



**Unit:
Agile Development**

**Assignment title:
Application Development**

20 Credit Version

Sample Marking Scheme

Markers are advised that, unless a task specifies that an answer be provided in a particular form, then an answer that is correct (factually or in practical terms) **must** be given the available marks. If there is doubt as to the correctness of an answer, the relevant NCC Education materials should be the first authority.

This marking scheme has been prepared as a **guide only** to markers and there will frequently be many alternative responses which will provide a valid answer.

Each candidate's script must be fully annotated with the marker's comments (where applicable) and the marks allocated for each part of the tasks.

Task	Guide	Maximum Marks						
1	<p><i>The nature of this assessment means that it is not possible to be too proscriptive in terms of the submission for the student. The actual content will vary considerably depending on the individual approach students have taken to the brief. However, certain responses should be expected from the submission.</i></p> <p><i>The report should outline the 8 principles of DSDM Atern and how they will be applied to the project. Award up to 2 marks for applying each principle to the brief.</i></p> <p><i>The report should explain the relative benefits of agile/traditional methods and explain how agile methods can be used to effectively reinforce user and managerial feedback and discuss how the specifics of this project are served by the theoretical benefits of the framework.</i></p> <table border="1" data-bbox="293 869 1230 1312"> <tr> <td data-bbox="293 869 416 1016">0-1</td> <td data-bbox="416 869 1230 1016"><i>Provides little to no analysis of relative merits of agile and how agile methods can reinforce feedback and of how the theoretical benefits of the framework serve the project.</i></td> </tr> <tr> <td data-bbox="293 1016 416 1164">2</td> <td data-bbox="416 1016 1230 1164"><i>Provides adequate analysis in relation to relative merits of agile and how agile methods can reinforce feedback and how the theoretical benefits of the framework serve the project.</i></td> </tr> <tr> <td data-bbox="293 1164 416 1312">3-4</td> <td data-bbox="416 1164 1230 1312"><i>Provides comprehensive and coherent analysis of relative merits of agile and how agile methods can reinforce feedback and how the theoretical benefits of the framework serve the project.</i></td> </tr> </table>	0-1	<i>Provides little to no analysis of relative merits of agile and how agile methods can reinforce feedback and of how the theoretical benefits of the framework serve the project.</i>	2	<i>Provides adequate analysis in relation to relative merits of agile and how agile methods can reinforce feedback and how the theoretical benefits of the framework serve the project.</i>	3-4	<i>Provides comprehensive and coherent analysis of relative merits of agile and how agile methods can reinforce feedback and how the theoretical benefits of the framework serve the project.</i>	<p style="text-align: right;">16</p> <p style="text-align: right;">4</p> <hr style="width: 10%; margin-left: auto; margin-right: 0;"/> <p style="text-align: right;">20</p>
0-1	<i>Provides little to no analysis of relative merits of agile and how agile methods can reinforce feedback and of how the theoretical benefits of the framework serve the project.</i>							
2	<i>Provides adequate analysis in relation to relative merits of agile and how agile methods can reinforce feedback and how the theoretical benefits of the framework serve the project.</i>							
3-4	<i>Provides comprehensive and coherent analysis of relative merits of agile and how agile methods can reinforce feedback and how the theoretical benefits of the framework serve the project.</i>							
2	<p><i>Four person specifications are expected to be produced as part of this assessment. The specific remit of each will vary depending on the way that the student has chosen to distribute responsibilities across these roles. However, each role should include details and justifications for each of the following things:</i></p> <ul style="list-style-type: none"> <i>• Skills, and how they will contribute to the project (1 mark)</i> <i>• Experience, and why it is necessary (1 mark)</i> <i>• Weight of contribution, with the expectation this will be reflected in their later project plans. (1 mark)</i> 	<p style="text-align: right;">12</p>						

