

**AMATA I MUSSA
ASSESSMENT FEEDBACK FORM**

Student Name:	Michael Freeman Holmes
Assignment Title:	ESSAY
Module Code:	MSI110
Module Title:	Audio Cultures & Critical Theory
Tutor/Marker:	Dr Simon Poole
Element of Assessment: Essay	Assessment Weighting: 100 %

Assessment Criteria

These criteria must be read with reference to this module's Learning Outcomes as found in the Module Information Form (MIF)

Learning Outcome (number)	Learning Outcome (as text)	Assessment Criteria (these need to be cross-referenced to the relevant Learning Outcomes)
2	Critical Thinking <i>Think critically about concepts, contexts and practice, evaluating these through scholarship, and/or self-reflection.</i>	Articulate critically informed opinions developed in the module through written communication and demonstrate a preliminary understanding of a range of theoretical debates pertinent to audio cultures.
5	Research <i>Produce informed work through the use of appropriate research methods</i>	Use appropriate methodologies and materials to explore a question within an essay-writing context.
6	Skills <i>Demonstrate a sufficiently high quality skill-set to realise your work.</i>	Demonstrate effective, clear and concise ways of articulating and discussing debates and arguments in written form as well as an ability to follow style guidelines.

Feedback:

Assessment Criteria		1 85%+	1 70%+-	2.1 60%+	2.2 50%+	3 40%+	F 40%-	F 25%-
2	Articulate critically informed opinions developed in the module through written communication and demonstrate a preliminary understanding of a range of theoretical debates pertinent to audio cultures.				L			
5	Use appropriate methodologies and materials to explore a question within an essay-writing context.				L			
6	Demonstrate effective, clear and concise ways of articulating and discussing debates and arguments in written form as well as an ability to follow style guidelines.				H			

Michael. This is a difficult essay to mark. On the one hand it uses some great quotes from academic sources to explore argument and debate as well as some detailed research on a particular artist and their approach to dominant ways of thinking in their context, on the other it drifts too far in to the subversive acts themselves and the philosophies behind them in relation to dominant thinking. The mark below does not reflect your ability to write – the work here is good – the tone, pace, structuring and voice are all strong, but the writing does not stick to the academic arguments around subversion of ideology, counter-hegemonic projects from those outside the dominant group etc and there is much in the bibliography that does not contribute to marks. As such the first criteria above where you are judged against taking an idea from within the module and demonstrate an understanding of that debate, is not quite achieved. A tighter focus and a determination to ‘answer the question’ are needed. It seems clear that the ability to do so is there but a ‘drift’ has occurred in this case. Happy to discuss further if helpful.

Note: All marks are provisional until approved at the Assessment Board. The mark shown does not take into account adjustments for issues such as late submission, extenuating circumstances, and academic misconduct. If you have a query about how your mark may be adjusted, please contact the Academic Administration Team.

Mark: 54

Tutor's Signature:

Date: January 23

RESTRICTED