Digital Production Project- Sample 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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment focus: **Research** | | | | |
| **0** | 0-3 | 4-6 | 7-9 | 10-12 |
| No rewardable material | * Superficial selection of research which shows tentative relevance to the brief. * Limited understanding of target audience based on superficial research. * Superficial; research into existing products in the sector. | * Basic selection of research which is partially relevant to the brief. * Basic understanding of target audience based on generally adequate research. * Basic research into existing products in the sector. | * Competent selection of research which is mostly relevant to the brief. * Competent understanding of target audience based on effective research. * Effective research into existing products in the sector. | * In-depth selection of research which is fully relevant to the brief. * Assured understanding of target audience based on comprehensive research. * Comprehensive and effective research into existing products in the sector. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment focus: **Proposal** | | | | |
| 0 | 1-3 | 4-6 | 7-9 | 10-12 |
| No rewardable material | * Initial idea has limited connections to the brief. * The content and style of the proposed idea demonstrates a superficial understanding of media production processes. * Limited understanding of the technical aspects of the proposal. * Limited use of the conventions of writing a proposal. | * Initial idea has partial connections to the brief. * The content and style of the proposed idea demonstrates basic understanding of media production processes. * Basic understanding of the technical aspects of the proposal. * Basic use of the conventions of writing a proposal. | * Initial idea has logical connections to the brief. * The content and style of the proposed idea demonstrates developed understanding of media production processes. * Effective understanding of the technical aspects of the proposal. * Effective use of the conventions of writing a proposal, including mostly accurate use of subject terminology. | * Initial idea has a creative and comprehensive connection to the brief. * The content and style of the proposed idea demonstrates comprehensive understanding of media production processes. * Comprehensive understanding of the technical aspects of the proposal. * Assured use of the conventions of writing a proposal, including fully accurate use of subject terminology throughout. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment focus: **Developing a digital media product** | | | | |
| **0** | 1-6 | 7-12 | 13-18 | 19-24 |
| No rewardable material | * Limited understanding of production skills and techniques demonstrated during the production process * Arbitrary selection and use of equipment, technology and software tools. * Limited evidence of the shaping and refining of content * Demonstrates limited ability to make choices that support realisation of creative intentions | * Partial understanding of production skills and techniques demonstrated during the production process * Some appropriate selection and basic use of equipment, technology and/or software tools to develop creative intentions * Content is shaped and refined through basic use of media processes and techniques * Demonstrates generally adequate ability to make choices that support realisation of creative intentions | * Effective understanding of production skills and techniques demonstrated during the production process * Appropriate selection and effective use of equipment, technology and software tools to develop creative intentions * Content is shaped and refined through effective use of a range of media processes and techniques * Demonstrates effective ability to make choices that support realisation of creative intentions | * Comprehensive understanding of production skills and techniques demonstrated during the production process * Considered selection and creative use of equipment, technology and software tools to develop creative intentions * Content is shaped and refined through creative use of wide range of media processes and techniques * Demonstrates accomplished ability to make imaginative choices that support realisation of creative intentions |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment focus**:**  **Production of final product and digital folder of evidence** | | | | |
| **0** | 1-6 | 7-12 | 13-18 | 19-24 |
| No rewardable material | * Product is technically limited with limited functionality and many significant flaws * Limited application of media processes, skills and techniques in the production process * The final product is simplistic and it superficially addresses all aspects of the brief * Final product shows limited understanding of process of distribution in the chosen sector * Selection and organisation of evidence is inadequate and communicates the research, proposal, development and realisation processes in a limited and inconsistent way | * Product is generally technically adequate with and basic functionality and some significant flaws * Basic application of media processes, skills and techniques in the creation of the final product * The final product is generally adequate and it appropriately addresses all aspects of the brief * Final product is available for distribution showing basic understanding of production processes in the chosen sector * Selection and organisation of evidence is mostly adequate and communicates the research, proposal, development and realisation processes a generally balanced way with minor inconsistencies | * Product is technically competent with mostly effective functionality and only minor flaws. * Effective application of a range of media processes, skills and techniques in the creation of the final product * The final product is competent and it effectively addresses all aspects of the brief * Final product is available for distribution showing effective understanding of production processes in the chosen sector * Selection and organisation of evidence competent and clearly communicates the research, proposal, development and realisation processes in a balanced and consistent way | * Product is technically efficient with highly effective functionality * Creative and assured application of wide range media processes, skills and techniques in the creation of the final product * The final product is perceptive and it creatively addresses all aspects of the brief * Final product is available for distribution showing comprehensive understanding of production processes in the chosen sector * Selection and organisation of evidence is considered and fluently communicates the research, proposal, development and realisation processes in a concise and engaging way |