

Level 3 Advanced Technical Diploma in Media Make-up Artistry (540)

(6010-30)

September 2015 Version 1.0

Synoptic Assignment Pack

Introduction

General information about structure of the assignment pack

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Candidate section

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 any written work you produce. It is therefore important that you carry your work out to the highest standard you can. You should show how well you know and understand the subject and how you are able to use your knowledge and skills together to complete the tasks.

Plagiarism

Plagiarism is the failure to acknowledge sources properly and/or the submission of another person's work as if it were the candidate's own. Plagiarism is not allowed in this assignment.

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 outside 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.

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

You should take care when planning to make sure you have divided the time available between tasks appropriately. 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 reassess you until they are sure you are ready for assessment and can work safely.

Presentation of work

Presentation of work must be neat and appropriate to the task.

You should make sure that each piece of work is 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 but this is not a requirement.

Assignment

You have been asked to submit a look book of design ideas for a magazine photo shoot. The magazine is running an article that is comparing looks from the original 1960s era to looks from today that have been inspired by the 1960s. The article is linked to an advertising campaign the magazine is running for the revival of a 1960s perfume. The director of the photoshoot has given a brief of requirements that they need for both the article and the advert.

Prepare a look book that contains a range of ideas for different total looks that cover the design brief.

Design brief

For the article:

- different 1960s looks, including hair and make. The designs should include:
 - modern 1960s inspired fashion make-up and creative hair
 - historical make-up and hair replicating the original 60s look

To complement the make-up and hairstyle clothing and props need to be considered.

For the advertising campaign:

- full body-art looks based on a flowers theme. The designs should include:
 - full body
 - no more than 25% of the body will be covered by costume.
 - body art technique: a **minimum of two** techniques of your choice
 - airbrush techniques: a **minimum of two** techniques of your choice.

On completion of your designs you will be required to present your ideas to your tutor who will play the role of the director.

The director of the shoot will select **three** looks from your range of designs to take forward for the photoshoot. This will include one historical look, one current look and one full body art application.

The director has also advised that one of the models has a condition that will require skin camouflage techniques.

The photoshoot will run over a period of two to three sessions. The director has allowed you a total of **fourteen hours** to create all of the looks.

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

Evaluation of your work

You are required to evaluate each of the looks created. As part of your evaluation you should take a range of photographs of each of your looks, and then evaluate your work including the areas you have excelled and the areas in need of improvement.

You should select one photograph of each of the looks created to add to your look book.

Conditions of assessment:

You may carry out research and collect any information for your look book designs under unsupervised conditions.

The creation of the look book, the creation of the looks and the evaluation must be carried out under supervised conditions.

What must be presented for marking:

- completed look book (including mood board, records of models details and an image of the final look)
- additional photographs and evaluation documents
- any additional supporting evidence eg model feedback.

Tutor guidance

This synoptic assessment is designed to require the candidate to make use their knowledge, understanding and skills they have built up over the course of their learning for this qualification 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 a set of tasks. They then have to draw on the knowledge and skills they have to independently select the correct processes, skills, materials, and approaches to take, from across the qualification, to make good decisions that will achieve an end result that is fit for the specified purpose.

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.

You should explain to candidates 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.

The candidate 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.

Guidance on tasks

It is expected that the candidate designs a range of looks in their look book, not just 3 that they will have to create. While there are no strict rules around the number of looks produced it is anticipated that candidates are likely to design between 5-9 different looks that cover the different requirements. Candidates may produce more designs for one look than another but must have produced at least 2 designs for 2 out of 3 of the different looks.

The tutor would then play the role of the director and select from the range of designs the candidate has produced, which three will be taken forward to creation. Candidates should be encouraged to think about this when creating their designs to make sure their ideas are achievable within their own skillset. The idea behind this is to both replicate an industry scenario and ensure that all of the candidate's designs are not beyond their own capabilities.

Candidates are responsible for sourcing their own models. They must ensure that they are sourcing one model that requires skin camouflage techniques. The details of the skin camouflage that is going to be carried out during the assessment should be agreed with the tutor in advance of the assessment. This is to allow the tutor to check the degree of difficulty of the chosen condition to ensure that it is not too easy or too difficult to achieve within the context of the assessment. The condition must be a notable skin condition that gives the opportunity for the candidate to show a range of skin camouflage techniques. Any of the following could be selected for skin camouflage:

- birth mark
- scar tissue
- tattoo
- hypo pigmentation.

