

UAL Level extended level 3 Performing arts Assessment Feedback Sheet

<b>Student Name</b>	Keira Bingham	<b>Overall Grade</b>	Satisfactory
<b>Project Title</b>	Police museum project	<b>Assessor</b>	Steph Hindle
<b>Units Covered</b>	Units 9: Developing performance and production skills	<b>Date</b>	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.

	<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:**

Keira, you have developed this first scrapbook with support. Well done.

You have made a satisfactory start on your research, exploring the story behind John Jackson, moving forward I would like to see you push your understanding of the topic you're exploring deeper. Considering what it is you actually doing and why is it important for your development as a performer. Contextually, you have used the initial assessment task in order to evidence a satisfactory understanding of the contextual elements behind your monologue. From a practical perspective your work is developing in a satisfactory level regards to your confidence and abilities. You have considered some of the issues we faced within the project and how we can work around these issues. Your planning and production elements have been evidenced to a satisfactory level. You have evidenced a satisfactory level of evaluation and reflection, it is clearly communicated and simplistic in its information

**Areas for Development:**

- Contextual research could be pushed further in your next project. Explore the deeper issues within the situation. Use your contextual understanding of the environment and political issues that affected the writer or characters.
- Planning and production needs to be explored deeper, consider the costumes, hair and make-up.
- In terms of problem solving, explore the issues we all face in preparing text. The next project is very individual so please explore the issues that are facing you personally that affect your ability to develop your audition piece.
- 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.
- Research, you need to embed more in-depth research to support your overall process, you also need to evidence how your research has supported the development of your roles in the project.

Student Signature:

Date:

Staff Signature: S.hindle

Date: 10/11/2023