

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

**2022**

**Qualification Report**

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# Foreword

## Results August 2022

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

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

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

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

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

## Spring examination series 2022

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

# Introduction

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

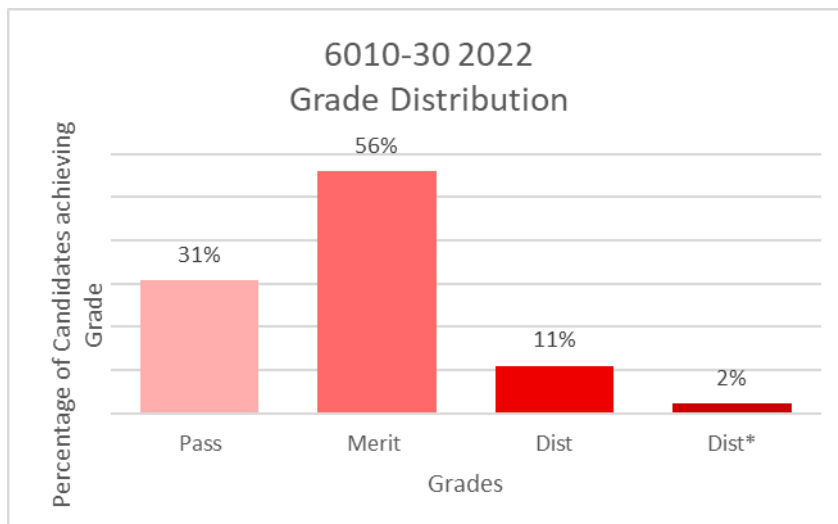
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2022 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments:

- 6010-030/530 Level 3 Media Makeup Artistry - Theory exam
  - March 2022 (Spring)
  - June 2022 (Summer)
- 6010-031 Level 3 Media Makeup Artistry - Synoptic Assignment

# Qualification Grade Distribution

The approximate grade distribution for this qualification is shown below:



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

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

# Theory Exam

## Grade Boundaries

Assessment: **6010-030/530**

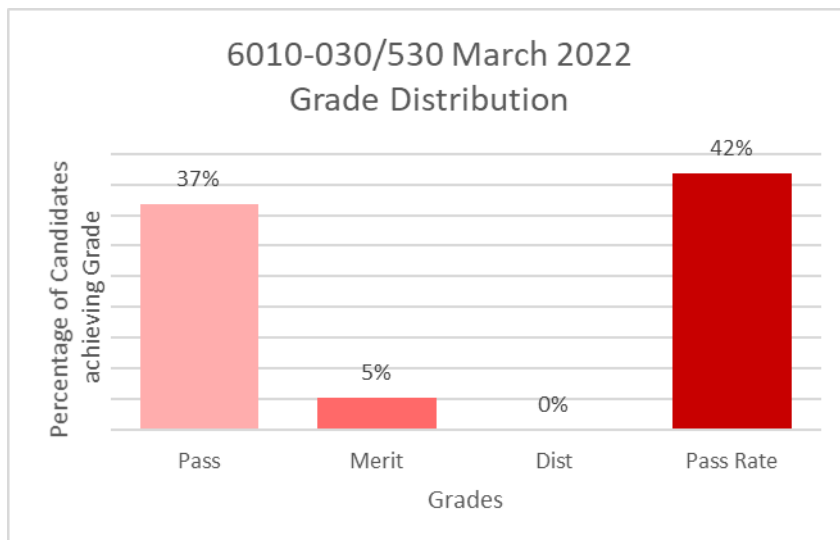
Series: **March 2022**

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	32
Merit mark	43
Distinction mark	55

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

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

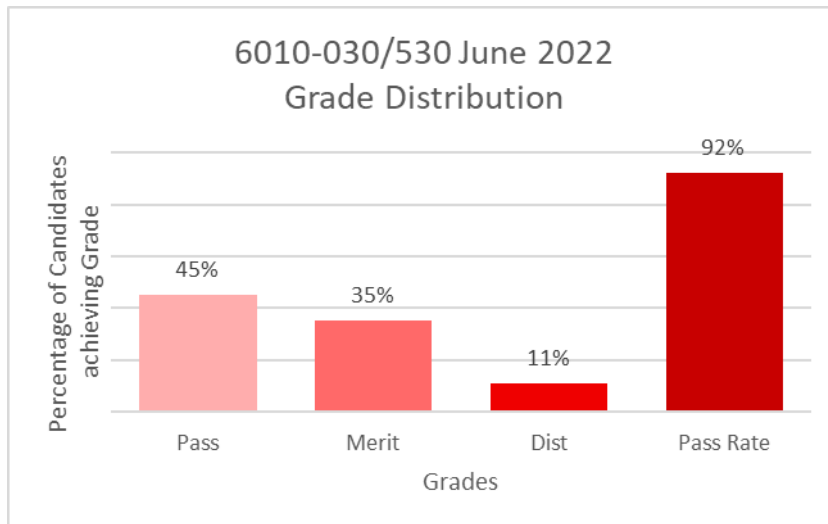


Assessment: **6010-030/530**  
Series: **June/2022 (Summer)**

Below identifies the final grade boundaries for this assessment.