The skin camouflage can be carried out on any exposed part of the body (ie any area that is not covered in clothes/costume). It can be carried out on any of the models however if done as part of the body art look candidates must show their tutor the camouflage separately prior to applying the design.

It is recommended that models are sourced with an existing condition that would require skin camouflage techniques however if all opportunities to source models have been exhausted the skin condition may be simulated.

Time

The recommended time allocated for the completion of the tasks and production of evidence for this assessment is between **seventeen** and **twenty** hours. Candidates should be required to plan their work and have their plans confirmed for appropriateness in relation to the time allocated for each task. The time can be broken down as follows:

- look book tasks : candidates should spend **at least 4 hours** planning independently and **at least 4 hours** creating their planning document in controlled conditions.
- fashion/photographic/creative hair design skills: no more than **4 hours**
- historical look (hair and make-up): no more than **4 hours**
- body art: **5 hours**
- camouflage: **1 hour**
- pictorial evidence and evaluation tasks: It is expected that candidates will spend up to **1 hour 30 minutes** taking photographic evidence and evaluating total looks and camouflage make-up.

These can be varied to meet the individual circumstances of the candidates.

Candidates should be given their tasks **three weeks** prior to the first scheduled assessment date to allow time for research.

The creation of the look book in supervised conditions must be scheduled first to allow the tutor to select the looks that the candidates is to take forward and create. Therefore it is expected that the creation of the look book in supervised conditions would be scheduled separately from the creation of looks. It is recommended that there is one week between the creation of the look books and the creation of the looks.

Ideally to reflect the industry the creation of the looks should be carried out in a back-to-back session over 2-3 days however flexibility is allowed around this.

Tutors can chose to allow candidates time to carry out the evaluation of each finished look immediately after completion (ie 30 minutes each) or they can combine this time and run as a separate supervised assessment after completion of all three looks.

Resource

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 resource for creating their final image.

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 as much as possible.

Health and safety

Health and safety is of paramount importance and candidates should not be entered for assessment without being clear of the importance of working safely, and practice of doing so. The tutor must then ensure that the candidates work safely, and immediately stop an assessment if a candidate does not do so. 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.

Observation

Where the tutor is required to carry out observation of performance, detailed notes must be taken of the quality of performance along with any other aspects of performance that will support a judgement of the marks to be awarded

The tutor should refer to the marking grid to ensure appropriate aspects of performance are recorded. These notes will be used for moderation purposes and must be detailed and accurate.

Tutors should ensure that any supporting evidence including eg photographs or video can be easily matched to the correct candidate, are clear, sufficiently well-lit and showing the areas of particular interest for assessment

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).

Oral questioning of the candidate and/or model(s) must be undertaken by the tutor during the observation.

Tutors should be asking a range of 'why' and 'what if' style questions at an appropriate time during the creation of your looks, for example:

- What kind of lighting are you using and how has it impacted on your application?
- In what ways could a make-up artist prepare for short notice change of themes?
- How have you kept up to date with fashion trends in terms of make-up application?
- Why have you chosen the products that you have used today?
- Why are you using those particular skin camouflage techniques?
- What are you taking into consideration when working on the hair?

Preparation

Candidates should be aware of which aspects of their performance 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. 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. They may not have access to the marking grids

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. Formative assessment will necessarily take a significant role throughout the learning programme where support, guidance and feedback (with the opportunity to show how feedback has been used to improve outcomes and learning) are critical. This approach is not, however, valid for summative assessment. The purpose of summative assessment is to confirm the standard the candidate has achieved as a result of participating in the learning process.

Authentication of candidate work

Candidates are required to sign declarations of authenticity, as is the assessor. The relevant form is included in this assignment pack.

The completion of the final evidence for the tasks that make up this synoptic assignment must be completed in 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.

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 assessor feedback. Once the evidence has been submitted for assessment, no further amendments to evidence can be made.

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 assessor 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.

Guidance on marking

Please see the centre guidance document **Guidance for assessment of City & Guilds technical qualifications, including grading and use of marking grids** for detailed guidance on using the following marking grid.

