

<b>Student Name</b>	Rosemarie Sutton	<b>Overall Grade</b>	S
<b>Project Title</b>		<b>Assessor</b>	Jessica Hall
<b>Units Covered</b>		<b>Date</b>	21/02/24

**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.

	<b>Referral</b> Work submitted fails to meet one or more of the assessment criteria and is of a poor standard	<b>Satisfactory</b> Work submitted meets all of the assessment criteria and is of a satisfactory standard	<b>Good</b> Work submitted meets all assessment criteria and is of a high standard	<b>Excellent</b> Work submitted meets all assessment criteria and is of a very high standard
<b>Context</b>	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.
<b>Research</b>	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.
<b>Practical and Presentation</b>	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.
<b>Evaluation and reflection</b>	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.

Comments:

**Context** . Understanding of subject context used appropriately to make judgments, describe aims and clarify purpose. You could have looked at more of the political, social and historical issues and events around the time period that gentleman jack was set.

**Research** Sufficient relevant information has been gathered, documented and used in the development of ideas. You have gathered research to a sufficient standard, you could have also researched into the scene you were recreating, how was it done in the show? What other events happened in the episode that lead to that scene? How does that help you to make choices about how it should be performed?

**Practical and presentation**

Consistent and appropriate processes, skills and knowledge applied to extend enquiry and develop creative solutions. You showed a satisfactory standard of performance skills in this project.

**Evaluation and reflection**

Clearly communicated evidence of valid evaluation and realistic analysis independently used to inform and develop ideas. You have evidenced your evaluations and reflections to a satisfactory standard however, your VIVA could be more detailed- try to think about why things were good, how this impacted your work and the work of your group. If things didn't go so well, why not? And how could you change that next time?

**Areas for Development:**

Rose, You are a punctual member of the course who's attendance is near perfect. You are always prepared to work and learn in each session. I think you let your self confidence hold you back and at times you can look disinterested in projects even though this may not be the case. You are developing your practical skills throughout you time on the course and during projects 4 and 5 I would really like to see you relax and start to believe in yourself and your abilities. Your written work is at a satisfactory standard and could be pushed to the next grade boundary by expanding further on your research and contexts and looking deeper into your reflections and VIVA

**Targets:**

- To expand on research and deepen reflective practise.
- To build self-confidence and belief in your abilities.

Student Signature:

Date:

Staff Signature: J.Hall

Date: 21/2/24