

Student Name	Oliver Lloyd	Overall Grade	Satisfactory
Project Title	Practitioner Research, Essay & Performance	Assessor	Steph Hindle
Units Covered	Unit 11: Exploration of specialist Study and Context	Date	06/02/2024

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.

	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 selfdirected planning and negotiation, subject engagement and commitment. Continuous evaluation against aims and efficient production against timescales.
Practical and Presentation	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.

Comments:

Oliver, Well done for completing Project 3 Scrapbook on time. This scrapbook evidences your understanding of the task. Although you didn't complete the essay you did evidence research and context. This shows you are very capable with the right support and motivation. Once again Well done.

Context:

Understanding of subject context used appropriately to make judgments, describe aims and clarify purpose.

Research:

Sufficient relevant information has been gathered, documented and used in the development of ideas.

Problem Solving:

Sufficient exploration of alternative ideas using established approaches to resolve practical and theoretical problems

Planning and Production:

Evidence of effective planning and evaluation against aims that have contributed to a satisfactory completion of the task or tasks.

Practical and Presentation:

Adequate range of processes, skills and knowledge demonstrated. Competent execution and application of techniques used to develop ideas.

Evaluation and Reflection:

Effective communication of analysis and interpretation, independent synthesis of information and application of reasoned decision making to inform development of ideas.

Areas for Development:

Oliver, this scrapbook shows you can definitely achieve wonderful work once you set your mind on the task and are supported well. However, there are areas that could be developed and improved moving forward. See below...

- Research and Context: You engaged with the project well and did research the practitioner. However, you missed the opportunity to evidence your understanding of his history and methods through the essay. Be sure to set your self-targets, deadlines and stick to them so that you don't miss any areas of the task.
- Problem Solving: Be sure to include either a separate page for your problem solving or a section within your planning/reflections to evidence your problem solving within the project. This could include problems you yourself have faced or issues that affected the whole group.
- Planning and production: use visual examples as much as possible. Images, videos even voice notes that will help you back up your evidence of planning and production. Meeting notes, screenshots of team's conversations, Rehearsal videos and the aims and objectives board all contribute to evidencing planning and production.

- Practical and Presentation: you generally work to a wonderful standard, however at times your easily distracted and can distract others. Set yourself a to do list before each session and keep tabs on what you need to achieve.
- Evaluation and reflection: These were well written, mature and respectful. You were honest about your difficulties and how you need to improve. Moving forward Take steps to set yourself SMART targets before each session and reflect on whether you achieved them, considering the next steps to develop.

UAL Level extended level 3 Performing arts Assessment Feedback Sheet

Student Signature:

Date:

Staff Signature: S.Hindle

Date: 06-02-24