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

Marking grid

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
0	AO1 Recall of knowledge relating to the qualification LOs	n/a	n/a	n/a
10	AO2 Understanding of concepts theories and processes relating to the LOs <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 	<p>(1-2 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>(3-4 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>(5-6 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>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	new situations/the assignment? <ul style="list-style-type: none"> How well chosen are exemplars – how well do they illustrate the concept? 	Examples of understanding expected: research, design brief interpretation, logical sequence, appropriate techniques, products, tools, equipment, colour theory, balance of look, timescale, use of terminology, continuity, costings, purpose of look book, health and safety legislation.		
		There is a limited evidence of a range of understanding from across the practical tasks disconnected to the theory, the design brief can be generally explained in a simplistic way, some areas are more secure than others.	There is understanding from across the practical tasks is consistent with coherent reasoning and a well explained design brief making links between practical and theory.	There is detailed understanding from across the practical tasks applied consistently and integrated, linking practical to theory. Candidate used concepts and theory confidently in explaining decisions taken and application.
25	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 skills/achieve practical outcomes? 	(1-5 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.	(6-10 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.	(11-15 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,
		Examples of skills expected: presentation and clarity of look book, use of make-up and styling products and application techniques, overall final look, attention to details, dexterity, organisation, interaction with the model and model's modesty, compliance to Health and Safety, hygiene, communication with others, authenticity of chosen era.		
		The application is not completed within the agreed time, rushed	The application is completed within the agreed time using	The application is completed within the agreed time using high

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		<p>throughout, with lack of enthusiasm, lack of quality, skills eg basic: blending, shading, colour choice, basic body painting techniques and airbrush, styling including hair, lack of historical evidence within the total look. Some less significant areas of health, safety and hygiene were not followed.</p> <p>Minimal consideration given professional etiquette, with limited engagement or direction to the model with occasional use of unsuitable communication techniques (limited or inappropriate use of technical terminology and questioning techniques)</p> <p>Bottom of band: Poor attention to details, lack of effective participation, poor fulfilment of design brief.</p> <p>Practical abilities did not reflect the look book. Healthy and Safety was not followed. Quality of skills are limited. High level of products and consumable wastage.</p> <p>Top of band: Limited attention to detail, limited interpretation of the</p>	<p>appropriate skills to meet the design brief objectives, using a range of techniques, with adequate level of skills, showing some precision eg blending, shading, appropriate colour choice and mixing, 2D body painting techniques and airbrush, use of adornments to enhance, styling including hair.</p> <p>Appropriate products, tools and equipment selected to complete design objectives.</p> <p>Presence of historical evidence.</p> <p>Health and Safety and hygiene were followed</p> <p>Effective professional etiquette demonstrated. Clear engagement and direction with the model that showed empathy with consideration of any diverse needs. Used suitable communication techniques and positive body language (questioning and listening, technical terminology adopted, use of eye contact)</p> <p>Bottom of band: Fair attention to details, effective participation, fulfilment of design brief with no support and guidance required.</p>	<p>quality range of skills to meet the design brief objectives, outstanding precision and attention to detail.</p> <p>Exceptional skills including blending, shading, highlighting, contouring, colour choice and mixing, 3D body painting techniques and airbrush, with imaginative enhancement using adornments. Hair styling was carried out using a variety of unconventional techniques. Demonstrated resourcefulness.</p> <p>Variation of products, tools and equipment selected to complete design objectives.</p> <p>Historical authentic look.</p> <p>Health and Safety and hygiene were followed</p> <p>Exceptional professional etiquette demonstrated. Used visual aids where applicable and adapted terminology to suit model' level of understanding, care with tone of voice to match the setting/model/service.</p> <p>Used suitable communication techniques (questioning and listening, confident technical</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		<p>design brief, with some guidance required. Some Health and Safety was followed. Quality of skills are sporadically applied.</p>	<p>Practical abilities reflected from the look book into the finished image. Health and Safety was followed throughout. Quality of skills are basic.</p> <p>Top of band: effective attention to detail and interpretation of design brief, with no support and guidance required. Health and Safety was followed throughout. Quality of skills are consistently applied.</p>	<p>terminology adopted) open/closed/probing questions. Outstanding evidence of empathy with consideration of diverse needs, high level of engagement and direction with the model. Positive and confident body language (eye contact and facial expression) and is friendly and polite to the model and peers.</p> <p>Bottom of band: high quality attention to detail, effective participation, fulfilment and adaptation of design brief. High quality abilities reflected effectively from the look book into the finished image. Health and Safety was followed throughout. Quality of skills are high quality.</p> <p>Top of band: Outstanding and confident attention to detail, interpretation and originality of design brief, skills and techniques. Autonomy and independent performance. Health and Safety was followed throughout. Quality</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
				of skills are consistently applied to exemplary standard.
20	AO4 Bringing it all together - coherence of the whole subject <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 	<p align="center">(1-4 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 align="center">(5-8 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 align="center">(9-12 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: amalgamation of research, planning, time management, problem solving, evidence of the total look meeting the design brief, clear theme across the looks created</p>				

