

Student Name	Serish Dunne	Overall Grade	Satisfactory
Project Title	Police museum project	Assessor	Steph Hindle
Units Covered	Units 9: Developing performance and production skills	Date	10/11/2023

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:

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

You have made a satisfactory start on your research and context, exploring the living conditions and situations effecting the crime rate in the 1800's. Moving forward I would like to see you push your understanding of the topic you're exploring deeper. Consider what it is your actually doing and why is it important for your development as a performer. To develop your contextual research further, remember to explore multiple areas that affect the person writing the text. Social, political and economic difficulties all play a major part in the development of the writing.

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. You have evidenced a sufficient exploration of alternative ideas using established approaches to resolve practical and theoretical problems. There is evidence of effective planning and evaluation against aims that have contributed to a satisfactory completion of the task or tasks. You have clearly communicated evidence of valid evaluation and realistic analysis independently used to inform and develop ideas.

Areas for Development:

- Research, you need to embed more in-depth research to support your overall process, you also need to evidence more on how your research has supported the development of your roles in the project.
- Contextual research and your research needs more depth. 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. Consider how this affected your Monologue and how you wrote it.
- Planning and production needs to be explored deeper, 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 your 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.

UAL Level extended level 3 Performing arts Assessment Feedback Sheet

Student Signature:

Date:

Staff Signature: S.hindle

Date: 10/11/2023