<b>Total marks available</b>	<b>80</b>
Pass mark	28
Merit mark	39
Distinction mark	50

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



# Chief Examiner Commentary

## 6010-030/530 Level 3 Media Makeup Artistry - Theory exam

### Series 1 – March 2022

The majority of candidates answered all questions across the paper. Candidates were able to respond to questions in alignment with the command verbs. Within each question, candidates correctly answering the statement type questions and, in most cases, justifying and giving full descriptions in the appropriate questions.

Candidates demonstrated some good understanding and knowledge across the paper and provided good answers to most questions including cultural and social influences and environmental considerations. However, candidates did not provide responses which covered enough breadth and depth to gain full marks. Marks were also missed due to subject specific terminology not being correctly applied.

Questions relating to colour theory, lighting and social media, saw the majority of candidates unable to support their initial responses which led to a lot of repetition of the initial points made, rather than providing the explanations required.

### Expanded response questions

Candidates performed well across both extended response questions. Candidates recognised the difference in the questions referring to and relating to the individual industries in their responses, with very little repetition seen across both questions. More detail was given and, in most cases, structuring responses in sentences rather than bullet points with some justification for the decisions made. The basics for both questions were covered well but most candidates were unable to achieve the higher bands due to insufficient depth of understanding. A few candidates had a good knowledge of the historical factors to take into account when considering hair and makeup designs detailing the character breakdown with some creative detail to possible special effects and possible wig consideration.

Centres should be mindful that the qualification is delivered in full, ensuring candidates have the full depth and breadth of knowledge and understanding across the content of the qualification. Candidates would also benefit from reading each question carefully in order to answer them correctly in the required breadth and depth.

**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>



## **Series 2 – June 2022**

Most candidates attempted all questions across the paper and were able to recall correct answers for most of the questions. Most candidates responded well to the AO1 questions with very few giving full descriptions or justifications instead of one-word answers. For AO2 questions most candidates were able to recall correct responses but struggled to give clear explanations of the points identify repeating the answers, in many cases unable to achieve full marks.

Candidates demonstrated good understanding across the paper. Questions around cultural and social influences, products used in the makeup industry were answered well.

Candidates tended to miss out on marks in this paper due to a lack of in-depth knowledge. Some candidates were unable to recall correct historical influences, trends and legislation. Some answers given around the makeup industry lacked understanding and were often confused. Centres should be mindful that for candidates to progress they need to have an understanding of the opportunities available to them in the makeup industry.

### **Extended Response Question**

Candidates performed well across both extended response questions. In most cases the candidates were able to recall and demonstrate basic knowledge for both scenarios these were well presented with a plan and written in structured paragraphs rather than a list. Most candidates also correctly identified the differences in the industries. There were marks missed in some cases where responses were repeated across both scenarios.

For the extended response questions most candidates achieved top of band 1 with higher scoring candidates achieving top of band 2. For band 3 to be achieved, it is recommended that candidates consider the roles, industries, and eras that the questions refer to making the responses more specific rather than generic. Wider considerations should be discussed ensuring the decisions made are fully supported and justified.

**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>

# Synoptic Assignment

## Grade Boundaries

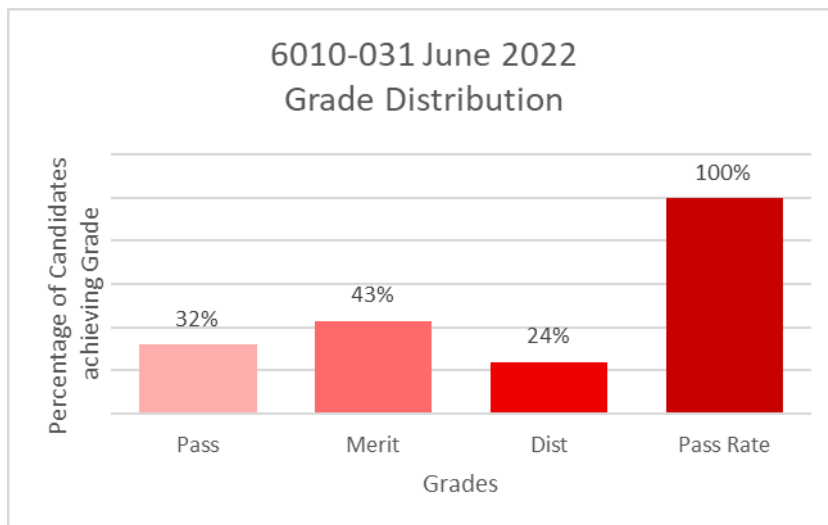
Below identifies the final grade boundaries for this assessment.

