**Student Name:** Aiden Birkett

**Project No. and Title:**  Specialist Subject Investigation

**Units Covered:**

Unit 12 Specialist Study in creative media production

**Overall Grade: Satisfactory**

**Assessors:**Tom Duxbury, Paul Holmes, Karl Sherwin, Lewis Blofeld

**Date: 12/04/2023**

**Exemplification for UAL Awarding Body Grade Criteria – Level 3 Extended Diploma**

This guide is to be used in conjunction with the assessment and grading criteria for UAL Awarding Body qualifications at Level 3.

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|  | **Referral**  Work submitted fails to meet one or more of the assessment criteria and is  of a poor standard | **Satisfactory**  Work submitted meets all of the assessment criteria and is of a satisfactory standard | **Good**  Work submitted meets all assessment criteria and is of a high standard | **Excellent**  Work submitted meets all assessment criteria and is of a very high standard |
| **Context** | Limited understanding of subject context, lacking clarity in aims and purpose. | Understanding of subject context used appropriately to make judgments, describe aims and clarify purpose. | Good understanding and knowledge of subject context used to make sound judgments, articulate ambitions and clarify purpose. | Comprehensive understanding and knowledge of subject context used to communicate complex concepts, articulate ambitions and clarify purpose. |
| **Research** | Little or no evidence presented or information does not relate sufficiently to task. | Sufficient relevant information has been gathered, documented and used in the development of ideas. | Thorough and sustained research and investigation of relevant sources, interpretation and synthesis of information used to inform, support and develop ideas. | Independently identified, thorough and sustained research and investigation of a range of relevant sources, insightful interpretation and synthesis of information used to inform, support and develop ideas. |
| **Problem solving** | Insufficient exploration of alternative ideas and processes. Problems unresolved. | Sufficient exploration of alternative ideas using established approaches to resolve practical and theoretical problems. | Decisive demonstration of initiative in effectively solving problems, adapting to unforeseen practical and theoretical challenges to achieve identified goals. | Decisive demonstration of initiative in effectively solving problems, autonomously implementing creative solutions and adapting to unforeseen practical and theoretical challenges to achieve identified goals. |
| **Planning and production** | Ineffective planning and little or no evaluation against aims. Task or tasks are incomplete. | Evidence of effective planning and evaluation against aims that have contributed to a satisfactory completion of the task or tasks. | Coherent and reasoned planning, subject engagement and commitment. Realistic evaluation against aims and efficient production against timescales. | Detailed and coherent self- directed planning and negotiation, subject engagement and commitment.  Continuous evaluation against aims and efficient production against timescales. |
| **Practical skills** | Limited range of processes demonstrated, judgement and execution of techniques is poor. | Adequate range of processes, skills and knowledge demonstrated. Competent execution and application of techniques used to develop ideas. | Consistent and appropriate processes, skills and knowledge applied to extend enquiry and develop creative solutions. | In depth understanding and aesthetic awareness, imaginative and flexible processes, skills and knowledge applied in extensive enquiry to develop creative solutions. |
| **Evaluation and reflection** | Insufficient evidence of ongoing evaluation, lack of or only basic analysis and little or no justification for ideas. | Clearly communicated evidence of valid evaluation and realistic analysis independently used to inform and develop ideas. | Effective communication of analysis and interpretation, independent synthesis of information and application of reasoned decision making to inform development of ideas. | Accomplished and professional communication of perceptive analysis and interpretation, demonstrating clarity and sophistication in thinking and maturity in decision making to progress ideas. |
| **Presentation** | Ineffective communication and presentation of ideas. Lack of clarity in structure, selection and organisation. | Competent communication and sufficient clarity and consistency in presentation of ideas appropriate to the intended audience. | Confident selection, organisation and communication of ideas. Consistent approach to presentation demonstrating a good understanding of conventions and standards. | Confident selection, organisation and communication of ideas. Demonstrating autonomy, personal style and an ambitious use of available resources to communicate ideas effectively to an intended audience. |

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| **Comments:**  Well done, Aiden, the work submitted meets all the assessment criteria and is of a satisfactory standard.  **Context and Research –** There is a mixture of research resources presented in this essay, some are excellent, and others are dubious, for instance Tony’s Blog, may not be the most accurate and reliable source you can use. This could have been identified with the planning section and would have ensured that you chose only reliable and quality sources. The research of images is good but could be separated in the bibliography.  **Problem Solving - n/a**  **Planning and Production –** Your planning is clear, and it is understandable what will be achieved throughout this essay. One major part that is missing is an analysis of the types of research you will use, its quality and reliability. This would have helped to determine the overall quality of the analysis and its objective/subjective viewpoint. There could have been more detailed planning to outline what you will explore in each chapter, as this will change between each one. For example, Chapters 2.3 and 4 have no detailed outline.  **Practical skills - n/a**  **Evaluation and reflection – n/a**  **Presentation of work –** The references would be better placed in separate sections of a bibliography, one for images and one for research sources.  **Overall Conclusion –** The first three images are presented with some subtext but there is little detail of analysis into how these were stylistically different, why this was and what impact it may have had on the intended audience. Also, how the languages differs between them with formal and informal to apply a different context. There are some really good points in this essay, but the scope is too wide and would have been more useful to explore a few in detail rather than so many in vague detail. It would have also been beneficial to compare the art to artwork of the time and what was popular and how these related to the propaganda. Overall, this is a good attempt at an academic essay. The most important parts to work on are -developing your research to ensure your sources are accurate and reliable -developing a clear analysis of each work, provided detail on each aspect of the artwork, its message, font, artistic style, relation to art of the time period. – focusing in on a smaller research area, you could have easily written 500 words on one piece of propaganda. The topic of this essay is well suited and there are some really good ideas that could have been explored in more detail and related with reliable and valid research. |