

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Student Name:	JENSEN NOBLE								Student P Number:							
Programme:	BA (HONS) ANIMATION & VFX															
Module:	ANIMATED INSIGHTs & PERSPECTIVES															
Module Code:	ACCA4040						Contribution to Module:				100%					
Assignment Title:	The Mighty River: An Animated Journey															
Generic Assessment Criteria	Overall Mark % of	Level of Achievement – In Percentages %														
		Fail	MF	3 rd Satisfactory			2:2 Good			2:1 Very Good			1 st Exceptional			
		0-29%	30-39%	40-43%	44-46%	47-49%	50-53%	54-56%	57-59%	60-63%	64-66%	67-69%	70-79%	80-89%	90-100%	
ENGAGEMENT WITH LITERATURE	20%	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐	☐	☐	
KNOWLEDGE & UNDERSTANDING	30%	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐	☐	
COGNITIVE & INTELLECT.	30%	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐	☐	
PRACTICAL SKILLS	10%	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐	☐	
TRANSFERABLE SKILLS	10%	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐	
														65%		

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work, for guidance only until they are confirmed.)	Late Submission Penalties	
	Up to 1 week late (40% Max)	☐
	Over 1 week late (0%)	☐

Tutor comments
• A personalised opening (and this feature is consistent throughout), with outlining the goals and objectives, via the art of animation. • Lots of 1st person phrasing. It does come across as something of an <i>application statement</i>, and this will be something to reduce, to address, going forward, and on other written submissions (and especially L6). Aim to reflect upon a situation where someone might read what you have written (not least a lecturer or examiner) and that there is a lot proposed or noted, a lot to engender a response in the reader – but that there is no reliance on the first person pronoun. Editorials, column pages, the more academically-aligned blogs – are all able to convey a lot of information, with some added reflection or deliberation, but with a <i>displaced</i> critical eye or positioning. To factor in more time on this (in 26.7?) and practice this for future modules. • Neat layout to the document, in the mix of shapes and visual elements, to keep it all flowing well enough. Great use of cartoon imagery, from Bugs et al. It can all read as a collection of lists on the a) history; b) technique(s); c) development. This is fine. However, It could have all benefitted from more enticing or engaging subheadings, to have made more use of quotes, artist's comments, critics, (etc). It does all work well, comparatively, putting together an impression of the categories and considerations involved, that are interesting and meticulously compiled. • A neat finish with using – “....it all stumbles into place...” – as a last line, coming back to where we started. • Good effort overall.

Assessed by:	Phil Organ	Date:	June 2026
---------------------	------------	--------------	-----------