Assessment: **6010-031**

Series: **2022**

<b>Total marks available</b>	<b>60</b>
Pass mark	19
Merit mark	31
Distinction mark	43

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



## **Principal Moderator Commentary**

The candidates overall, had a clear understanding of the brief requirements but the range of skill shown across the 3 looks was varied. There were some candidates demonstrating a wide range of skills for both hair and makeup with good use of costume and props to support all 3 looks completed. However, there were some candidates who demonstrated limited or no hair skills in their finished looks. Some used wigs which limited their ability to demonstrate a variety of hair skills. In some cases, there was poor planning, limited use of sources, no referencing and copy and paste evidence in task 1.

Body art improved from previous years with the full body and face painted supported well with styled hair, costumes and props. There was still a lack of creativity in some candidates work with the historical and modern looks that looked very similar. Centres should take care that candidates are taught a varied range of techniques during deliver to support their performance in the synoptic process.

Candidates missed out on higher marks for various reasons. Centres must ensure that the candidates are fully aware of which aspects of their performance across the AOs will give them good marks in the assessment.

### **Assessment Objectives**

#### **AO1**

Candidates who scored higher in AO1 questions used a wide range of sources and referencing, confidently articulating a broad and varied range of knowledge linked to the 1970's. Noting consistently all aspects of safe working practise. Lower scoring candidates lacked depth of knowledge and in some instances copied and pasting information with no referencing included meaning that candidates were scoring in band 1 rather than band 2.

#### **AO2**

For some candidates' elements were missed in the planning which was due in part to the performers used, these did not help the candidates to demonstrate in-depth knowledge which led to in some cases omitted explanations of design ideas. Higher scoring candidates scored at the top of band 2 and band 3 they showed breadth and depth of knowledge using primary and secondary research to support the design ideas. Colour theory was included in the planning for the camouflage application.

#### **AO3**

Most candidates' make-up skills were successful with evidence of precision and accuracy demonstrating varied level of techniques with a good range of products, tools and equipment used. This was not the same for the hair skills demonstrated, for some, basic skills were used which lacked variety or in some case hair skills were not attempted for body art. Most candidates were able to show an understanding of the era and the body art was much improved on previous years with advanced skill used to complete the look.

#### **AO4**

Many candidates designs, were original using their own interpretation to the create the looks which confidently reflected the designs planned with a realistic calculated budget. There was good use of costume and props to support the looks, but this was not the case for all candidates. Some candidates lacked creativity and did not use costume and props to support the design

ideas. Marks were also missed as the evaluation in some cases was a step by step as to what occurred with little or no reflection on the outcome of the assignment and only basic self-reflection captured.

## **AO5**

Candidates scoring higher showed attention to detail in all the evidence presented and maintained a professional approach throughout to the assignment. Many candidates presented creative designs in the look book with sketches and annotations to support the written work produced. Some photographic evidence was not of good quality to support the candidates work, in some cases only head and shoulder pictures were presented. Many photos arranged on 1 page or slide photos were small or out of focus making it difficult to see the finer detail of the candidates work. The centre must check the photo evidence is of a quality to support the comments made when marking.

### **Best practice to Centres**

- Candidates should be aware of which aspects of their performance across the AO's 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.
- Centre's must ensure that Task 1 is clearly referenced. Candidates are required to research and write up their findings. Copying and pasting other people's work and passing it off as your own is plagiarism, this is not allowed. It is important to make sure that all sources are acknowledge and all information used is clearly reference.
- The timings in the synoptic are recommendations of the maximum time that can be used. Candidates should plan their own timings which should be based on their own ability. It is expected that some candidates work quicker than others and candidates should not be penalised for this. On completion the candidates should be allowed to leave the exam room so as not to disturb the other candidates.
- Costume and props must be used in all 3 looks, these must be planned in Task 1 and used to support the looks created. Full length photographic evidence must be included in the images submitted to support this.
- Photographic evidence must be in focus and of good quality. It is the responsibility of the Tutor to check the quality of the photographic evidence and that this evidence supports the candidates work and the marks awarded. Please ensure that there is no more than one photo per page or slide so that the images can be clearly seen.
- The evaluation must not be a step by step of what occurred. The evaluation should be a reflection on what went well what did not go so well, noting any changes made and justifying why these changes were made. Evaluating if the practical was to be repeated what would be done differently. A discussion on the design plan, was met or if not followed an explanation/ justification as to why.