

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

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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| Project 1 – Live Performance | **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. | X – ambition in the subject so I took on any improvements and worked hard on them, took notes so I could work on them individually and do my own research. | 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. | X – I did a lot of individual research on live performance, live set up, health and safety etc but I just didn’t include a lot of links, I did include opinion though as well as statistics. |
| **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. | X - I practiced a lot, with the band and solely, which I included in my work. Developed each song and struggles by asking for help and then working on their feedback. | 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. | Each evaluation was detailed, and I tried to talk about every aspect of what I was evaluating, like when we did band practiced and I commented on what I could do individually but also as a band. Could possibly use more musical terms and the evaluations got a little repetitive as we went a long because we fixed a lot of things up. | Accomplished and professional communication of perceptive analysis and interpretation, demonstrating clarity and sophistication in thinking and maturity in decision making to progress ideas. |