6010-030/530 – Level 3 Media Make-up Artistry – Theory Exam

Examiner Report

Contents

Introduction

This document has been prepared by the Chief Examiner, it is designed to be used as a feedback tool for centres to use in order to enhance teaching and preparation for assessment. It is advised that this document be referred to when preparing to teach and then again when candidates are preparing to sit examinations for City & Guilds Technical qualifications.

This report provides general commentary on candidate performance and 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 the **March 2020** examination series. It will explain aspects which caused difficulty and potentially why the difficulties arose, whether it was caused by a lack of knowledge, incorrect examination technique or responses that failed to demonstrate the required depth of understanding.

The document provides commentary on the following assessment:
6010-030/530 Level 3 Media Make-up Artistry – Theory Exam.

Theory Exam – March 2020

Grade Boundaries and distribution

Assessment: **6010-030/530**
Series: **March 2020**

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

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

The graph below shows the approximate distribution of grades and pass rates for this assessment:

6010-030/530 March 2020
Grade Distribution
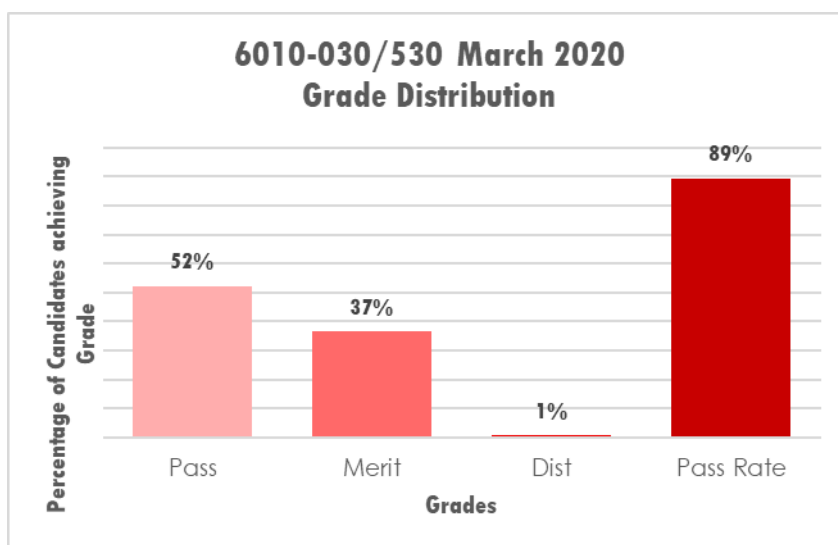
Chief Examiner Commentary

General Comments on Candidate Performance

Assessment component: 6010-030/530

Series 1 (March)

The most significant change to previous years is that most candidates attempted all questions, but candidates' performance still varied across the paper and in responses to most questions only recall was seen. Candidates were able to respond to questions in alignment with the command verb, but in some cases, candidates gave full descriptions or justifications when only a statement-type response was required. This meant that on some occasions candidates were spending more time responding to questions than they needed to and this highlights further requirement for exam preparation around command verbs and marks available for a particular question.

Candidates demonstrated good understanding of questions based on health and safety, make-up products and face shapes providing a variety of responses on questions relating to these subjects. Higher performing candidates were able to give a varied response with their justification showing sound industry awareness, but in some cases unable to correctly answer questions like the one on skin tones. An additional area of strength was seen across the hair-related questions and many candidates were able to confidently answer each question relating to historical influences, skills and techniques but not always showing good depth of understanding.

Most candidates lost marks on questions around social and cultural influences. Many candidates were able to recall influential icons and events but were unable to link these to the make-up and hair trends and some mixing the historical era altogether. Candidates struggled with terminology used such as troubleshooting and no candidate could truly define an editorial make-up, and thus no full marks could be gained. Moreover, candidates misunderstood environmental sustainability, giving answers regarding health, safety and hygiene instead. Marks were in some cases missed completely as candidates misread the questions giving detailed but incorrect answers as they did not relate to the question being asked. In some questions candidates' initial responses were then contradicted, resulting in missed opportunities for gaining marks as was sometimes seen in responses to the use of make-up for black and white photography. In some cases, the answers given were seen as rote learning rather than understanding.

In extended response questions candidates were, in most cases, able to demonstrate their planning and thought process behind their answers. Candidates generally structured their responses well by either paragraphing or bullet pointing answers with some justification. Candidates generally performed better, showing more of an understanding of the fashion industry rather than themed TV documentary question scenario. Many answers were more of rote learning rather than understanding with basic responses around research, lighting, characteristics, costume/fashion departments. Making no reference to the eras and without distinguishing between the industry themes majority of candidates were unable to score any higher than band 1. Some higher performing candidates were able to achieve marks in band 2 with the justification of their answers being addressed for each area of the indicative content explored.

Centres should encourage candidates to develop their depth of knowledge and understanding in correct industry terminology and social and cultural influences. Candidates would also benefit from reading each question carefully in order to answer them correctly in the required depth. For the extended response questions, candidates could improve their responses and potentially move into band 3 if the industry themes would be addressed in full. Their answers should be tailored to the specific industry areas by using correct terminology, covering a wider range of indicative content

and addressing a wider range of influencing factors, with no repetition of the same answers in different extended response questions.

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

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