret Garden Party'. This festival has a different theme each year but for my final look I was inspired by the 2005 theme of 'flower power'. Obviously people can interpret this in any way they want but I chose for there to be a winding branch on the upper half of the body and eventually ending up on half of the face. I wanted to make my design very colourful so that it's easy to identify my theme. I added some body glitter because as it is festival themed, and at every festival people wear glitter all over their body so I thought this would complete the look.

Mood-Board for 1960's



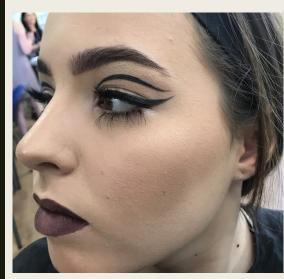


Mood-Board for Festival



1960's Final Look









Festival Final Look









Evaluation

Olivia Jeffs Level 2 Media Make-up (evaluation)

Evaluation for 1960's Make-up and Festival Body Art

My overall final looks, matched my design briefs quite well. My timings were somewhat accurate and this helped me get everything done to the best of my ability in both of my exams.

I think that my 1960's make-up and hair look overall, went well. I enjoy doing make-up a lot more than I do doing hair because I feel like I am more skilled when it comes to make-up. When I was planning my makeup look I set out an order that I wanted to the different steps in. So I started with the eyebrows, which went to plan as my model already had fluffy brows and that was what I was aiming for, so only had to fill them in a little bit. After I did the brows I moved on to the eyes. For this look I didn't do any eyeshadow, I just focussed on the graphic liner. In previous make-up lessons we had practised our eye liner skills so I had experience in this area of the make-up look. Overall the liner went according to plan and it looked exactly like the face charts I had produced. For the lashes I wanted to apply dramatic strip lashes on the upper lashes and then individual cluster lashes on the bottom lashes, I achieved both these things and I think that was the best part of my overall look. The face make-up went according to plan as well. All the powders I used set on top of the crème products well and everything was nice and blended. However in natural day light the foundation matched my models skin tone well, but when I went in the photography room and used the bright lights, the foundation ended up looking a shade too dark in the photos that I took. I also managed to maintain a clear station throughout the exam which helped me keep things in order and made it easier for me to find all the different products.

For the hair part of this look I struggled to give the hair volume. My model had freshly washed hair going into the exam so I was assuming this would help when styling the hair. This actually made it very hard for me to give the hair volume, which was very important for this look as I

was doing a slight beehive. However I had to improvise and use more grips than I originally wanted to, to make sure the beehive was secure. To tease the hair with I used the correct tool which was the back-combing brush and secured the beehive with a lot of hairspray. I did a half up, half down look so the beehive was the up-do part of the hair and for the rest of the hair I just curled it and it formed nice big waves. These curls actually stayed in the hair for quite a while and stood out in the photos I took. I could do this again I think I would give myself a few extra minutes on the hair part of the exam because I couldn't quite hide all the grips in time for me to take the photos.

Throughout this course I have struggled with body art as I have never been confident with art or painting. However I did try and use the skills I have learned this year in my exam. I think I successfully met my design briefs in my body art exam, however I did run out of time and couldn't do the second arm. I did manage to make it look complete though as mine was a more delicate body art rather than covering the whole upper body in paint. As my festival was The Secret Garden Party I wanted to link in nature as the theme a couple of years ago was focussed on that. My body chart for my exam did end up looking like my final look. I successfully got all of my colours mixed up before the exam began and got all my brushes washed and dried before it began as well. My station throughout this exam stayed moderately tidy but I ran out of space to mix up my colours on the palette so had to improvise and use couch roll as all the palettes were being used. I added more glitter than I was originally going to use but I think it made it look more festival appropriate. If I could do this exam again I would spend more time on the face as it didn't look how I wanted it to.

In conclusion I think that both my exams went well and I was happy with the overall looks. If I could do these exams again I would manage my time better so that I could spend more time on detail to make them look more professional.

