**Student Name:** Kieran Swords

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

**Units Covered:**

Unit 12 Specialist Study in creative media production

**Overall Grade: Good**

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

**Date: 10/05/2023**

**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 Kieran the work submitted meets all the assessment criteria and is of a Good standard.  **Context and Research** The research you have provided is good with personal viewpoints informing research which is reliable and pulls some information from good sources.This is an important skill to learn to determine the quality and reliability of a source will ensure your contribution is not invalid and subjective. The context is relevant.  **Problem Solving - n/a**  **Planning and Production –** There is good evidence of planning which has been followed through. the idea of the planning stage is to ensure you have all the research and structure to ensure the quality of your essay.  **Practical skills - n/a**  **Evaluation and reflection – n/a**  **Presentation of work –** There are very few punctuation and grammatical errors in your work. The work consistent in style. Your work is presented in an academic format.  **Overall Conclusion –** This was an interesting and detailed subject. The importance of research to developing an essay is essential as it provides you with a structure to base a unopinionated and objective analysis which is what you have provided. |