

# **6010-30 Level 3 Advanced Technical Diploma in Media Make-up Artistry (540)**

**2018**

**Qualification Report**

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# Introduction

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

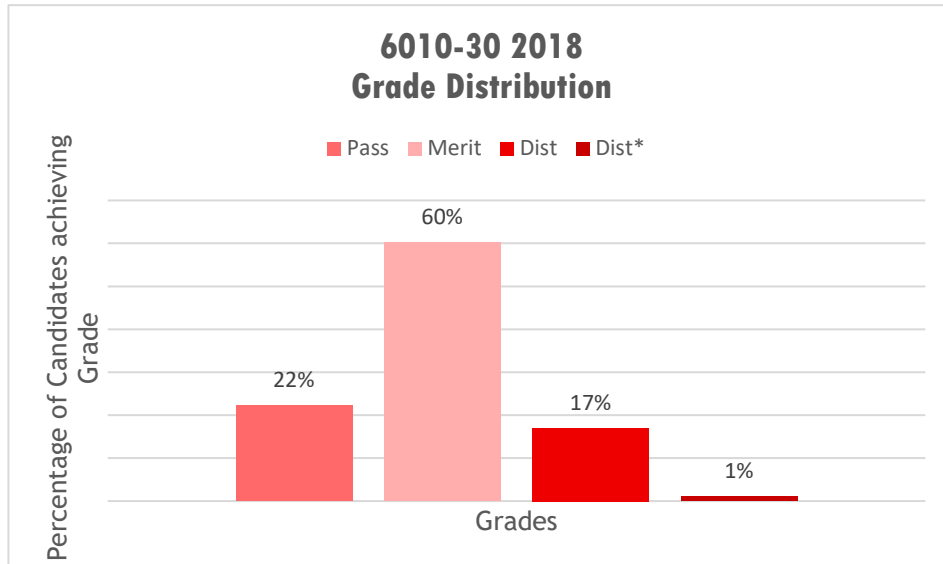
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2018 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments;

- 6010-030/530 Level 3 Advanced Technical Diploma in Media Make-up Artistry – Theory exam (1)
  - Spring 2018
  - Summer 2018
- 6010-031 Level 3 Advanced Technical Diploma in Media Make-up Artistry – Synoptic Assignment (1)

## Qualification Grade Distribution

The grade distribution for this qualification is shown below;



Please note City & Guilds will only report qualification grades for candidates who have achieved all of the required assessment components, including Employer Involvement, optional units and any other centre assessed components as indicated within the Qualification Handbook. The grade distribution shown above could include performance from previous years.

# Theory Exam

## Grade Boundaries

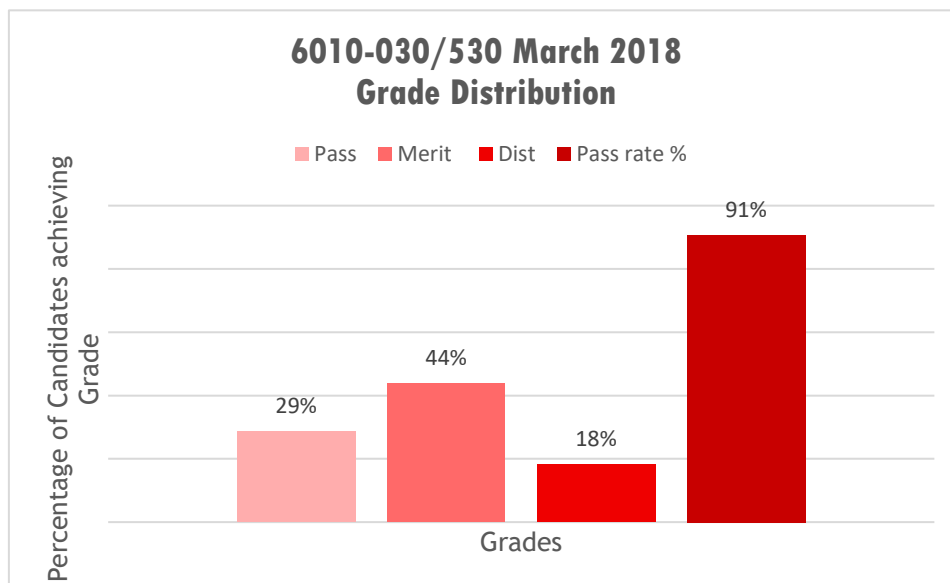
Assessment: 6010-030/530

Series: Spring 2018

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

<b>Total marks available</b>	<b>80</b>
Pass mark	35
Merit mark	45
Distinction mark	56

