**Assessment Feedback**

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| Assessment Key: | **F**= Fail (evidence not sufficient) **P**= Pass (evidence supports Pass) **M**= Merit (evidence of a good standard) **D**= Distinction (evidence of a high standard). |

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| **Student name:**  Charlie Pullan | |
| **Brief:** Personal Project and Presentation in Creative Media Production | |
| **Lecturers & Assessors:**  **Steph Hindle**  **Tom Duxbury** | **Feedback provided by:**  Tom Duxbury |

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| **UNIT** | **LO** | **CRITERIA** | **STANDARD (F/P/M/D)** |
| **8** | 1 | 1.1: Identify and plan a creative media project. | P |
| 1.2: Develop a creative media project within agreed parameters and timescale. | P |
|  | 2 | 2.1: Identify appropriate research sources. | M |
| 2.2: Use research activity to develop ideas in support of a creative media project. | M |
| 2.3: Assess the value and effectiveness of research material in developing ideas for a creative media project. | P |
|  | 3 | 3.1: Use media methods and technology skills to produce a creative media project. | P |
| 3.2: Identify and use appropriate presentation techniques for a creative media project. | P |
|  | 4 | 4.1 Assess a creative media project against identified parameters and timescale. | M |

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| Guide Grade  Area of Learning | Fail | Pass | Merit | Distinction |
| Research | Insufficient research and investigation evidenced. Little or no information from relevant sources used to inform ideas. | Sufficient research and investigation of relevant sources, information used to inform ideas. | Thorough research and investigation of relevant sources, coherent use of information used to inform and develop ideas. | Thorough and sustained research and investigation of relevant sources. Accomplished and considered interpretation of information used to inform, develop and extend ideas. |
| Planning and Production | Ineffective or unrealistic planning and  poor organisation. Task or tasks incomplete against timescale. | Realistic planning and organisation. Satisfactory production against time-scales. | Effective planning, organisation and subject engagement evidenced. Efficient production against time-scales. | Detailed and effective planning and organisation, commitment and subject engagement evidenced. Substantial production against time-scales. |
| Practical Skills and Presentation | Limited use of processes, application of skills or knowledge demonstrated, few or no alternative ideas and poor presentation. | Competent demonstration of processes and application of skills and knowledge used to develop and present creative solutions. | Considered and capable demonstration of processes, application of skills and knowledge used to develop ideas and present creative solutions. | Accomplished demonstration of processes, skills and knowledge used to develop alternative ideas and present creative solutions. |
| Evaluation and Reflection | Inadequate evaluation or insufficient evidence of ongoing assessment of ideas limiting progress and development. | Sufficient evaluation with evidence of ongoing assessment of ideas used to inform progress and development. | Effective evaluation clearly communicated and applied to make reasoned decisions and inform the development of ideas. | Perceptive evaluation and interpretation, demonstrating clarity in thinking and decision making used to inform and progress ideas. |

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| **FEEDBACK:** |
| Overall Feedback: Well done Charlie, you’ve been able to produce an interesting project after some initial difficulties with direction. Throughout the year your confidence and ability has grown and you now seem to have a good idea of what it takes to complete the creative process.  Research: You’ve used a thorough and diverse mix of research from primary and secondary, including interviews with practitioners and assessments of game texts. You display a coherent use of subject knowledge to inform and develop ideas. With all the rich imagery found in games, your research could have concluded more visual elements – such as mood-boards or mind-maps. However, overall, your research is thorough and interesting.  Planning and Production: You have demonstrated a sufficient level of realistic planning and organisation through an action plan, and the development of ideas. You have evidenced a satisfactory production against the set time-scales. Your planning is simplistic and evidences a basic level of preparation for this project. For further development consider using multiple tools for planning for example, timetables, using research to develop a schedule. For production consider implementing multiple tools in tutorial creation, such as Premier Pro or After Effects.  Practical Skills and Presentation: You demonstrate in depth knowledge of the Stellaris game but you could have discussed the challenges of recording and editing your video, and made justifications for choosing certain software and technology over others. Your design ideas for your logo are a good application of digital skills. When making engaging content for online, you could have added in a jingle to introduce the tutorial, and added in titles pages, illustrations, or alternate graphics to increase variety to maintain interest. At 42 minutes long, the final piece could have been greatly cut down with editing. The gameplay music at times is louder than your commentary and the overall presentation could have been sharpened using software. However, your tutorial is an interesting application of your subject knowledge, and demonstrates a creative solution to the brief.  Evaluation and Reflection: Your use of audio vlogs for reflection is brilliant and demonstrates an effective method of evaluation. I like how you explain the purposes of a tutorial, such as helping others to play complex games. After making your tutorial you’ve been able to identify through reflection errors that you would rectify if you were to re-construct your final video, such as testing audio on OBS. |