Declaration of Authenticity

Candidate name	Candidate number
Centre name	Centre number
Candidate:	
I confirm that all work submitted is my own, and that I hav used.	re acknowledged all sources I have
Candidate signature	Date
Tutor:	
I confirm that all work was conducted under conditions de candidate's work, and am satisfied that, to the best of my that of the candidate.	
Tutor signature	Date
Has the candidate received any additional support in the p	production of this work?
Tick Yes □ No □	
If the answer is yes, give details below and on a separate	sheet if necessary.

Note:

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



Technical qualifications - Practical Observation Form

Assessment ID	Qualification number	
Level 2 Certificate in makeup artistry	6010 – 20	
Candidate name	Candidate number	
Centre name	Centre number	

Complete the table below referring to the relevant marking grid found in the assessment pack. Do not allocate marks at this stage.

Assessment Objective (AO)	Notes – detailed, accurate and differentiating notes that identify areas of strength and weakness are necessary to distinguish between different qualities of performance and to facilitate accurate allocation of marks once all evidence has been submitted.
AO1 Describe how well the candidate shows recall of knowledge e.g. stating facts without explanation	Gown used. Professional station set up. Full uniform. Good H&S throughout however did not clean make-up brush when dropped on the floor. Spoke to client explaining what she is doing, using and why. Explained how they did make-up in the 60's showing good knowledge of the era. Observer asked: What look learner decided to do today – response was cut crease look and inspiration came from twiggy.
/ simple descriptions of what they are carrying	Body art:
out / showing aspects of straightforward knowledge through	Good consultation, good choice of theme, explained look to model, Area prepped well with all products and resources.
logical sequencing and	PM comments:
application of skill etc.	The question asked by the observer does not give the learner an opportunity to showcase knowledge and understanding. Questions should be 'open' and non leading. For example 'How have you met the design brief today'? in order to allow more of an extended response from the learner.
	Body art detail is limited and could be more detailed covering knowledge of products and tools, Health and Safety and use of terminology.
	There was some misinterpretation of contra-indications written in the plan which the observer did not mention indicating lack of knowledge in this area.
AO2 Describe how well the	Showed good understanding of use of products and techniques. Research was basic covering some make-up and hair trends.
candidate shows understanding when	Body art: Design meets the brief and mood board is good for the look.
carrying out practical tasks e.g. their	PM comments
explanation of why they are completing a process	Again the observer does not provide enough detail in order for the moderator to get a sense of what the learner has understood.
or how they may change their course of action / are they able to justify their actions etc.	The learner shows a basic understanding into the 1960's era covering hair and make-up trends. Lacked depth in some areas and could have included other influences such as fashion,, musical influences and make-up houses that became well known. No research was produced for the body art festival look. The learner explains design ideas and decisions with some supporting detail of the products and techniques used to create the look. A reasonable connection was made between the historical look and make-up designs.
AO3	1960's

Assessment Objective (AO)

Notes – detailed, accurate and differentiating notes that identify areas of strength and weakness are necessary to distinguish between different qualities of performance and to facilitate accurate allocation of marks once all evidence has been submitted.

Describe how well the candidate demonstrated their **practical skills**. e.g. how practiced/fluid is hand eye coordination and dexterity / how confident are they / how accurate or 'polished' is the outcome / safe working etc.

Used colour corrector and foundation matched well. Good cut crease achieved. False lashes applied to upper and lower lashes. Hair half up and half down with beehive and curls. Good shape beehive achieved. Sprayed brush with hairspray to tame fly away's. Curling wand used for curls - no heat protector used.

Body art

Candidate did not map out the design with pencil/marker before applying colour. Candidate followed the design plan freehand. Impact could have been improved with use of highlight and shade design seemed flat from a distance. Glitter was not used to pop out light areas and covered large area of detail.

PM comments:

The observer has stated some techniques used to create the look, however this can be seen in images produced. It would be beneficial for the observer to document how well each skill was carried out which the moderator cannot see. For example. The cut crease was created using a gel liner, excellent dexterity seen ensuring that both eyes were symmetrical and the cut crease was placed correctly taking into consideration the clients eye shape.

