



Mark Scheme (Results)

Summer 2017

BTEC Level 3 National in Creative  
Digital Media Production  
Unit 3: Digital Media Skills (31670H)



## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk) for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson.

Their contact details can be found on this link: [www.edexcel.com/teachingservices](http://www.edexcel.com/teachingservices).

You can also use our online Ask the Expert service at [www.edexcel.com/ask](http://www.edexcel.com/ask). You will need an Edexcel username and password to access this service.

### **Pearson: helping people progress, everywhere**

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at:

[www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2017

Publications Code 31670H\_1706\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2017

# Unit 3: Digital Media Skills -marking grid

## 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 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 judgment 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 within 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 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.

## Unit 3: Digital Media Skills

### Grading Grid– 60 marks

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
	0	1-5	6-10	11-15	16-20
Source and create assets	No rewardable material	<ul style="list-style-type: none"> <li>• Use limited skill, knowledge and understanding to source and create basic assets</li>   <li>• Provide brief comments on the relevance of the assets</li>   <li>• Limited evidence of the organisation of the assets/material</li> </ul>	<ul style="list-style-type: none"> <li>• Use competent skill, knowledge and understanding to source and create assets</li>   <li>• Describes the relevance of the assets</li>   <li>• Evidence of the adequate organisation of some assets/material, which are logged/labelled</li> </ul>	<ul style="list-style-type: none"> <li>• Use effective skill, knowledge and understanding to source and create suitable assets</li>   <li>• Explains the relevance of the assets in response to the brief</li>   <li>• Evidence of the relevant organisation of most assets/material, which are logged/labelled</li> </ul>	<ul style="list-style-type: none"> <li>• Use comprehensive skill, knowledge and understanding to source and create imaginative assets</li>   <li>• Fully justifies the relevance of the assets in response to the brief</li>   <li>• Evidence of the effective organisation of all assets/material, which are logged/labelled in a clear logical way</li> </ul>

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
	<b>0</b>	<b>1-5</b>	<b>6-10</b>	<b>11-15</b>	<b>16-20</b>
prepare edit, manipulate, assets/materials	No rewardable material	<ul style="list-style-type: none"> <li>Adapted material demonstrates a limited understanding of the editing/manipulation /preparation process, evidenced through the basic application of relevant skills</li> <li>Limited evidence of the decision making process</li> </ul>	<ul style="list-style-type: none"> <li>Adapted material demonstrates competent understanding of the editing/manipulation/ preparation process, evidenced through the appropriate application of relevant skills</li> <li>Some evidence of the decision making process</li> </ul>	<ul style="list-style-type: none"> <li>Adapted material demonstrates effective understanding of the editing/manipulation/ preparation process, evidenced through the effective application of relevant skills</li> <li>Detailed evidence of the decision making process</li> </ul>	<ul style="list-style-type: none"> <li>Adapted material demonstrates comprehensive understanding of the editing/manipulation/ preparation process, evidenced through the sophisticated application of relevant skills</li> <li>Comprehensive evidence of the decision making process</li> </ul>

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Build / create a media product	<b>0</b>	<b>1-5</b>	<b>6-10</b>	<b>11-15</b>	<b>16-20</b>
	No rewardable material	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of production processes and techniques and basic technical skills in their production</li> <li>• The product has limited reference to the brief with limited engagement of the target audience</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a competent understanding of production processes and techniques and appropriate technical skills in their production</li> <li>• The product partially meets the brief with some engagement of the target audience</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates effective understanding of production processes and techniques and effective technical skills in their production</li> <li>• The product mostly meets the brief and mostly engages the target audience</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates comprehensive understanding of production processes and techniques and the sophisticated technical skills in their production</li> <li>• The product fully meets the brief and engages the target audience</li> </ul>