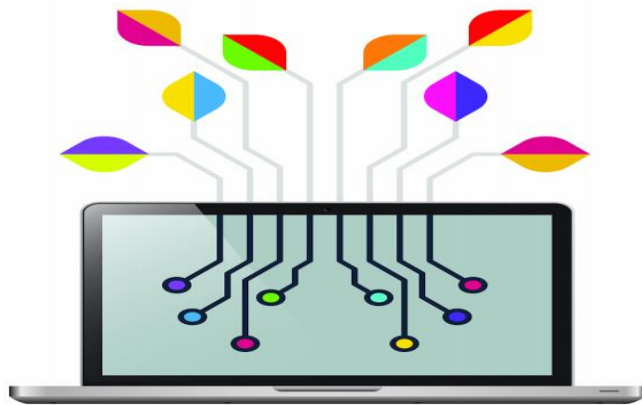Mark Scheme (Results)

All series

BTEC Level 3 National in Computing
Unit 3: Planning and Management
of Computing Projects (31770H)

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Unit 3: Planning and Management of Computing Projects - Marking grid for Part A and Part B

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.

- Marking grids should be applied positively. Learners must be rewarded for what they have shown they can do, rather than be penalised for omissions.

- Examiners should mark according to the marking grid, not according to their perception of where the grade boundaries may lie.

- All marks on the marking grid should be used appropriately.

- All the marks on the marking grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks, if the learner's response is not rewardable according to the marking grid.

- Where judgement is required, a marking grid will provide the principles by which marks will be awarded.

- When examiners are in doubt regarding the application of the marking grid to a learner's response, a senior examiner should be consulted.

Specific marking guidance

The marking grids have been designed to assess learner work holistically.

Rows in the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner's response and place it within that band. Learners will be placed in the band that best describes their answer.

- The mark awarded within the band will be decided based on the quality of the answer, in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.

- Marks will be awarded towards the top or bottom of that band, depending on how they have evidenced each of the descriptor bullet points.

Assessment focus	Sub Task	Band 0	Band 1	Band 2	Band 3	Band 4	Max mark
Activity 1: **Project Initiation Document (PID)**	Completion of the document template	0	1-3	4-6	7-9	10-12	12
		No rewardable material	Limited or inaccurate information from the scenario is entered in some sections of the PID. Objectives may be identified but may be generic or irrelevant to the scenario, without consideration of SMART principles. There is limited consideration of the relevant information in isolation, which shows a limited awareness of the given scenario.	Some relevant information from the scenario is entered throughout the PID with some inaccuracies and most sections completed. Some SMART objectives have been identified, and some are specific and time constrained with limited relevance to the given scenario. Relevant information is considered using logical chains of reasoning that show some awareness of the given scenario, but may rely on generic or familiar processes.	Relevant information from the scenario is accurately entered throughout the PID, with all sections mostly completed. SMART objectives have been identified, most of which are specific and time constrained and relevant to the given scenario. Relevant information is considered using logical chains of reasoning that show awareness of the given scenario.	Relevant and detailed information from the scenario is entered accurately throughout the PID, with all sections fully completed. SMART objectives have been identified and are specific and time constrained and relevant to the given scenario. Relevant information is considered using logical chains of reasoning that show a full awareness of the given scenario.	

Assessment focus	Sub Task	Band 0	Band 1	Band 2	Band 3	Max mark
Activity 1: Project Initiation Document (PID)	Risk planning	**0**	**1-2**	**3-4**	**5-6**	**6**
		No rewardable material	Partial application of risk analysis methodology to the risk planning process to create a risk plan that is minimal and includes some errors.

There is some consideration of
risks, but they may be generic and show limited understanding of the given scenario. | Correct application of risk analysis to create a full and mostly accurate risk plan with limited contingency planning.

There is consideration of the risks with some logical chains of reasoning

showing some awareness of the given scenario. | Correct application of risk analysis methodology to the risk planning process to create a full and accurate risk plan with appropriate contingency plans.

There is a consideration of the relevant risks using logical

chains of reasoning that show a full awareness of the given scenario. | |
| | Communication.

Planning | **0** | **1** | **2-3** | **4** | **4** |
| | | No rewardable material | There is some consideration of
the frequency of communication required for the
target audience, but may be generic rather than showing awareness of the given scenario.

The purpose of the listed communications described with limited accuracy or omitted. | There is consideration of the relevant communication methods with some

appropriate frequency of communication for the target audience, using some logical chains of reasoning that shows some awareness of the given scenario.

Accurately describes the purpose of some of the listed communications. | There is consideration of the relevant communication

methods and appropriate frequency of communication for the target audience throughout, using logical chains of reasoning that show full awareness of the given scenario.