The learner has used a dark coloured lipstick that is not reflective of the era. She states in her plan that she will be using a neutral colour on the lips, however no reference to why this has changed has been made. No lid colour was used which would have provided a more authentic look to the cut crease / graphic liner effect.

AO4

Describe how well the candidate brings it all together – e.g. how coherent are their actions / how well do they draw from the breadth of their knowledge and skills / reflection on theory when solving practical problems / How well can they work out solutions to new contexts/ problems on their own / time management etc.

1960's

Moodboards showed 2x designs which were similar i.e less blusher and lashes and no cut crease. After-care mentioned soaking lashes off, be gentle to not damage the natural lashes. Brush through curls - shampoo and condition as normal. Press powder and setting powder to maintain make-up throughout the day. Did not mention maintenance of the hair. Body art.

Candidate did not apply design to both arms as the design plan, she said she modified design as she believed it looked better.

PM comments:

The observer has mentioned the mood boards for 1960's but no detail with body art. No reference to creativity or connection to the design brief. Mentioned after care for 1960's but not for body art. No mention of budget and how successful the overall design is.

Some creativity was shown with the presentation of the mood board; however more textures and accessories could have been added. No hair charts were completed to show design ideas. Basic aspects of the budget were considered and were appropriate to the designs; however travel and MUA time could have been added as well as a final total. Model requirements were taken into account and correct products and techniques were selected. No bibliography was completed to show evidence of research.

AO5

Describe how well the candidate **attended to detail** e.g. professionalism / perfecting / accuracy / checking / taking care / methodical working etc.

1960's

Always stepping back, looking, using mirror. Ends of curls some lost on the ends. Tried to hide clips. Good communication with client.

Body art

This design was detailed close up but lost impact far away as the flowers were not framed in black – yellow flower. Candidate shows some artistic skills to produce this freehand work.

PM comments:

Better description from the observer for this AO.

Excellent attention to detail on eyes and brows for 1960's looks. Some inconsistencies with the lip line that required correction for a cleaner finish. Some clips could still be seen in the hair, however needed to use more to secure beehive.

The outline of the branches and flowers for the body art required more attention to detail for a cleaner finish. More colour required on some of the flowers to create a bolder look.

Tutor signature	Date

Candidate Record Form

Technical qualifications

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

Candidate name	Candidate number
Centre name	Centre number

Marker Notes – Please always refer to the relevant marking grid for guidance on allocating marks and make notes that describe the quality of the evidence and justification of marks. Expand boxes as required.

AO1 – Recall - Breadth, depth, accuracy										
10%	1	2	3	4	5	6				
AO1 Mark	The candidate planning and budgeting was carried out well. She has identified products resources and budgeted. She planed well to give her more time on areas she was weak in. Her consultation with the client was clear and professional. Student demonstrated knowledge and understanding of health and safety with a patch test for adhesive.									
	Candidate demonstrated a reasonable breadth of knowledge and technical skills. There was some gaps in skills with the body art. Historical evidence was minimal.									
	Used illuminator on the skin to good effect for the situation of party makeup									
	PM comments:									
	The marker has not correctly identified descriptors in the marking grid for this AO. This AO should identity the learners' recall of knowledge in products, tools and equipment as well as Health and Safety practices adhered to. More justifications need to be made why marks were awarded.									
		hered to howeve				working practices acted on this which is				
AO2 – Understa	anding - Securi	ty of concepts,	causal links							
10%	1	2	<mark>3</mark>	4	5	6				
AO2 Mark 3	The candidate showed good understanding when carrying out the practical test. All planning rational and evaluation shows good comprehension and planning. Time line was logical and she focused more time and effort on her weaker areas. PM comments: Again the marker has not identified the correct descriptors according to the marking grid with no justifications.									
	There is no reference to the learners understanding. Wording from the band descriptors should be used on the CRF form to identify which band the learner sits in.									
	PM marks awarded in the lower band 2 rather than higher due to lack of research in body art. The learner makes a reasonable connection between historical looks and make-up designs; however the range of influences were limited. Written and verbal explanations generally enables the learner to express design ideas.									
AO3 - Practical	skill - Dexterity	, fluidity, confide	ence, ease of appl	ication						
35%	1 2 3 4	5 6 7	_		14 15 16 17					
AO3 Mark	hair was simple a	nd more in keepir	fessional level of sking with the late 60's	and did not ref	lect her mood boar	d. Historical				
11	information did not match her final look . Budget and rational were professional. Demonstrated colour correction and concealing for foundation. Weaker skills were demonstrated for body art , less techniques were demonstrated.									
	Student was gene	erally successful i e blended well on	n application of skills makeup and very c rk was very neat.							
	PM comments:									