	<p>contexts/ problems on their own?</p>	<p>Limited evidence of consideration of theory when planning designs. Inadequate reflection and evaluation on knowledge and skills used to create designs.</p> <p>Evidence of time management demonstrated some of the time, with periods of wasted time</p> <p>Evidence of a disconnect between the designs of the looks and the looks created</p> <p>Bottom band: Lack of evidence of using their knowledge and understanding to make straight forward links between limited topics across the qualification.</p> <p>Top band: little evidence of use of knowledge and understanding to make key links between limited topics across the qualification.</p>	<p>Evidence of consideration of theory when planning designs. Suitable reflection and evaluation on knowledge and skills used to create designs.</p> <p>Effective time management demonstrated with organisational skills shown</p> <p>Looks created clearly reflected the designs</p> <p>Bottom band: consistent in bringing together knowledge, understanding and skills when analysing and solving problems, and reflecting on the design brief and total look. Evidence of key links between the range of topics across the qualification.</p> <p>Top band: evidence of a range of knowledge from across the qualification to analyse and problem solve. Integration of knowledge, understanding and skills which informed basic appreciation of the context of the design brief and its impact on the total look.</p>	<p>Outstanding use of knowledge, understanding and skills across the qualification to compile designs. Highly detailed reflection and evaluation on knowledge and skills used to create designs.</p> <p>Strong evidence throughout of effective time management, opportunities for efficiency are maximised</p> <p>Created looks showed further enhancements to the designs in line with the design brief</p> <p>Bottom band: evidence of a wide range of knowledge from across the qualification to analyse and problem solve. Integration of knowledge, understanding and skills which informed an appreciation of the wider context of the design brief and its impact on the total look.</p> <p>Top band: Evidence of a wide range of knowledge from across the qualification to analyse and problem solve, creatively and holistically. Integration of knowledge, understanding and skills which informed a full understanding of the wider</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
				context of the design brief and its impact on the total look.
10	A05 Attending to detail/perfecting <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 align="center">(1-2 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 align="center">(3-4 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 align="center">(5-6 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: thinking about and attending to specific requirements of the design brief, precision make-up application and hair styling techniques, execution of the design brief, adaption, effective development of look, professional etiquette, identified areas for development</p>				
		<p>Limited attention to detail. Planning and application demonstrated inaccuracy and gaps. Design brief was interpreted with no logical sequence. Limited planning of look book. Evaluation demonstrated minimal depth and reflection.</p>	<p>Adequate attention to detail. Planning and application were generally accurate with no gaps. Minimal errors were evident. Design brief was interpreted with some logical sequence. Evidence of planning in look book. Candidate used reflection to evaluate situations and could discuss some potential areas for improvement.</p>	<p>Highly focused on the design brief achieving an outcome that is focused on performance objectives, showing extreme care and accuracy with consistent attention to detail in planning and application. Candidate used reflection to analyse and evaluate situations and could discuss fully the impact.</p>