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

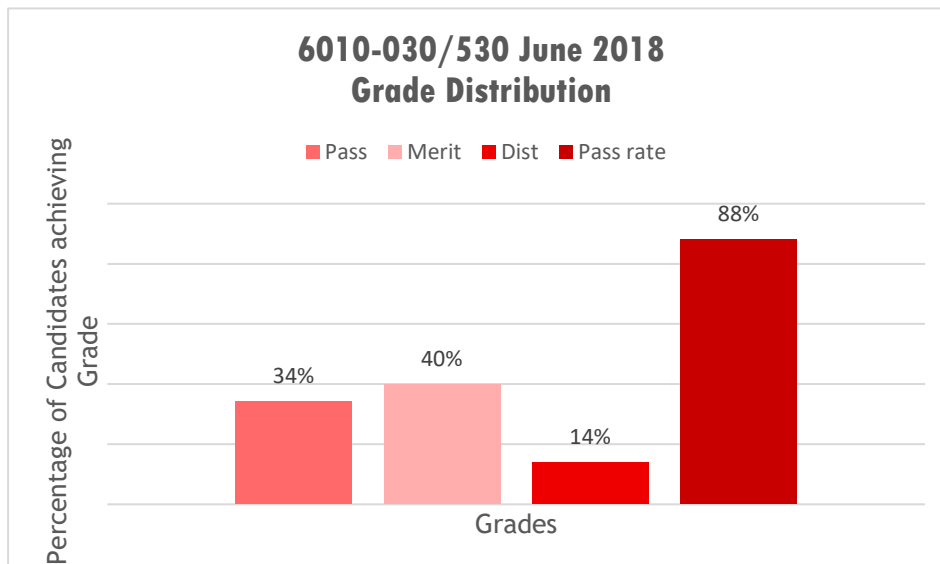


Assessment: 6010-030/530  
Series: Summer 2018

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

<b>Total marks available</b>	<b>80</b>
Pass mark	34
Merit mark	45
Distinction mark	56

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



# Chief Examiner Commentary

## 6010-030/530 Level 3 Advanced Technical Diploma in Media Make-up Artistry - Theory exam (1)

### Series 1 – Spring 2018

Candidate performance varied across the paper and this was reflected in most questions, there was a wide range of understanding seen in most responses. Candidates were able to respond to questions in alignment with the command verb, demonstrating an understanding of the command verbs within each of the questions however, in some cases candidates gave either full descriptions or justifications when only a statement-type response was required. This meant that on some occasions candidates were spending longer responding to questions than they needed to and this highlights further requirements for exam preparation around command verbs and marks available for a particular question.

Candidates demonstrated good understanding of questions which were based on social media, self-promotion or current trends, providing strong responses on questions relating to these subjects. Higher performing candidates were able to give a varied response with their justification showing sound industry awareness. An additional area of strength was seen across all of the hair related questions, and candidates were able to confidently answer each question relating to historical influences or skills and techniques showing good depth of understanding.

Candidates tended to miss out on marks around cultural influences, colour theory and the effects of lighting. There was a trend in candidate responses showing both a lack of knowledge and understanding relating to these subjects. The majority of candidates struggled to support their initial responses which demonstrated a lack of understanding or led to unjustified responses which resulted in missed opportunities for gaining marks. Centres should be mindful that when delivering this qualification that there are opportunities available for candidates to be exposed to different cultures and historical influences that have impacted today's society. These can be facilitated with trips or specialised events.

### Extended response question

Candidates generally performed well across both of the extended response questions. In most cases they were able to demonstrate their planning and thought process behind their answer. Candidates generally structured their responses well by either paragraphing or bullet pointing then justifying each bullet – this allowed for a variety of recall being identified followed by justifications which paved the way for the discussions to become clearer and more coherent. In some cases candidates would repeat their justifications often relating to the same point many times. Candidates generally performed better in question 16 showing more of an understanding of the theme TV documentary than the theme Op art in question 15. This was due to very few candidates referring to or acknowledging the topic Op art and although some candidates were able to make reference to the setting being a gallery, most candidates chose not to address the theme which resulted in potential marks being missed. Across both of the extended response question candidates were able to demonstrate a basic knowledge and understanding to achieve marks however higher performing candidates were able to achieve marks in band 2 with the justification of their answers being addressed fully for each area of indicative content explored. Candidates could improve their responses and potentially move into band 3 if attention to the production theme was considered, tailoring the answer to this specifically and a covering a wider range of indicative content such as addressing some of the more obscure influencing factors.

