

<b>Student Name</b>	Serish Dunne	<b>Overall Grade</b>	Satisfactory
<b>Project Title</b>	Practitioner Research, Essay & Performance	<b>Assessor</b>	Steph Hindle
<b>Units Covered</b>	Unit 11: Exploration of specialist Study and Context	<b>Date</b>	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.

	<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:**

Serish, this scrapbook is a definitive improvement from previous scrapbooks. There is more detail and your essay shows a good understanding of Stanislavski's life and methods, well done!

**Context:**

Good understanding and knowledge of subject context used to make sound judgments, articulate ambitions and clarify purpose.

**Research:**

Thorough and sustained research and investigation of relevant sources, interpretation and synthesis of information used to inform, support and develop ideas.

**Problem solving:**

Decisive demonstration of initiative in effectively solving problems, adapting to unforeseen practical and theoretical challenges to achieve identified goals.

**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:**

Clearly communicated evidence of valid evaluation and realistic analysis independently used to inform and develop ideas.

**Areas for Development:**

Serish, your work on the essay was good just remember to use quotes to back up your statements when academically writing. Also, you demonstrated good understanding and description of the problems you faced. More detail is needed to progress further within FMP. However, practically you need to improve your attendance and punctuality so that you do not miss your opportunities to evidence your practical and professional development throughout the process.

- Practical and presentation: please ensure you are attending every session and you need to improve your punctuality. If you were to receive a production role like warm up leader you need to be here on time to be an example to the other students, as well as, being here to lead the warm up on time.
- Reflection needs to have more detail. Focus less on what you have done in sessions and more on how you personally contributed to them, how has this helped your development as a performer, what are your next steps? Set yourself some SMART targets and reflect on whether you have achieved these, if so how, if not how will you move forward to achieve them?
- Evaluation process, 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: 06/02/24