Accurately describes the purpose of all of the listed communications. | |

Assessment focus	Sub Task	Band 0	Band 1	Band 2	Band 3	Max mark
Activity 2: Project planning documents	Gantt chart	**0**	**1-3**	**4-6**	**7-8**	**8**
		No rewardable material	The Gantt chart shows the stages of the software development cycle but these may be generic showing a limited consideration of timing, some errors or omissions. The Gantt chart shows some correct milestones for the completion of a limited number of stages. Some resources have been assigned to project tasks, with errors or omissions.	The Gantt chart shows project tasks in a logical sequence, with the final task complete by the given deadline. The Gantt chart shows correct milestones for the completion of some stages. Resources have been assigned to the project tasks, but with minor errors or omissions.	The Gantt chart shows project tasks in an efficient sequence for the scenario showing the final task completed by the given deadline. The Gantt chart shows the correct milestones for the completion of each stage. Resources have been correctly and appropriately assigned to the project tasks.	
	Resource list and cost plan	**0**	**1-2**	**3-4**	**5-6**	**6**
		No rewardable material	Some resources have been have been added to the resource list, with costs attributed, with errors or omissions.	Resources have been added to the resource list, with costs correctly attributed, with minor errors/ omissions to provide a reasonable estimate of the total project cost.	Resources have been added to the resource list, with costs correctly attributed to provide an accurate estimate of the total project cost.	

Assessment focus	Sub Task	Band 0	Band 1	Band 2	Band 3	Max. mark
Activity 3: Project Checkpoint Report		**0**	**1-2**	**3-5**	**6-8**	**8**
	Completion of the Project checkpoint Report	No rewardable material	Some information given in the brief is entered accurately or some section completion not attempted. There is some consideration of the relevant additional information showing a limited awareness of the scenario. Lessons learned are generic, showing limited understanding project management concepts.	Most information given in the brief is entered accurately with completion of all sections attempted. There is consideration of most of the relevant additional information showing some awareness of the scenario. Lessons learned are relevant, showing a basic understanding of project management concepts.	Information given in the brief is entered accurately with all sections fully completed. There is a consideration of the relevant additional information that shows a full awareness of the scenario. Lessons learned are relevant and insightful, showing thorough understanding of project management concepts.	

Assessment focus	Sub Task	Band 0	Band 1	Band 2	Band 3	Band 4	Max. mark
Activity 4: Project closure email		0	1	2	3		3
	Success criteria		Summary includes some inaccuracies or omissions regarding how quality criteria were met, showing a limited awareness of the scenario.	There is a summary that is mostly accurate of how quality criteria were met showing some awareness of the scenario.	There is an accurate summary of how quality criteria were met showing an awareness of the scenario throughout.		
		0	1-2	3-4	5-7	8-9	9
	Review of project management		There is a limited evaluation with a lack of balance in the consideration of all relevant aspects of the project lifecycle that shows a minimal awareness of the given scenario. Minimal elements of project management are considered and some arguments are linked to the given scenario and the additional information.	There is some evaluation with a lack of balance in the consideration of all relevant aspects of the project lifecycle that shows awareness of the given scenario. Some elements of project management are considered and arguments are mostly linked to the given scenario and the additional information.	There a wide ranging evaluation with some lack of balance of all relevant aspects of the project lifecycle using coherent and logical chains of reasoning that shows awareness of the given scenario. Most elements of project management are considered and arguments are clearly linked to the given scenario and the additional information.	There is a balanced and wide ranging evaluation of all relevant aspects of the project lifecycle using coherent and logical chains of reasoning that shows full awareness of the given scenario. The various elements of project management are fully considered and arguments are clearly linked to the given scenario and the additional information.	

Assessment focus	Sub Task	Band 0	Band 1	Band 2	Band 3	Band 4	Max. mark
Activity 4: Project closure email		0	1-2	3-4	5-6		6
	Summary of lessons learned		There is limited consideration of some relevant aspects of the entire project process with some chains of reasoning. Lessons learned are generic, including minimal or inaccurate suggestions for transferable lessons that could be applied to new projects.	There is a lack of balance in the consideration of relevant aspects of the entire project process using logical chains of reasoning that shows awareness of the given scenario and the additional information provided. Lessons learned are relevant, and include basic suggestions for transferrable lessons that could be applied to new projects.	There is a balanced and wide ranging consideration of relevant aspects of the entire project process using coherent and logical chains of reasoning that shows full awareness of the given scenario and the additional information provided. Lessons learned are relevant and insightful, and provide a comprehensive indication of the transferrable lessons that could be applied to new projects.	N/A	
		0	1	2-3	4		4
	Communication skills for intended audience		Limited use of appropriate technical vocabulary and appropriate language to convey some of the red information.	Some use of technical vocabulary and appropriate language to convey most of the required information in a suitable way for the intended audience.	Accurate use of technical vocabulary and appropriate language to convey the required information in a suitable way for the intended audience.	N/A	