## **Series 2 – Summer 2018**

Overall the standard of candidates' performance for the June paper was lower than April. Candidate's performance varied across the paper, with most questions being answered. There were examples where questions were misread and misunderstood which affected the candidate's response and subsequent marks. Some candidates repeated their responses, resulting in candidates missing out on full marks. Some candidates were spending too much time on a longer response with descriptions or justifications when a statement-type response was required, candidates should be encouraged to consider how many marks are required by each question, when responding to questions.

Questions where some strength was shown included historical hair and make-up, understanding of product tools and equipment, but responses often lacked both depth and breadth of knowledge in their response.

Candidates tended to miss marks around colour theory backdrops and showed a lack of in depth knowledge of working in the makeup industry. The responses to the questions regarding backdrop were often focused on lighting, which restricted the marks that could be awarded.

When asked about different productions, candidates' responses tended to focus on magazine shoots and high end fashion catwalks, very few responses referenced, theatre, film or TV productions.

### **Extended response question**

There were very few candidates who answered these questions with in-depth knowledge. Some candidates showed a good understanding of the Egyptian era giving good historical facts but missed marks as no other indicative content was given. Most candidates used bullet points or lists of questions demonstrating a variety of recall and a vague knowledge of the industry with no justification. Some justifications were given but for the same point many times which showed a lack of understanding of the questions being asked. Question 15 was answered better than question 16. Some candidates missed question 16 altogether. Some candidates repeated their responses in question 15 for question 16 with no reference or explanation for the scenario.

Higher performing candidates for question 16 addressed the photo shoot and the calendar topic but missed potential marks by not addressing the local community celebrating diversity. Across both of the extended response questions, candidates were able to demonstrate a basic knowledge and understanding to achieve marks for band 1 and the higher performing candidates were able to achieve marks in low band 2 with some justification of their answers. For candidates to achieve marks in the top of band 2 and band 3, responses should cover all main considerations when planning a photo shoot or working on a TV documentary and link relevant technical aspects necessary regarding the scenario, including the planning process addressed in detail with full justification for decisions made.



# Synoptic Assignment

## Grade Boundaries

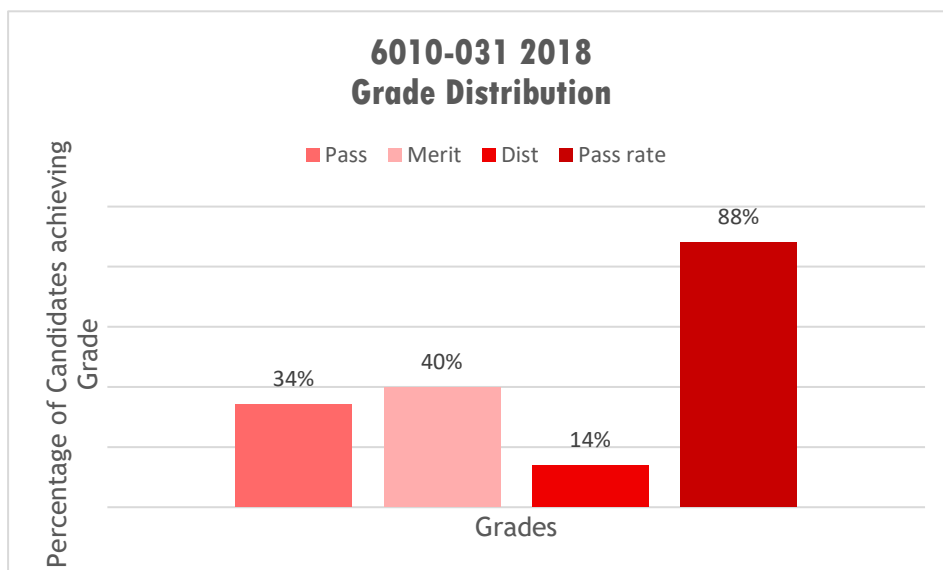
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

Assessment: 6010-031

Series: 2018

<b>Total marks available</b>	<b>60</b>
Pass mark	23
Merit mark	34
Distinction mark	46

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



## Principal Moderator Commentary

Overall, candidates were able to show a clear journey across each task from planning to evaluation. The evidence was set out and in most cases uploaded in a logical sequence. Planning and practical evidence varied across centres, however with fully supported understanding of the brief requirements, candidates were able to demonstrate skill and detail.

