

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

October 2017 Version 1.0

Guide to the examination

Who is this document for?

This document has been produced for centres who offer **City & Guilds Level 3 Advanced Technical Diploma in Media Make-up Artistry**. It gives all of the essential details of the qualification's external assessment (exam) arrangements and has been produced to support the preparation of candidates to take the exam/s.

The document comprises four sections:

1. **Details of the exam.** This section gives details of the structure, length and timing of the exam.
2. **Content assessed by the exam.** This section gives a summary of the content that will be covered in each exam and information of how marks are allocated to the content.
3. **Guidance.** This section gives guidance on the language of the exam, the types of questions included and examples of these, and links to further resources to support teaching and exam preparation.
4. **Further information.** This section lists other sources of information about this qualification and City & Guilds Technical Qualifications.

1. Details of the exam

External assessment

City & Guilds Technical qualifications have been developed to meet national policy changes designed to raise the rigour and robustness of vocational qualifications. These changes are being made to ensure our qualifications can meet the needs of employers and Higher Education. One of these changes is for the qualifications to have an increased emphasis on external assessment. This is why you will see an external exam in each of our Technical qualifications.

An external assessment is an assessment that is set and/or marked by the awarding organisation (ie externally). All City and Guilds Technical qualifications include an externally set and marked exam. This must be taken at the same time by all candidates who are registered on a particular qualification. We produce an exam timetable each year. This specifies the date and time of the exam so you can plan your delivery, revision and room bookings/PC allocation in plenty of time.

The purpose of this exam is to provide assurance that all candidates achieving the qualification have gained sufficient knowledge and understanding from their programme of study and that they can independently recall and draw their knowledge and understanding together in an integrated way. Whilst this may not be new to you, it is essential that your learners are well prepared and that they have time to revise, reflect and prepare for these exams. We have produced a Teaching, Learning, and Assessment guide that is you should refer to alongside the present document ([Teaching, Learning and Assessment Guide](#)). If a learner does not pass the exam at their first attempt, there is only one opportunity to resit the exam, so preparation is essential.

Exam requirements of this qualification

Level 3 Media Makeup Artistry - Theory exam **(2 hours and 40 minutes)**

The exam is graded and a candidate must achieve at least a Pass grade in order to be awarded the qualification. (In addition to the exam, a synoptic assignment must also be completed and passed). You can find full details of the synoptic assignment in the *Qualification Handbook* and the *Synoptic Assessment Guide* – please see the link to the qualification page at the end of this document.

When does the exam take place?

This qualification involves a one year programme of study. The exam is offered on two fixed dates in March or June. The exact dates will be published at the start of the academic year in the *Assessments and Exam Timetable* <http://www.cityandguilds.com/delivering-our-qualifications/exams-and-admin>.

In order to effectively plan teaching and exam preparation, centres should know when the exam will be taking place and allocate teaching time accordingly. Section 2 of this document gives a summary of the content that needs to be covered in order to prepare learners for the exam and full details of this are given in the Qualification Handbook.

Form of exam

The exam for this qualification can be taken either on paper (6010-530) or online (6010-030).

Can candidates resit the exam?

Candidates may resit the exam once only. If a candidate fails the exam both on the first attempt and when resitting it, that candidate has failed the qualification and cannot achieve it in that academic year.

How the exam is structured

Each exam has a total of 80 marks and is made up of:

- approximately 13 -15 short answer questions
- 2 extended response questions.

Multiple choice and short answer questions are used to confirm **breadth of knowledge and understanding**.

The extended response question is to allow candidates to demonstrate **higher level and integrated understanding** through written discussion, analysis and evaluation. This question also ensures the exam can differentiate between those learners who are 'just able' and those who are higher achieving.

More details about and examples of question types are given in Section 3 of this document.

Assessment Objectives

The exams are based on the following set of assessment objectives (AOs). These are designed to allow the candidate's responses to be assessed across the following three categories of performance:

- **Recollection** of knowledge.
- **Understanding** of concepts, theories and processes.
- **Integrated application** of knowledge and understanding.

In full, the assessment objectives covered by the exam for this qualification are:

| Assessment objective | Mark allocation (approx %) |
|--|----------------------------|
| <i>The candidate..</i> | |
| AO1 Recalls knowledge from across the breadth of the qualification | 34% |
| AO2 Demonstrates understanding of concepts, theories and processes from a range of learning outcomes. | 44% |
| AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes. | 22% |

Booking and taking the exam

All assessments for City & Guilds Technical Exams must be booked through Walled Garden. There is a deadline for booking exams, synoptic assessments and any other centre marked assessments, please refer to the time line to check these dates.

The exam must be taken under the supervision of an invigilator who is responsible for ensuring that it is conducted under controlled conditions. Full details of the conditions under which the exam must be taken can be found in the Joint Council for Qualifications (JCQ) document, [Instructions for Conducting Examinations \(ICE\)](#).

Special consideration

Candidates who are unable to sit the exam owing to temporary injury, illness or other indisposition at the scheduled time may qualify for special consideration. This is a post-examination adjustment that can, in certain circumstances, be made to a candidate's final grade. The Joint Council for Qualifications' guide to the special consideration process can be found at www.jcq.org.uk.

To make a request for special consideration, please contact: policy@cityandguilds.com

Access arrangements

Access arrangements are arrangements that allow candidates with particular requirements, disabilities or temporary illness to take assessments, where appropriate, using their normal way of working. The Joint Council for Qualifications document, *Access Arrangements and Reasonable Adjustments* gives full details and can be downloaded [here](#).

For further information and to apply for access arrangements please see:

[Access arrangements - When and how applications need to be made to City & Guilds](#)
[Applying for access arrangements on the Walled Garden](#)

2. Content assessed by the exam

The exam assesses:

- **Unit 301: Working in the film, TV and theatre industry**
- **Unit 303: Fashion and Photographic Make-up**
- **Unit 305: Create historical hair and make-up looks**

Each exam assesses a sample of the content of these units. This means that a single exam will **not** cover 100% of the unit content. The full range of content will be assessed over a number of examination series. Details of the coverage of a particular exam paper will **not** be released in advance of the exam itself. Centres should **not** make assumptions about what will be assessed by a particular exam based on what has been covered on previous occasions. In order to be fully prepared for the exam, learners **must** be ready to answer questions on **any** of the content outlined below.

The table below provides an overview of how the qualification's Learning Outcomes are covered by each exam and the number of **marks** available per Learning Outcome (ie **not** the number of *questions* per Learning Outcome). In preparing candidates for the exam, we recommend that centres take note of the number of marks allocated to Learning Outcomes and to assign teaching and preparation time accordingly.

In preparing candidates for the exam, centres should refer to the Qualification Handbook which gives full details of each Learning Outcome.

The following is a summary of only that qualification content which is assessed by the exam and **not** a summary of the full content of the qualification.

| Unit | Learning outcome | Topics | Number of marks per section |
|--|--|--|-----------------------------|
| 301 Working in the film, TV and theatre industry | 1 Understand the factors to be considered when progressing into the make-up industry | 1.1 Further progression routes 1.2 Types of employment, businesses and jobs 1.3 Legal requirements and insurance 1.4 Requirements of becoming a freelance make-up artist 1.5 Communication and team work | 23 |
| | 2 Understand the expectations of working within the make-up industry | 2.1 Working with others within the make-up industry 2.2 Production types 2.3 Production demands | |

| | | | |
|--|--|---|----|
| | | 2.4 Skills and attributes of a make-up artist 2.5 Benefits of social media | |
| | 3 Understand the factors to consider when preparing a make-up and hair application | 3.1 Briefing techniques 3.2 Environmental and sustainable working practices 3.3 Contra-indications 3.4 Health and Safety working practices | |
| | 4 Provide recommendations and evaluate the make-up and hair application | 4.1 Provide recommendations | |
| 303 Fashion and Photographic Make-up | 1 Understand factors affecting the application of facial contouring | 1.1 Face shapes 1.2 Eye, nose and lips shapes 1.3 Skin types and conditions 1.4 Colour theory and correction | 19 |
| | 2 Apply fashion and photographic make-up | 2.1 Application techniques 2.2 Products, tools and equipment 2.3 Themes and context | |
| | 3 Capture a photographic image | 3.1 Effects of different lighting 3.2 Types of backdrops | |
| 305 Create historical hair and make-up looks | 1 Understand how historical make-up, hairstyles and fashion trends have changed through the eras | 1.1 Looking through the eras 1.2 Social and cultural influences | 20 |
| | 2 Understand the range of products used to create historical hair and make-up looks | 2.1 Make-up products, tools and equipment 2.2 Hair products, tools and equipment | |

| | | | |
|--|--|--|---------------------------------------|
| | 3 Apply techniques and skills to create historical hair and make-up look | 3.1 Historical feature make-up and hair techniques | |
| | | | Total marks for sections: 62 marks |
| | | | Integration across units*: 18 marks |
| | | | Total marks for exam: 80 Marks |

* *Integration across units.* These marks relate to Assessment Objective 4. These marks are awarded to differentiate between levels of performance by candidates taking the exam. The marks are given for how well a candidate has applied their knowledge, understanding and skills from across the units that make up the qualification in an integrated way to meet the requirements of the exam questions.

3. Guidance

Vocabulary of the exam: use of 'command' verbs

The exam questions are written using 'command' verbs. These are used to communicate to the candidate the type of answer required. Candidates should be familiarised with these as part of their exam preparation.

The following guidance has been produced on the main command verbs used in City & Guilds Technicals exams.

A more detailed version of this table, which also includes the command verbs used in the assignments is published in *City & Guilds Technical Qualifications Teaching, Learning and Assessment* guide.

| Command verb | Explanation and guidance |
|---|--|
| Analyse | Study or examine a complex issue, subject, event, etc in detail to explain and interpret, elements, causes, characteristics etc |
| Calculate | Work out the answer to a problem using mathematical operations |
| Compare (...and contrast) (or describe the similarities/differences) | Consider and describe the similarities (and differences) between two or more features, systems, ideas, etc |
| Define | Give the meaning of, technical vocabulary, terms, etc. |
| Describe | Give a detailed written account of a system, feature, etc (..the effect of...on...) the impact, change that has resulted from a cause, event, etc (..the process..) give the steps, stages, etc |
| Differentiate between | Establish and relate the characteristic differences between two or more things, concepts, etc |
| Discuss | Talk/write about a topic in detail, considering the different issues, ideas, opinions related to it |
| Distinguish between | Recognise and describe the characteristic differences between two things, or make one thing seem different from another |
| Evaluate | Analyse and describe the success, quality, benefits, value, etc (of an end product, outcome, etc) |
| Explain | Make (a situation, idea, process, etc) clear or easier to understand by giving details (..how..) Give the stages or steps, etc in a process, including relationships, connections, etc between these and causes and effects. |
| Give example(s) illustrate/ | Use examples or images to support, clarify or demonstrate, an explanation, argument, theory, etc |

| | |
|-------------------------|--|
| Give a rationale | Provide a reason/reasons/basis for actions, decisions, beliefs, etc |
| Identify | Recognise a feature, usually from a document, image, etc and state what it is |
| Justify | Give reasons for, make a case for, account for, etc decisions, actions, conclusions, etc, in order to demonstrate why they suitable for or correct or meet the particular circumstances, context |
| Label | Add names or descriptions, indicating their positions, on an image, drawing, diagram, etc |
| List | Give as many answers, examples, etc as the question indicates (candidates are not required to write in full sentences) |
| Name | Give the (technical) name of something |
| Propose | Present a plan, strategy, etc (for consideration, discussion, acceptance, action, etc). |
| Select | Choose the best, most suitable, etc, by making careful decisions |
| State | Give the answer, clearly and definitely |
| Summarise | Give a brief statement of the main points (of something) |

Question types

The following explains, and gives examples of, types of questions used in City & Guilds Technical exams. In preparing candidates to take the exam, it is recommended that you familiarise them with the requirements of each question type so that they can be effective and make best use of the time available when sitting the exam.

- An effective candidate will gauge the type and length of response required from the question and the number of marks available (which is given for each question on the exam paper).
- Short answer questions may not require candidates to write in complete sentences. Extended response questions will require a more developed response.
- Candidates should read the exam paper before attempting to answer the questions and should allocate time proportionate to the number of marks available for each question or section.

| Question type: | Example question | Example question: |
|--|---|--|
| <p>Short answer questions (restricted response) These are questions which require candidates to give a brief and concise written response. The number of marks available will correspond to the number of pieces of information/examples and the length of response required by the question.</p> | <p>Describe three effects that make-up products containing titanium dioxide have on flash photography.</p> <p style="text-align: right;">(3 marks)</p> | <p>Answer: 1 mark each for any of the following, to a maximum of 3 marks:</p> <ul style="list-style-type: none"> • ‘Ghosting’. • Mask like quality. • Washed out appearance. • Pale white appearance. |
| | <p>A qualified make-up artist has been invited for an interview for the position of a make-up artist.</p> <p>Explain the professional skills their potential employer would be looking for.</p> <p style="text-align: right;">(6 marks)</p> | <p>Answer: 1 mark each for any of the following, with a maximum of 3 marks for identification of skills, to a maximum of 6 marks:</p> <ul style="list-style-type: none"> • Time management (1) skills to ensure she is not late for clients or employers (1) and to show she is capable of completing work in the allocated time frame (1). • Reliability (1) to ensure that an employer or client knows that when you are scheduled to complete work you will be there and available (1) and they |

will not have the potential problem of finding someone else to undertake the work (1).

- Organisation (1) to ensure service timings are met (1) and all products and equipment are available (1) improving schedules/personal practice (1).
- Forward planning kits need to be ready to use/fully equipped for the job (1) to avoid delay (1).
- Personal presentation (1) is needed to promote a good image of the company/self (1).
- Confidentiality (1) helps build trusts (1) and complies with legal requirements (1).
- Flexibility (1) to show adaptability to change of schedules/service (1).
- Trouble-shooting shows adaptability (1) and initiative to solve problems and staying calm under pressure (1).
- Technical skills that show creativity, imagination and relevancy (1) to ensure the best results can be achieved (1). Differentiating between other make-up artists (1) demonstrating individual skills and abilities (1).
- Communication skills (1) to demonstrate ability to behave in a professional manner (1) and work alongside colleagues (1).

Structured Response Questions

These are questions that have more than one part (eg a), b), etc.). The overall question is made up of linked, short answer questions which move the candidate through the topic in a structured way. For example, the question will usually start with a 'recall'/'state'/'describe' question followed by an 'explain' to draw out understanding of the topic. They usually have a shared introductory 'stem', and the number of marks may increase through the question.

A model presents with sallow skin that has open pores and blemishes.

- a) Identify the skin type the model has. (1 mark)
- b) State **four** suitable make-up products to use on a model with this skin type. (4 marks)

Answer:

a)

1 mark for each of the following, to a maximum of 1 mark:

- Oily skin.

b)

1 mark each for any of the following, to a maximum of 4 marks:

- Use a matte primer.
 - Use a cleansing products.
 - Use powder to set make-up and reduce shine.
 - Avoid cream based products.
 - Use oil free products.
 - Use waterproof mascara.
 - Use colour corrector to conceal blemishes and brighten skin.
 - Use a mattifying and colour correcting foundation.
-
-

Extended response questions

Extended response questions are those that require the candidate to write a longer written response using sentences and paragraphs. These usually require candidates to discuss, explain, etc. a topic in some detail. The question is often based on a short case study, scenario or other prompt. The level of detail should be gauged from the question and the number of marks available.

Example question

A make-up artist has been given a brief to provide hair and make-up for a fashion show set in the 1970s.

Discuss the considerations when planning for the fashion show.

(9 marks)

Mark scheme

Indicative content:

- Cultural influences.
- Social influences.
- Research sources.
- Products, tools and techniques (authentic and modern).
- Trends of the 1970s.
- Model's clothing in the show (total look).
- Model characteristics.
- Gender.
- Timings and coordination.
- Environmental considerations e.g. workspace.

Band 1 (1 – 3 marks)

The response covers a limited range of considerations that should be taken into account when planning for a fashion show. A basic understanding of planning (a few examples) have been provided of different products and techniques to create a 1970s look. Discussion is not well developed and there is little attempt in providing reasons for product and technique choice.

Example band 1 response

They will need to consider creating mood boards including photos and textures of fabric used in the 70s and use this as inspiration to help draft together ideas for the shoot. They could also collect pieces of clothing from charity shops that look similar to styles worn in the 70s as this is a cheap alternative to buying brand new clothes, especially if they don't yet know the models sizes. They will also need to arrange consultations with the models to find out about their face shape, skin type, sizing for clothes and any allergies or skin conditions they may have so they can gather a kit together of make-up they will be able to use on each model. Within the consultation they will then find out the length, texture and viscosity of the models hair so they will have a rough idea as to whether they will need to purchase hair extensions or extra hair products needed to use on the models hair or even a wig.

Band 2 (4 – 6 marks)

The response covers some of the main considerations to take into account when planning for a fashion show and a good general knowledge of the 1970s. Some discussion showing an appropriate level of understanding into the adaptation of products and techniques for different models' needs to create 1970s looks. Some planning has been made into working on multiple models. Decisions are supported and justified.

Example band 2 response

They will need to consider the surroundings of the fashion show and prepare themselves for anything needed, for example they may not have anywhere for the make-up artist to set up so they'll have to bring one and come prepared. They will also need to consider health and safety legislation involving in the environment so electrical cords, any bags left anywhere, any breakages, all these are crucial to the make-up artist and their working environment. Furthermore this is a fashion show so he will have to consider the tint eg the lighting that will be used and if they will have to change any of the tones or colours in the make-up used. Also they will have to consider the research to do, as this is a set theme it'll highly beneficial they know how authentic they are going to go with the 1970's look for the show, it'll be best to look at hair, make-up and even outfits just to get a rough idea on what sort of style they had if he doesn't know already. Moreover he will need to consider what actually the fashion designer requires and if they can give any recommendations or suggestions to help with the designer's choice of hair and make-up. They will also need to consider the model and if they would need to change anything from the desired look because they might have shorter hair than needed or they might have thinner lips than desired, these are all vital things to consider when doing a make-up application and hair style on a fashion show set in this era.

Band 3 (7 – 8 marks)

A thorough and well prepared response that covers a broad range of considerations with relevant links to all technical aspects necessary for planning a fashion show. All stages of the planning process are thoroughly explored and evidence of extensive knowledge of the 1970s era. Planning has been made into working on multiple models and working on a number of looks. Decisions are fully supported and justified.

Example band 3 response

The make-up artist will need to research the 1970s and the way the hair was styled. They will need to consider the models hair length and type so they can plan what to do. They should research the 70s and identify a hair style that is true to this era. They will also need to consider the type of products and tools to use for the hair as the model will be walking down a catwalk the hair needs to be intact so that nothing can fall out or move. They will have to figure out what styling products they will be using and if there is access to electricity just in case there is a need to use any plug in tools. They will have to plan the hair and also a hair chart. For the make-up, they will need to do primary and secondary research as to how the make-up was worn. They will need to make sure the make-up is true to its era by finding out what products they used and also how they can recreate the look, looking at what products will be needed. Also as it is a fashion shoot the make-up may have to be HD. They will need to create a face chart as a plan. By doing this it will help them in the long run. They will have to ask the camera team what cameras they will be using. The make-up artist will have to consider the cameras they are using for the fashion show. They will have to speak with the camera person and director of the fashion show as to what cameras will be used. The artist can then figure out what type of make-up they can use on the model so the cameras don't pick up on anything that the make-up is trying to hide. Considerations given to the type of make-up being used and the tones as cameras can make colours appear different. For the fashion show the model will be wearing a 1970s outfit. It is best that artist checks with the clothing department of what his models outfit will be so the make-up will be able to match it as it brings it all together. The outfit should be fitted to the model. The make-up artist will need to speak with the lighting department for the hair and the runway as this will effect both as a whole. If the lighting is different to what it is on the catwalk the make-up will appear differently for both. If a natural light is used for the make-up but on the runway it is bright white lights with cameras flashing, the make-up may appear washed out. The make-up artist will have to calculate out their costings. They will have to figure out the cost of the products and tools needed to buy especially for it. They will have to plan beforehand the time it takes to travel there and the quickest route possible. They will also have to figure out the costings of the travel to the show and if they need to use parking. The make-up artist will have to consider what is already in their kit. Do they have the right products and a range of tones that match the era and models tone. The artist may have to buy extra for his kit in case they are running low of a certain product. Should also consider if they need to use camouflage for the model and the model may have things that needs to be covered. The make-up artist will need to make sure they have the correct PPE. This will help in case of injury on the job. They will need to carry own apron and gloves and if needed a mouth mask for any chemicals or tools that will be used that could cause harm. Insurance will be required for the kit in case any items are stolen, lost or broken while on the set.

Examination technique

Candidates with a good understanding of the subject being assessed can often lose marks in exams because they lack experience or confidence in exams or awareness of how to maximise the time available to get the most out of the exam. Here is some suggested guidance for areas that could be covered in advance to help learners improve exam performance.

Before the exam

Although candidates cannot plan the answers they will give in advance, exams for Technical qualifications do follow a common structure and format. In advance of taking the exam, candidates should:

- be familiar with the structure of the exam (ie number and type of questions).
- be aware of the amount of time they have in total to complete the exam.
- have a plan, based on the exam start and finish time for how long to spend on each question/section of the exam.
- be aware of how many marks are available for each question, how much they should expect to write for each question and allow most time for those questions which have the most marks available.

At the start of the exam session

At the start of the exam, candidates:

- should carefully read through the instructions before answering any questions.
- may find it helpful, where possible, to mark or highlight key information such as command words and number of marks available on the question paper.
- identify questions which require an extended written answer and those questions where all or part of the question may be answered by giving bullets, lists etc rather than full sentences.

Answering the questions

Candidates do not have to answer exam questions in any particular order. They may find it helpful to consider, for example:

- tackling first those questions which they find easiest. This should help them get into the 'flow' of the exam and help confidence by building up marks quickly and at the start of the exam.
- tackling the extended answer question at an early stage of the exam to make sure they spend sufficient time on it and do not run out of time at the end of the exam.

Candidates should avoid wasting time by repeating the question either in full or in part in their answer.

Candidates should **always** attempt every question, even questions where they may be less confident about the answer they are giving. Candidates should be discouraged however, from spending too long on any answer they are less sure about and providing answers that are longer and give more detail than should be necessary in the hope of picking up marks. This may mean they have less time to answer questions that they are better prepared to answer.

Extended answer questions

Before writing out in full their answer to extended questions, candidates may find it helpful to identify the key requirements of the question and jot down a brief plan or outline of how they will answer it. This will help clarify their thinking and make sure that they don't get 'bogged down' or provide too much detail for one part of the question at the expense of others.

Towards the end of the exam

Candidates should always set aside time at the end of the exam to read back through and review what they have written in order to make sure this is legible, makes sense and answers the question in full.

If a candidate finds they are running out of time to finish an answer towards the end of the exam, they should attempt to complete the answer in abbreviated or note form. Provided the content is clear and relevant, examiners will consider such answers and award marks where merited.

Further guidance on preparing candidates to take the exam is given in the City & Guilds publication, [Technical Qualifications, Teaching, Learning and Assessment](#) which can be downloaded free of charge from City & Guilds website.

4. Further information

For further information to support delivery and exam preparation for this qualification, centres should see:

City & Guilds

Qualification homepage: <http://www.cityandguilds.com/qualifications-and-apprenticeships/beauty-and-complementary-therapies/beauty/6010-theatrical-and-media-makeup#tab=documents> which includes:

- Qualification handbook
- Synoptic Assignment
- Sample assessments

Technical Qualifications, Resources and Support: www.cityandguilds.com/techbac/technical-qualifications/resources-and-support

Joint Council for Qualifications

Instructions for Conducting Examinations: <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>