



Marking Grids

BTEC Level 1 / Level 2 Tech Award in Digital Information Technology

First teach September 2022

Component 1 (internal): Exploring User
Interface Design Principles and Project
Planning Techniques

Component 2 (internal): Collecting,
Presenting and Interpreting Data

Assessing the Pearson Set Assignments

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Assessment decisions for each learner’s response to the Pearson Set Assignment (PSA) for each internally assessed component must be made using the relevant marking grids below.

Marking grids for the internal components have also been built into the Assessment Tracker Tool which can be downloaded from the Teaching and Learning Materials section of the BTEC Tech Awards in Digital Information Technology (2022) qualifications pages. This Assessment Tracker will help you collect marks for the class, streamline management of records, and allows you to export the Assessment Record forms for sampled learners for moderation.

Before making assessment decisions, you should use the guidance on using the marking grids provided in the Tech Award Specification **Section 5: Non-exam internal assessment**.

You can also watch this [short video guide](#) to applying Mark Schemes for Internal Assessments in BTEC Tech Awards from 2022.

A glossary of terms used in the marking grids is provided in *Appendix 1* of the specification.

Marking grid – Component 1

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1a: Project proposal				
Learning outcome A: Understand user interface design for individuals and organisations				
Learning outcome B: Be able to use planning techniques to plan and design a user interface				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<p>Limited application of relevant project proposal methods. Evidenced through:</p> <ul style="list-style-type: none"> • superficial consideration of the project requirements with little reference to the project brief • superficial consideration of the user requirements with little reference to the project brief • superficial consideration of the constraints with little reference to the project brief. 	<p>Adequate application of relevant project proposal methods. Evidenced through:</p> <ul style="list-style-type: none"> • partially appropriate consideration of the project requirements with partially accurate reference to the project brief • partially appropriate consideration of the user requirements with partially accurate reference to the project brief • partially appropriate consideration of the constraints with partially accurate reference to the project brief. 	<p>Good application of relevant project proposal methods. Evidenced through:</p> <ul style="list-style-type: none"> • mostly appropriate consideration of the project requirements with mostly accurate reference to the project brief • mostly appropriate consideration of the user requirements with mostly accurate reference to the project brief • mostly appropriate consideration of the constraints with mostly accurate reference to the project brief. 	<p>Comprehensive application of relevant project proposal methods. Evidenced through:</p> <ul style="list-style-type: none"> • fully appropriate consideration of the project requirements with fully accurate reference to the project brief • fully appropriate consideration of the user requirements with fully accurate reference to the project brief • fully appropriate consideration of the constraints with fully accurate reference to the project brief.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1b: Planning timescales				
Learning outcome A: Understand user interface design for individuals and organisations				
Learning outcome B: Be able to use planning techniques to plan and design a user interface				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<p>Limited application of project planning tools to plan the timeline of the project. Evidenced through:</p> <ul style="list-style-type: none"> • superficial consideration of timescales, including tasks and sub-tasks with little reference to the project brief • superficial consideration of key milestones with little reference to the appropriateness of the project brief • superficial consideration of task dependencies with little reference to the project brief. 	<p>Adequate application of project planning tools to plan the timeline of the project. Evidenced through:</p> <ul style="list-style-type: none"> • partially appropriate consideration to timescale, including tasks and sub-tasks with partially accurate reference to the project brief • partially appropriate reference to key milestones with partially relevant reference to realistic timings • partially appropriate consideration of task dependencies with partially accurate reference to the project brief. 	<p>Good application of project planning tools to plan the timeline of the project. Evidenced through:</p> <ul style="list-style-type: none"> • mostly appropriate consideration of timescales, including tasks and sub-tasks with mostly accurate reference to the project brief • mostly appropriate consideration of key milestones with mostly relevant reference to realistic timings • mostly appropriate consideration of task dependencies with mostly accurate reference to the project brief. 	<p>Comprehensive application of project planning tools to plan the timeline of the project. Evidenced through:</p> <ul style="list-style-type: none"> • fully appropriate consideration of timescales, including tasks and sub-tasks with fully accurate reference to the project brief • fully appropriate consideration of key milestones with fully relevant reference to realistic timings • fully appropriate consideration of task dependencies with fully accurate reference to the project brief.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Interface designs				
Learning outcome A: Understand user interface design for individuals and organisations				
