

Grade Criteria
Module: Design for Marketing
Assessment 2: Concept Development

	100-80%	79-70%	69-60%	59-50%	49-40%	39-30%	29-0%
	The work produced is exceptional in most/all aspects, substantially exceeding expectations for this level.	The work produced is of excellent quality, exceeding expectations for this level in many aspects.	The work produced meets all the intended learning outcomes and exceeds the threshold expectations for this level in several of them	The work produced meets all the intended learning outcomes and exceeds the threshold expectations for this level in some of them.	The work produced meets all the intended learning outcomes at, but rarely exceeding the threshold expectations for this level.	The work produced fails to meet all the intended learning outcomes and is marginally inadequate for this level.	The work produced fails to meet all the intended learning outcomes and is inadequate for this level.
Knowledge and understanding of design elements (25%) How well does the mood board communicate the aims and objectives to the audience/ consumer? How effective does the design capture the tone of voice?	Exceptional – innovative and of professional standard. All design elements combine to knowingly create the required design. Visually professional, great interpretation and execution.	Outstanding knowledge of the design elements. Clearly structured, with all elements combining to knowingly create the required finished Design	Overall – a successful approach which fulfils its aim very well and with clarity. It would benefit from a little additional attention to detail in utilising appropriate design elements.	Overall – technically competent. The student understands and works through the design elements with somewhat clarity of how to use them when creating the mood board. May omit some important (but not crucial) aspects of the mood board.	The student understands the basic process of the design elements but shows only a limited ability to select, structure and prioritise the elements, omitting many important aspects. The design elements do satisfy the learning outcomes.	Does not satisfy the learning outcomes of brief as it presents a mixture of lack of logical approach, poor organization, and technical ineptitude. Shows crucial omissions in basic decision making.	There is little engagement with the design brief. Technical work is generally poor. The student has made no discernible attempt to engage with the principles of design.
Cognitive Skills – Understanding the narrative (25%) How successfully does the mood board communicate the product or service being branded? How clearly does the mood board reflect the USP?	Exceptional execution of the identified narrative presented in the brief –innovative and of professional standard. A technically professional approach to the execution of aligning design against brief narrative.	Outstanding execution of the identified narrative presented in the brief – Clearly structured, with all elements combining to knowingly create the required finished design aligning design against narrative.	Overall – a successful execution of the narrative from the brief but it would benefit from a little additional attention to detail in the use of design elements to better align design with narrative.	Overall – a competent Design of the identified narrative from the brief. The student understands and works through aligning design to narrative. There may, however, be problems with execution of the design.	Although adequately familiar with the narrative, the student manages with difficulty to align design with narrative, the ability does satisfy the learning outcomes.	Poor execution of design towards the narrative and does not satisfy the learning outcomes.	There is little understanding of designing towards a narrative. Design understanding is completely poor.
Practical and Professional Skills (25%) How strongly does the design of the mood board stand out from its competition? How creative or unique is the design.	Exceptional integration and use of creative briefs to create a unique design that wows and stands out clear from its competitors. Innovative and professional execution of combining data with visuals and integrating it to a unique final design. A technically professional approach and execution.	Outstanding in the way the student integrated data and visuals, to create a great looking design that stands out well from its competitors. Successful in demonstrating visual integration to a great design. A solid and high-level approach and execution.	Overall – a successful integration of the brief with a good clear design that stands out from its competitors. Minor parts would have been better with sufficient thought or would benefit from an additional attention to creative brief.	Successful in meeting creative brief aims but often lacking in imagination and problem-solving ideas. The design is solid. The student understands there can be several solutions for the challenges in the production but has difficulties in solving them.	Shows only a limited ability to solve creative brief aims and objectives. Student have difficulties integrating creative briefs with visuals to create a unique design. Design does not stand well against its competitor. Shows only a limited ability to select, structure and prioritise in problem solving. The ability does satisfy the learning outcomes.	Does not satisfy the minimal problem solving to integrate brief and visual to create a unique design. Has not or limited sought feedback.	There is little or no engagement with the client to incorporate creative brief aims and objectives. Design and elements are generally poor. The student has made no discernible attempt to engage with the assessment.
Transferrable and Key Skills (25%) Students need to present their work in a clear and	The Report produced is extraordinary. It translates in a successful communication of the	An outstanding Report – Clearly structured, with all elements combining to	Overall – a successful Report, which fulfils its aim of informing on the challenges	Partial understanding of major issues in the assessment and the ability to apply this, but in a limited and	A limited understanding of the major issues in the assessment and little ability to apply this. There may be major	Does not satisfy the minimal communication on the Report of the difficulties faced in the assessment as the student does not demonstrate that they have	The student's engagement has been truly little. They do not demonstrate that they have identified the

<p>coherent manner in writing and explaining their mood boards. The student must showcase the design issues which have been considered and resolved.</p>	<p>difficulties and challenges in a detailed way as how the assessment was accomplished.</p>	<p>knowingly create the required translation and communication of the process involved in the production of the assessment.</p>	<p>approached very well and with clarity. It would benefit from a little additional explanation on minor parts of the process in the assessment.</p>	<p>often derivative way. There may, however, be problems with structure or execution, which lead to some lack of depth in the report.</p>	<p>weaknesses in clarity of expression but there should be some ability to marshal arguments into a coherent structure</p>	<p>understood the major issues in it.</p>	<p>issues involved in the assessment and there will be little if any understanding of the process, and no evidence of having surpassed any of its difficulties</p>
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