



# Marking Grids

## BTEC Level 1 / Level 2 Tech Award In Art and Design Practice

First teach September 2022

Component 2 (external): Responding to a Brief

# Component 2: Responding to a Brief

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## 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 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

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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.
- The mark awarded within the band will be decided based on the quality of the response in relation 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.

**Activity 1: Project development**

<b>Mark Band 0</b>	<b>Mark Band 1</b>	<b>Mark Band 2</b>	<b>Mark Band 3</b>	<b>Mark Band 4</b>
<b>0 marks</b>	<b>1-4 marks</b>	<b>5-9 marks</b>	<b>10-14 marks</b>	<b>15-18 marks</b>
No rewardable material	<ul style="list-style-type: none"> <li>Limited use of research and exploration within development.</li> <li>Limited review and refinement of work throughout, linked to the brief.</li> <li>Limited application of the development process.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistent use of research and exploration within development.</li> <li>Generally appropriate review and refinement of work throughout, linked to the brief.</li> <li>Generally appropriate approach to the development process applied.</li> </ul>	<ul style="list-style-type: none"> <li>Competent use of research and exploration within development.</li> <li>Competent review and refinement of work throughout, linked to the brief.</li> <li>Competent approach to the development process applied.</li> </ul>	<ul style="list-style-type: none"> <li>Confident use of research and exploration within development.</li> <li>Confident review and refinement of work throughout, linked to the brief.</li> <li>Effective approach to the development process applied.</li> </ul>

**Activity 2: Development review**

<b>Mark Band 0</b>	<b>Mark Band 1</b>	<b>Mark Band 2</b>	<b>Mark Band 3</b>	<b>Mark Band 4</b>
<b>0 marks</b>	<b>1-3 marks</b>	<b>4-6 marks</b>	<b>7-9 marks</b>	<b>10-12 marks</b>
No rewardable material	<ul style="list-style-type: none"> <li>• Limited description of intentions for the final response.</li> <li>• Ideas for response are tentatively informed by research and exploration.</li> <li>• Limited consideration of the requirements of the brief.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic description of intentions for final response.</li> <li>• Ideas for response are partially informed by research and exploration.</li> <li>• Basic consideration of the requirements of the brief.</li> </ul>	<ul style="list-style-type: none"> <li>• Competent description of intentions for final response.</li> <li>• Ideas for response are competently informed by research and exploration.</li> <li>• Competent consideration of the requirements of the brief.</li> </ul>	<ul style="list-style-type: none"> <li>• Detailed description of intentions for final response.</li> <li>• Ideas for response are effectively informed by research and exploration.</li> <li>• Effective consideration of the requirements of the brief.</li> </ul>

### Activity 3: Final response

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
0 marks	1-4 marks	5-9 marks	10-14 marks	15-18 marks
No rewardable material	<ul style="list-style-type: none"> <li>The final response tentatively meets the context and the requirements of the brief.</li> <li>Limited use of practical art and design skills to produce an underdeveloped final response.</li> <li>The final response demonstrates a limited interpretation of the brief.</li> </ul>	<ul style="list-style-type: none"> <li>The final response partially meets the context and the requirements of the brief.</li> <li>Basic use of appropriate practical art and design skills to produce a partially developed final response.</li> <li>The final response demonstrates a basic interpretation of the brief.</li> </ul>	<ul style="list-style-type: none"> <li>The final response mostly meets the context and the requirements of the brief.</li> <li>Competent use of appropriate practical art and design skills to produce an adequate final response.</li> <li>The final response demonstrates a competent interpretation of the brief.</li> </ul>	<ul style="list-style-type: none"> <li>The final response fully meets the context and the requirements of the brief.</li> <li>Confident use of appropriate practical art and design skills to produce an effective response.</li> <li>The final response demonstrates a thoughtful interpretation of the brief.</li> </ul>

#### Activity 4: Portfolio

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
0 marks	1-3 marks	4-6 marks	7-9 marks	10-12 marks
No rewardable material	<ul style="list-style-type: none"> <li>• Tentative visual and written communication of development and final response.</li> <li>• Presentation demonstrates limited use of structure, layout, organisation and style in response to the brief.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic visual and written communication of development and final response.</li> <li>• Presentation demonstrates basic use of structure, layout, organisation and style in response to the brief.</li> </ul>	<ul style="list-style-type: none"> <li>• Coherent visual and written communication of development and final response.</li> <li>• Presentation demonstrates competent use of structure, layout, organisation and style in response to the brief.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective visual and written communication of development and final response.</li> <li>• Presentation demonstrates effective use of structure, layout, organisation and style in response to the brief.</li> </ul>