Learning outcome B: Be able to use planning techniques to plan and design a user interface				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<p>Limited application of relevant user interface design methods and design principles. Evidenced through:</p> <ul style="list-style-type: none"> • basic initial designs that meet few user requirements • superficial consideration of user accessibility features with little reference to the project brief • superficial consideration of design visualisation including input or output screens with little reference to the project brief. 	<p>Adequate application of relevant user interface design methods and design principles. Evidenced through:</p> <ul style="list-style-type: none"> • partially developed initial designs that meet some user requirements • partially appropriate consideration of user accessibility features with partially accurate reference to the project brief • partially appropriate consideration of design visualisation including input or output screens with partially accurate reference to the project brief. 	<p>Good application of relevant user interface design methods and design principles. Evidenced through:</p> <ul style="list-style-type: none"> • mostly developed initial designs that meet most user requirements • mostly appropriate consideration of user accessibility features with mostly accurate reference to the project brief • mostly appropriate consideration of design visualisation including input or output screens with mostly accurate reference to the project brief. 	<p>Comprehensive application of relevant user interface design methods and design principles. Evidenced through:</p> <ul style="list-style-type: none"> • well-developed initial designs that fully meet all user requirements • fully appropriate consideration of user accessibility features with fully accurate reference to the project brief • fully appropriate consideration of design visualisation including input or output screens with fully accurate reference to the project brief.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3: Prototype user interface				
Learning outcome A: Understand user interface design for individuals and organisations				
Learning outcome B: Be able to use planning techniques to plan and design a user interface				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<p>Limited application of user interface development. Evidenced through:</p> <ul style="list-style-type: none"> • basic use of design principles with little use of layout, whitespace and consistency • basic use of navigation methods with little reference to the project brief • superficial consideration of user experience and accessible needs with little reference to the project brief. 	<p>Adequate application of user interface development. Evidenced through:</p> <ul style="list-style-type: none"> • partially appropriate use of design principles with partially effective use of layout, whitespace and consistency • partially appropriate use of navigation methods with partially accurate reference to the project brief • partially appropriate consideration of user experience and accessible needs with partially accurate reference to the project brief. 	<p>Good application of user interface development methods. Evidenced through:</p> <ul style="list-style-type: none"> • mostly appropriate use of design principles with mostly effective use of layout, whitespace and consistency • mostly appropriate use of navigation methods with mostly accurate reference to the project brief • mostly appropriate consideration of user experience and accessible needs with mostly accurate reference to the project brief. 	<p>Comprehensive application of user interface development methods. Evidenced through:</p> <ul style="list-style-type: none"> • fully appropriate use of design principles with fully effective use of layout, whitespace and consistency • fully appropriate use of navigation methods with fully accurate reference to the project brief • fully appropriate consideration of user experience and accessible needs with fully accurate reference to the project brief.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 4: Review user interface				
Learning outcome C: Be able to develop and review a user interface				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<p>Limited justified review of the user interface.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • superficial lines of reasoning on how the user interface meets user requirements and ease of use • superficial lines of reasoning on the use of design principles and accessibility features • narrow range of superficial improvements to the user interface that could be developed to better meet audience needs. 	<p>Adequate justified review of the user interface.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • partially developed and generally appropriate lines of reasoning on how the user interface meets user requirements and ease of use • partially developed and generally appropriate lines of reasoning on the use of design principles and accessibility features • reasonable range of partially appropriate improvements to the user interface that could be developed to better meet audience needs. 	<p>Good justified review of the user interface.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • mostly developed and largely appropriate lines of reasoning on how the user interface meets user requirements and ease of use • mostly well-developed and largely appropriate line of reasoning on the use of design principles and accessibility features • range of mostly appropriate improvements to the user interface that could be developed to better meet audience needs. 	<p>Comprehensive justified review of the user interface.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • well-developed and fully appropriate lines of reasoning on how the user interface meets user requirements and ease of use • well-developed and fully appropriate lines of reasoning on the use of design principles and accessibility features • wide range of fully appropriate improvements to the user interface that could be developed to better meet audience needs.