Body art and creative interpretation of the brief was much improved from last year and candidates were able to effectively plan for both as well as demonstrate finer skills and show an innovative planning approach. In most cases, candidate's hair skills were still not to the standard expected. Centres should take care that candidates are taught a varied range of techniques during delivery to support their performance in the synoptic process.

Candidates missed out on higher marks for various reasons, but the majority of marks were lost when awarding AO3 and AO4 due to the lack of variation of costume and props used as well as the attention to overall finish and the candidate's ability to critically reflect and evaluate their own working practice.

### Assessment Objectives

#### AO1

Candidates who scored higher in AO1 were able to link their planning to theory confidently. They were also able to show knowledge of the era through their research and demonstrate this when working practically. Candidates were able to confidently answer questions on the era and how this has impacted on their designs. Candidates were able to show a breadth of knowledge from across the course in their planning which was also evident in their evaluations. Those candidates who scored lower were still able to show knowledge, but this lacked depth and breadth to support designs and planning was not always linked to the practical to fully support their decisions. Lower scoring candidates showed a lack of health and safety knowledge which was reflected during practical performance. In some cases, health and safety was annotated well in the practical observation forms.

#### AO2

Candidates in most cases were able to achieve marks in band 2 or 3. Lower scoring candidates were able to show logical understanding throughout planning and this was also seen to continue during the practical. However, in many cases, candidates were not able to show understanding or justify their decisions during the evaluation to support the planning and practical performances. At times, candidates' justifications were brief and lacked reflective detail. Centres should take care in preparing candidates for synoptic evaluations during delivery and formative tasks; this will ensure that candidates have the skills to critically reflect on their own working practices and what effects this has on future working practice. Overall, most candidates were able to demonstrate strong understanding of the era and how to plan effectively. This was mainly down to most centres not using pre-populated paper work to support candidates, as in the past this has hindered the candidate being able to show their full understanding.

#### AO3

Most candidates were awarded high marks in band 2 and across a range of marks in band 3. These candidates were able to demonstrate a range of make-up and body art skills. Some were able to demonstrate a good range of hair skills, however this was limited and care should be taken to ensure candidates have the required skill set for synoptic achievement. For higher scoring candidates the quality of skill was consistent across all tasks and they were able to demonstrate a variation of techniques and utilise their whole tool kit to excellent effect. In some cases candidate skills went beyond that of the requirements of the course showing great skill and attention to industry changes. The quality of skill was consistent across all tasks.

Lower marked candidates were only able to show a limited range of skills and in many cases there were not reflective of the planned designs, showing a lack of consistency when linking planning to practice. The

skills were basic and not completed with care which showed a lack of attention to detail. In many cases, brow blocking was either not attempted or it was not carried out to good effect. Often where candidates did not always succeed in application, their understanding and reflection on the skills was improved from last year.

#### **A04**

Candidates were able to mainly achieve a band 2 and in some cases band 3. There was strong evidence to support candidates planning and research that linked to the practical and effectively portray the era. Candidates were able to demonstrate creative flair in modern interpretation of the era, however could have scored higher by using or making different costumes to further show creativity and innovation. The lower scoring candidates were not able to show justification and reflection in their evaluations; these mainly consisted of brief descriptions. Candidates were also unable to show creativity in their planning and creation.

#### **A05**

Candidates were able to show improvement in the planning detail from last year. This included a range of hair/make-up and body sketches, as well as budgeting to reflect the industry. There was also evidence of annotations throughout planning to support creations. Candidates were also commented well on checking and perfecting their own work during the practical to ensure fine detail was seen and that mistakes were corrected. Photographic evidence was much improved and attention to the background and model positioning was seen. This was not in all cases and care should be taken by both centre and candidate when photographic evidence is being captured that it is suitable and follows the photographic guidance found in the synoptic packs.