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Mark Scheme (Results)

June 2019

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



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Unit 3: Digital Media Skills - Sample mark 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.

Assessment Focus 1	Band 0	Band 1	Band 2	Band 3	Band 4
Create assets	<p>0</p> <p>No rewardable material</p>	<p>1-5</p> <ul style="list-style-type: none"> Use limited skill, knowledge and understanding to create basic assets. Assets created relate to isolated aspects of the brief showing only a basic awareness of production techniques. Limited evidence of the organisation of the assets/material. 	<p>6-10</p> <ul style="list-style-type: none"> Use competent skill, knowledge and understanding to create assets. Assets created relate to some of the requirements of the brief showing some competence in the use of production techniques. Evidence of the adequate organisation of some assets/material, which are logged/labelled. 	<p>11-15</p> <ul style="list-style-type: none"> Use effective skill, knowledge and understanding to create suitable assets. Assets created relate consistently to the requirements of the brief showing competent and effective use of production techniques. Evidence of the relevant organisation of most assets/material, which are logged/labelled. 	<p>16-20</p> <ul style="list-style-type: none"> Use comprehensive skill, knowledge and understanding to create imaginative assets. Assets created relate directly to the requirements of the brief showing creativity in the use of production techniques. Evidence of the effective organisation of all assets/material, which are logged/labelled in a clear logical way.

Assessment focus 2	Band 0	Band 1	Band 2	Band 3	Band 4
Digital media skills	<p>0</p> <p>No rewardable material</p>	<p>1-5</p> <ul style="list-style-type: none"> Adapted material demonstrates a limited understanding of the editing/manipulation process, leading to limited adaptation and/or not entirely appropriate for the brief. Isolated elements of understanding are evident in the limited application of techniques used in the building/creating of a media product. Limited evidence of the decision-making process and design decisions are identified but not justified. 	<p>6-10</p> <ul style="list-style-type: none"> Adapted material demonstrates general understanding of the editing/manipulation process and is evidenced through the application of mostly relevant skills. General understanding is evident in the partially successful application of techniques used in the building/creating of a media product. Some evidence of the decision-making process and design decisions are partly justified. 	<p>11-15</p> <ul style="list-style-type: none"> Adapted material demonstrates an understanding of the editing/manipulation process and is evidenced by the effective and consistent application of relevant skills. Developed understanding is evident in the mostly successful application of techniques used in the building/creating of a media product. Detailed evidence of the decision-making process and decisions are mostly justified. 	<p>16-20</p> <ul style="list-style-type: none"> Adapted material demonstrates comprehensive understanding of the editing/manipulation/ preparation process, evidenced through the sophisticated application of relevant skills. Comprehensive understanding is evident in the successful application of techniques used in the building/creating of a media product. Comprehensive evidence of the decision-making process and decisions are fully justified.

Assessment Focus 3	Band 0	Band 1	Band 2	Band 3	Band 4
Build/create a media product	<p>0</p> <p>No rewardable material</p>	<p>1-5</p> <ul style="list-style-type: none"> The media product has limited creativity. A basic media product with no recognisable style. The media product partially meets the brief. 	<p>6-10</p> <ul style="list-style-type: none"> The media product has some creativity. A functional media product but uneven in the application of chosen style(s). The media product generally meets the brief. 	<p>11-15</p> <ul style="list-style-type: none"> The media product demonstrates creativity. An adequate media product that is consistent in the application of chosen style(s). The media product addresses the brief. 	<p>16-20</p> <ul style="list-style-type: none"> The media product demonstrates creativity throughout. An accomplished and coherent media product that is consistently effective in the application of chosen style(s). The media product comprehensively meets the brief.