Marking grid – Component 2

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1: Data collection methods				
Learning outcome A: Understand how data is collected and used by organisations and its impact on individuals				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<p>Limited application of knowledge and understanding of how data is collected and used by organisations and its impact on individuals.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • a superficial account of the impact of the data • superficial lines of reasoning with few lines of logic and relation to the context of the scenario • few appropriate suggestions to the context of the scenario. 	<p>Adequate application of knowledge and understanding of how data is collected and used by organisations and its impact on individuals.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • a partially developed and partially appropriate account of the impact of the data • lines of reasoning that are partially appropriate with some lines of logic and relation to the context of the scenario • some appropriate suggestions to the context of the scenario. 	<p>Good application of knowledge and understanding of how data is collected and used by organisations and its impact on individuals.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • a mostly developed and mostly appropriate account of the impact of the data • lines of reasoning that are mostly appropriate and mostly logical and related to the context of the scenario • mostly appropriate suggestions to the context of the scenario. 	<p>Comprehensive application of knowledge and understanding of how data is collected and used by organisations and its impact on individuals.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • a well-developed and fully appropriate account of the impact of the data • lines of reasoning that are fully appropriate and logical and related to the context of the scenario • fully appropriate suggestions to the context of the scenario.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Tasks 2a and 2b: Use data manipulation methods				
Learning outcome A: Understand how data is collected and used by organisations and its impact on individuals				
Learning outcome B: Be able to create a dashboard using data manipulation tools				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<p>Limited application of relevant data manipulation and processing methods.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • basic use of the required data manipulation and data processing methods • mostly inaccurate results produced from the manipulation and processing of data. 	<p>Adequate application of relevant data manipulation and processing methods.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • partially appropriate use of the required data manipulation and data processing methods • partially accurate results produced from the manipulation and processing of data. 	<p>Good application of relevant data manipulation and processing methods.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • mostly appropriate use of the required data manipulation, advanced data manipulation and data processing methods • mostly accurate results produced from the manipulation and processing of data. 	<p>Comprehensive application of relevant data manipulation and processing methods.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • fully appropriate use of the required data manipulation, advanced data manipulation and data processing methods • accurate results produced from the manipulation and processing of data.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2c: Create a dashboard				
Learning outcome A: Understand how data is collected and used by organisations and its impact on individuals				
Learning outcome B: Be able to create a dashboard using data manipulation tools				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<p>Limited application of relevant presentation methods and features.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • superficial data summaries used showing mostly inaccurate results • basic use of a narrow range of the presentation methods • basic use of a narrow range of presentation features. 	<p>Adequate application of relevant presentation methods and features.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • partially appropriate data summaries used showing partially accurate results • partially appropriate use of a reasonable range of the presentation methods • partially appropriate use of a reasonable range of presentation features. 	<p>Good application of relevant presentation methods and features.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • mostly appropriate data summaries used showing mostly accurate results • mostly appropriate use of a range of presentation methods • mostly appropriate use of a range of the presentation features. 	<p>Comprehensive application of relevant presentation methods and features.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • fully appropriate data summaries used showing accurate results • fully appropriate use of a wide range of presentation methods • fully appropriate use of a wide range of presentation features.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3a: Effectiveness of the dashboard				
Learning outcome A: Understand how data is collected and used by organisations and its impact on individuals				
Learning outcome C: Be able to draw conclusions and review data presentation methods				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<p>Limited application of knowledge and understanding to find trends, patterns and errors. Evidenced through:</p> <ul style="list-style-type: none"> a superficial set of findings provided from the dashboard. <p>Limited justification of conclusions drawn. Evidenced through:</p> <ul style="list-style-type: none"> conclusions with lines of reasoning that have little relevance to the context of the scenario. 	<p>Adequate application of knowledge and understanding to find trends, patterns and errors. Evidenced through:</p> <ul style="list-style-type: none"> a partially complete and appropriate set of findings provided from the dashboard. <p>Adequate justification of conclusions drawn. Evidenced through:</p> <ul style="list-style-type: none"> conclusions with lines of reasoning that are partially relevant to the context of the scenario. 	<p>Good application of knowledge and understanding to find trends, patterns and errors. Evidenced through:</p> <ul style="list-style-type: none"> a mostly complete and appropriate set of findings provided from the dataset and dashboard. <p>Good justification of conclusions drawn. Evidenced through:</p> <ul style="list-style-type: none"> conclusions with lines of reasoning that are mostly relevant to the context of the scenario. 	<p>Comprehensive application of knowledge and understanding to find trends, patterns and errors. Evidenced through:</p> <ul style="list-style-type: none"> a fully complete and appropriate set of findings provided from the dataset and dashboard. <p>Comprehensive justification of conclusions drawn. Evidenced through:</p> <ul style="list-style-type: none"> conclusions with lines of reasoning that are fully relevant to the context of the scenario.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3b: How presentation affects understanding				
Learning outcome A: Understand how data is collected and used by organisations and its impact on individuals				
Learning outcome C: Be able to draw conclusions and review data presentation methods				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<p>Limited justification of the presentation features used to display the summaries and information. Evidenced through:</p> <ul style="list-style-type: none"> simplicistic lines of reasoning on the use of presentation features simplicistic lines of reasoning on how the presentation features used affect the understanding of the information provided. 	<p>Adequate justification of the presentation features used to display the summaries and information. Evidenced through:</p> <ul style="list-style-type: none"> partially developed lines of reasoning on the use of presentation features partially developed lines of reasoning on how the presentation features used affect the understanding of the information provided. 	<p>Good justification of the presentation features used to display the summaries and information. Evidenced through:</p> <ul style="list-style-type: none"> mostly well-developed lines of reasoning on the use of presentation features mostly well-developed lines of reasoning on how the presentation features used affect the understanding of the information provided. 	<p>Comprehensive justification of the presentation features used to display the summaries and information. Evidenced through:</p> <ul style="list-style-type: none"> well-developed lines of reasoning on the use of presentation features well-developed lines of reasoning on how the presentation features used affect the understanding of the information provided.