	expe		n a PC	been of form.																		y
	creas	se and	l freeh	encing and bo limited	dy art	, Howe	ever, h	air te	chniqu	ies la	cke	d so	ne te	ech	nica	l sk	dll. S	Satisf	actor	y a	pproa	ıt ch to
AO4 – Bringi	ng it to	geth	er -	use of	know	vledge	e to a	oply s	kills i	n ne	N C	onte	xt									
30%	1	2	3	4	5	6	7	8	9	10		11	12		13	1	14	15	16	i	17	18
AO4 Mark 8	and a	Shows good application of theory in health and safety with eyelash glue patch test. Budgeting was correct and adhered to and planning. Research did not reflect the final look for 60's make up. Research done and developed the design for body paint.																				
	Some		ence t	o the r een giv															rom t	he	band	
	were not re succe	very s ealistic essful	similar to the	ner's o showing designer the	ng lacl n brief	k of ini f and c	novation	on. No ofluen	prom	otion actors	of p	prodere ne	ucts ot co	and nsi	d sei idere	vice d. 7	es d The	iscus final	sed. look v	Bu was	dget v s	vas
AO5 - Attend		_			ting	- Rep	peated	d che	cking	, per	fect	ting,	noti	cin	ıg, e	eng	gag	ed				
15%	1		2		3		4		5		6			7			8	}		9		
AO5 Mark 6	desig	ın and	ntious satisf	in all haction with clie	er ass	l looks	s. Look	s wer	shov e tailc	red to	o cli	ents	wish	nes	and		nfirm	ed m				
	The coutco	ustifica e is ev omes r	er has ation o ridence reflect	cover f mark e of rev most o	s. viewing of the c	g the s design	ucces ideas	s of th	ne des	igns a	alth	ough	faul	ts v	were	no	t alv	vays	corre	cte	d. Fin	al

Tutor signature	Date	Total			
		31			

PM comments:

The observer has not provided descriptive enough notes on the practical observation. More reference to the marking grid needs to be made along with the use of wording from the band descriptors to justify marks.

Section 5 Principal Moderator's guidance, hints and tips.

This practise marking material has been produced to be used for standardisation activities and for centre guidance in the early years of the qualification. The marks allocated to each learner are in accordance with the Principal Moderator marks and show the standard set for this qualification.

To make holistic judgments, it is necessary to ensure that all tasks are completed and submitted prior to assigning any final marks. Practical tasks are not marked independently of written submissions so ensure that all tasks have been completed before assigning any marks.

When judging ephemeral performances / practical skills, centres must ensure that the evidence is in a format visible to the marker/moderator and gives sufficient qualitative detail to aid moderation. Observers and markers should ensure their notes are comprehensive, employing key words written in the marking grids and describing how, where or why the work is good or better. Along with this they should ensure that any verbal questions are documented and that weaknesses / mistakes as well as strengths / exemplary practice are noted on the PO form. These notes will enable the centre marker and the moderator get a feel for the practical skills shown by each individual on the synoptic assessment day/s and will assist in allocation of marks and rank ordering.