

<b>Student Name</b>	<b>Oliver Lloyd</b>	<b>Overall Grade</b>	<b>Satisfactory</b>
<b>Project Title</b>	<b>Police museum project</b>	<b>Assessor</b>	<b>Steph Hindle</b>
<b>Units Covered</b>	<b>Units 9: Developing performance and production skills</b>	<b>Date</b>	<b>10/11/2023</b>

### Exemplification for UAL Awarding Body Grade Criteria – Level 3 Extended

This guide is to be used in conjunction with the assessment and grading criteria for UAL Awarding Body qualifications at Level 3 extended year 2.

	<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>Problem Solving</b>	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.
<b>Planning and Production</b>	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 selfdirected planning and negotiation, subject engagement and commitment. Continuous evaluation against aims and efficient production against timescales.
<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:

## **This work has been improved to a satisfactory level, well done! 17/11/24**

Oliver, your work has entered the referral stage because there are some areas of your written work that need development.

From a practical perspective your work is developing in a satisfactory level regards to your confidence and abilities. Moving forward it would be brilliant to see you exploring new areas of performance and utilizing this to develop your overall performance technique.

Your scrapbook has no evidence of any research taking place. You need to use the initial assessment task to help get you started on the correct research path. Also, try considering what it is your actually doing and why is it important for your development as a performer.

Your work will require some evidence of contextual research in order to develop and support your overall process for project one, you also need to evidence how your research has reinforced your understanding and practical development of the overall process.

You scrapbook is missing vital planning and production information including problem solving. Your scrapbook is missing your viva and evaluation. These elements are vital to evidence your overall process constructively, highlighting your strengths and weaknesses.

See below for more information on how to improve your scrapbook. Your deadline for improvements is Friday 17<sup>th</sup> November at 4:30pm.

### **Areas for Development:**

- Contextual research is missing. This project provides you with the perfect opportunity for contextual research. You have a wealth of information to explore regarding the social, political and economic issues surrounding the police and criminals in the 1800's.
- Planning and production needs to be evidenced, consider the costumes, hair and make-up. Don't focus on what we used, focus on what we could or should have used would we had access or budget. In terms of lighting think about how we could have changed the lighting to make it more realistic or eerie.
- In terms of problem solving, consider some of the difficulties we had. Lack of access to the correct wigs, costume, lighting or even sound equipment. Uncertainty of groups arrivals, managing our time, safety in the space and even a risk assessment. These all work towards evidencing your understanding of problem solving.
- In writing you viva and evaluation, try to focus on critically evaluating your yourself as performer, try highlighting your own strengths and weaknesses throughout your work and evaluation.

- Research, you need to evidence your research to support your overall process, you also need to evidence how your research has supported the development of your roles in the project.

UAL Level extended level 3 Performing arts Assessment Feedback Sheet

Student Signature:

Date:

Staff Signature: S.hindle

Date: 10/11/2023