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15	AO6 Identify and use knowledge from other sources – research <ul style="list-style-type: none"> Does the candidate identify and use a wide range of appropriate sources effectively? How critically is information appraised, for plausibility, suitability and relevance? How purposefully is information used? 	<p align="center">(1-3 marks)</p> <p>Uncritical use of a few basic sources. Referencing lacking or inappropriate. Lack of interpretation/ consideration in use, referencing minimal.</p> <p>Limited, uncritical, unfocussed, no clear purpose, cut and paste.</p>	<p align="center">(4-6 marks)</p> <p>Use of sources is generally good, possibly inconsistent or critical appraisal is somewhat under-developed. Evidence of generally consistent referencing.</p> <p>Fitful, unexceptional, partially considered, reasonably reliable, sometimes straying from the aim.</p>	<p align="center">(6-9 marks)</p> <p>Broad and appropriate use of sources. Clear referencing and acknowledgement where appropriate. Information gathered is appropriate and used effectively.</p> <p>Broad/deep, relevant, considered, well chosen, purposeful, interpreted.</p>
<p>Examples of research: primary and secondary sources, referencing, selection of sources, collection of visual images, research into the style and genre, annotation, planning processes, costings</p>				
		<p>Provided unclear and limited information that was presented in an illogical order to meet the design brief.</p> <p>Lack of referencing and minimal range of sources used.</p>	<p>Provided clear and relevant information there was presented in a logical order to meet some requirements of the design brief.</p> <p>Demonstrated understanding of referencing using a range of sources.</p>	<p>Provided detailed and in-depth information with strong and consistent evidence of research that was well considered including a wide range of sources and references.</p>
20	AO7 Originality and creativity <ul style="list-style-type: none"> Does the candidate respond to the brief in an original way? Are ideas/ materials etc used in a creative novel, experimental way? 	<p align="center">(1-4 marks)</p> <p>Designs and solutions to problems follow conventional routes. Some evidence of experimentation or novel thought.</p> <p>Unimaginative, uses existing/ conventional ideas, safe.</p>	<p align="center">(5-8 marks)</p> <p>Evidence of creativity/ originality/ experimentation, but may be incompletely developed or lacking in clear intention.</p> <p>Somewhat original, beginnings of an idea, partially developed, lacking in confidence; avoiding risk, falling back on convention.</p>	<p align="center">(9-12 marks)</p> <p>Opportunities for creativity are identified and tackled with originality and imagination. Takes risks/ experimental</p> <p>Original, creative, unique, unconventional, risky, fully developed, inspired.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	<ul style="list-style-type: none"> Are creative, unconventional approaches taken in applying skills/ processes to meet a challenge? 	<p>Examples of creativity: creativity of look book, creative interpretation of design brief, variations in the use of skills, techniques and products, thinking outside the box, innovative technologies and resources, looking at latest trends, creative vision and imagination, originality, unconventional methods, genre and style.</p> <p>Basic creativity shown but has no or little originality shown, selected and used inappropriate products, tools and equipment.</p> <p>Bottom of band: Poor engagement in the creative process. Limited or low understanding with the design brief. High reliance on direction and guidance for creativity. Poor engagement with ideas, vision and lack of creative flow.</p> <p>Top of band: Limited engagement in the creative process, basic understanding of the design brief. Reliance on direction and guidance for creativity. Little engagement with ideas, vision and lack of creative flow.</p>	<p>Selected and used appropriate products, tools and equipment in a logical sequence with creativity and confidence to meet the design brief.</p> <p>Bottom of band: Fair engagement in the creative process. Understanding of the design brief. No reliance on direction and guidance for creativity. Engagement with ideas, vision and some creative flow.</p> <p>Top of band: Effective engagement in the creative process, satisfactory understanding of the design brief. Independency with creative ideas. Effective engagement, with ideas and vision, generating creative flow.</p>	<p>Outstanding creativity using original ideas confidently, carried out application modifying and adapting techniques to meet the design brief. Correct products, tools and equipment selected and used in an imaginative and creative way. Successful interpretation of design brief meeting all criteria.</p> <p>Bottom of band: Strong and consistent engagement in the creative process. High level of understanding of the design brief. Artistic development of ideas and creativity.</p> <p>Top of band: Outstanding, unconventional originality, with ability to think outside the box to develop something new. High level of participation and enthusiasm. Evidence of stretch and challenge to push boundaries.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
0	AO8 Communication/ Presentation/ Documentation	n/a	n/a	n/a

Declaration of Authenticity

Candidate name

Candidate number

Centre name

Centre number

Candidate:

I confirm that all work submitted for this synoptic assignment is my own, and that I have acknowledged all sources I have used.

Candidate signature

Date

Tutor:

I confirm that all work was conducted under conditions designed to assure the authenticity of the candidate's work, and am satisfied that, to the best of my knowledge, the work produced is solely that of the candidate.

Tutor signature

Date

Assessment feedback form

Candidate name

Candidate number

Tutor name

Date of assessment

Task / AO	Feedback

Tutor signature and date: