

Level 3 Advanced Technical Diploma in Theatrical, Special Effects and Media Make-up Artistry (6010-31)

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 Theatrical, Special Effects and 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 Theatrical, Special Effects and 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 (6010-533) or online (6010-033).

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 12 -14 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 309: Cutting and styling techniques for performers**
- **Unit 320: Creative make-up design for productions and industry demands**
- **Unit 322: Special effects make-up**
- **Unit 324: Body art for competition**

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
309 Cutting and styling techniques for performers	1. Prepare for cutting and styling hair	1.1 Influencing factors for cutting and styling 1.2 Products, tools and equipment 1.3 Cutting and styling techniques 1.4 Cutting angles 1.5 The concept of continuity	12
	2. Cut and style hair	2.1 Select products, tools and equipment 2.2 Cut hair following guidelines for the required look	

		2.3 Cross check the haircut to ensure even balance and weight distribution 2.4 Style hair to create the finished look	
320 Creative make-up design for productions and industry demands	1. Understand factors to consider when working on productions	1.1 Legal requirements, insurance and safe working practices 1.2 Production demands 1.3 Briefing techniques 1.4 Contra-indications	18
	2. Create a look book of designs	2.1 Carry out research on productions 2.2 Develop a look book of designs	
	3. Create characters for a range of productions	3.1 Products, tools and equipment 3.2 Application techniques 3.3 Prepare and apply make-up to create characters	
	4. Create and industry portfolio	4.1 The reasons for using an industry portfolio	
322 Special effects make-up	1. Understand the range of special effects products and their uses	1.1 Advancement of special effects make-up 1.2 Products, tools and equipment 1.3 Special effects techniques	16
	2. Create casualty make-up using special effects techniques and products	2.1 Casualty scenarios 2.2 Create a special effect product 2.3 Apply a special effect make-up	
324 Body art for competition	1. Understand preparation requirements for body art competitions	1.1 Working safely under competition conditions 1.2 Planning competitions 1.3 Researching themes for advanced body art 1.4 How competitions can further career options	16

		1.5 Evaluation competition results	
	2. Apply advanced body art design	2.1 Products, tools and equipment 2.2 Body art techniques 2.3 Themes and concepts	
		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>Identify two methods a make-up artist could use to gain constructive feedback following a body art competition.</p> <p>(2 marks)</p>	<p>Answer: 1 mark each for any of the following, to a maximum of 2 marks:</p> <ul style="list-style-type: none">• Evaluation of finished product against competition criteria.• From mentors, judges, tutors, other artists who would evaluate their work.• By comparing results of first, second and third places.• Model testimony.• Posting on social media.

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) Describe the appearance of **each** of the following.
- i. Ringworm. (1 mark)
 - ii. Contact dermatitis. (1 mark)
- b) Describe how the conditions described in part a) affect make-up application. (4 marks)

Answer:

- a)
- i. **1 mark for each of the following, to a maximum of 1 mark:**

- Red/silvery ring shaped rash on the skin (1).

- ii. **1 mark for each of the following, to a maximum of 1 mark:**

- Skin is red/dry/cracked/scaly and blistered (1).

b)

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

Ringworm:

- Prevents make-up application (1) as it is Contagious (1).

Contact Dermatitis:

- Restricts make-up application (1) as it is non-contagious (1).
-

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 entered a special effects make-up competition to help raise her profile in the industry.
Discuss how they should prepare for the competition.

(9 marks)

Mark scheme

Indicative content:

- Type of competition (local, national, worldwide).
- Location.
- Judges and criteria.
- Current and previous winners.
- Entry criteria.
- Skills set needed.
- Theme, Research, Concept and Presentation.
- Suitable products and equipment.
- Use of products not for intended use.
- Sourcing a model.
- Timings.
- Design.
- Test shots.
- Promoting outcome on social media.

Band 1 (1 – 3 marks)

The response covers a limited range of considerations that should be taken into account when preparing for body art competition. A basic understanding of the requirements as an artist, some influencing factors were addressed with minimal justification. The products and techniques explored were basic with minimal reference to theme.

Example band 1 response

The make-up artist should read the brief for the competition fully so they fully understand what is required. They then need to come up with a design for the competition. The artist should then think about a reliable model who would be able to carry off the design. They would then need to work out costings for everything such as the costume if one is required, any products that may need to be bought or any other equipment. The make-up artist would also need to think about how they would get to the competition, for example would they need to find their own transport and if they need to stay near the competition: think about accommodation for both artist and model.

Band 2 (4 – 6 marks)

The response covers some of the main considerations to take into account when preparing for a body art competition. The influencing factors were addressed with appropriate justification. Some discussion showing an appropriate level of understanding into a body art artist. The products and techniques explored were creative and varied, links to theme. Decisions are supported and justified.

Example band 2 response

Inquire about the design brief which should include budget proposal, the time plan, the general idea and theme, the influencing factors of the location (whether it is inside or outside, the weather, the time of year, location on the globe, humidity). They should then also perform a consultation with the client. They should take any needed measurements, perform patch tests of products. They should note for the designing process their hair type and colour, skin tone and type, age, body size and shape, experience with make-up and other preferences. They should then plan several preliminary and final designs based in compliance with the aforementioned requirements. In this they should include an accurate time plan and budget, consultation sheet, products and techniques and photos of practices for continuity. At this stage, they can send of the proposed ideas to the competition's governing bodies to check that they are within requirements and make changes as appropriate. They should then select one final design. They can then inform the model of the final design and its process, perform a fitting and make any needed adjustments. In this stage they should also take continuity photos and others which can have all their details on which they can stick to their work space.

Band 3 (7 – 9 marks)

A thorough and well prepared response that covers a broad range of considerations with relevant links to all technical aspects necessary for preparing for a body art competition. The influencing factors were fully addressed with excellent justification and adaptations. The products and techniques explored were creative, varied and challenging, with clear links to the theme. Decisions are fully supported and well justified.

Example band 3 response

The make-up artist should first off start by checking if there are any briefs to the competition or if there is a particular look or theme to it. They should check if there are any requirements of metrics around prosthetic pieces. Also should check if certain products are allowed. After this the make-up artist should start by creating a mood board to put all the ideas into one place, the mood board should feature things such as pictures out of magazines or newspapers or even content off the internet, including different fabrics and ribbons. The make-up artist should then sit down and look at the mood board and from all their ideas base the look on something specific. They should then research into something specific i.e. - bruises, burns and look at real life scenarios to help with the imagination process. After this they should begin to create a variety of face and body plans and choose which one is best or how to incorporate the ideas. Once the make-up artist has created a design they should choose the model which fits best with the look. Because the make-up artist is entering a competition they should have a costume to complete a look. The make-up artist will need to make a costings list to ensure they can achieve the exact look they are going for. They will need to be prepared by finding out how long they have to complete the look which will allow them to create a time plan so they can complete it within the time limit. They should prepare by creating a detailed time plan with specific timings to complete certain tasks. The make-up artist will need to practice the look before the competition as this enables them to perfect their skills and to see how long it takes them to create it, if they keep practising and practising, the quicker they will be at creating the look. Practising the look to will allow them to find quicker ways in doing things. The make-up artist should be prepared for all different room temperatures, meaning they should take towels and dressing gowns so the model isn't cold or a fan so the model isn't hot. All prosthetic pieces should be pre made before and coloured during the competition otherwise they might not have the equipment to create ie gelatine you need microwaves. Before going to the competition the make-up artist should check the area they will be working in such as if they will have a large space to work or a little space to work, this will allow them to know of their needs so they just take the exact products they need. However they should bring extra ones just in case or even find products that can do the more than one thing. The make-up artist also should check if the competition will have any plug sockets nearby especially if an air gun needs to be used. When preparing for the competition the make-up artist needs to create a checklist to make sure they have all the products they need especially as they will want it at a high standard as it's to raise their profile. As the make-up artist is doing this to raise their profile before the competition they should create business cards to hand out to people with information on it and create a poster which can have all their details on which they can stick to their work space.

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>