Task	Guide		Maximum Marks	
	0	<i>A completely inaccurate response.</i>		
1-3	<i>Limited understanding of the requirements. Only limited reference to required skills, previous success of projects and weight of the contribution to the project regarding the person specifications.</i>			
4	<i>Some understanding of the requirements. Consistent reference to required skills, previous success of projects and weight of the contribution to the project regarding the person specifications.</i>			
5-6	<i>Adequate understanding of the requirements. Consistent reference to required skills, previous success of projects and weight of the contribution to the project regarding the person specifications.</i>			
7	<i>Detailed understanding of the requirements. Consistent reference to required skills, previous success of projects and weight of the contribution to the project regarding the person specifications.</i>			
8-12	<i>Comprehensive and coherent understanding of the requirements, with excellent reference of required skills, previous success of projects and weight of the contribution to the project regarding the person specifications.</i>			
3	<i>The answer to this should explain the role of the Business Ambassador and how it fits into the team. This may include some of the following:</i>		5	
	0-1	<i>Limited understanding of the role of the business ambassador.</i>		
	2-3	<i>Consistent understanding of the role and importance of the business ambassador</i>		
	4-5	<i>Critical and comprehensive understanding of the role and importance of the business ambassador</i>		
	<i>Provide TWO (2) reasons why they would be suitable</i>			4
	0	<i>A completely inaccurate response.</i>		
	1	<i>Limited understanding of the suitability of the business ambassador.</i>		
	2	<i>Consistent understanding of the suitability of the business ambassador</i>		
	3-4	<i>Critical and comprehensive understanding of the suitability of the business ambassador</i>		

Task	Guide	Maximum Marks												
4	<p><i>The annotated diagram will depend on the nature of the team and how responsibilities are to be divided. The diagram should cover all four stages. The stages should be in the correct order.</i></p> <table border="1" data-bbox="292 427 1232 1317"> <tr> <td data-bbox="292 427 419 465">0</td> <td data-bbox="419 427 1232 465"><i>A completely inaccurate diagram.</i></td> </tr> <tr> <td data-bbox="292 465 419 613">1-7</td> <td data-bbox="419 465 1232 613"><i>Limited information and knowledge relating to key elements identified. Limited diagram relating to goals, staffing, development cycle and prototype expectations.</i></td> </tr> <tr> <td data-bbox="292 613 419 761">8-9</td> <td data-bbox="419 613 1232 761"><i>Articulates some information and knowledge relating to key elements identified. Information in the diagram partially relates to goals, staffing, development cycle and prototype expectations.</i></td> </tr> <tr> <td data-bbox="292 761 419 947">10-14</td> <td data-bbox="419 761 1232 947"><i>Appropriate level of information and knowledge relating to key elements identified. Appropriate level of information in the diagram relating to goals, staffing, development cycle and prototype expectations.</i></td> </tr> <tr> <td data-bbox="292 947 419 1133">15-17</td> <td data-bbox="419 947 1232 1133"><i>Detailed level of information and knowledge relating to key elements identified. Detailed level of information in the diagram relating to goals, staffing, development cycle and prototype expectations.</i></td> </tr> <tr> <td data-bbox="292 1133 419 1317">18-25</td> <td data-bbox="419 1133 1232 1317"><i>Comprehensive level of information and knowledge relating to key elements identified. Highly appropriate level of information in the diagram relating to goals, staffing, development cycle and prototype expectations.</i></td> </tr> </table>	0	<i>A completely inaccurate diagram.</i>	1-7	<i>Limited information and knowledge relating to key elements identified. Limited diagram relating to goals, staffing, development cycle and prototype expectations.</i>	8-9	<i>Articulates some information and knowledge relating to key elements identified. Information in the diagram partially relates to goals, staffing, development cycle and prototype expectations.</i>	10-14	<i>Appropriate level of information and knowledge relating to key elements identified. Appropriate level of information in the diagram relating to goals, staffing, development cycle and prototype expectations.</i>	15-17	<i>Detailed level of information and knowledge relating to key elements identified. Detailed level of information in the diagram relating to goals, staffing, development cycle and prototype expectations.</i>	18-25	<i>Comprehensive level of information and knowledge relating to key elements identified. Highly appropriate level of information in the diagram relating to goals, staffing, development cycle and prototype expectations.</i>	25
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5	<p><i>The project plan will depend on the nature of the team, the expected composition of the project, and the way in which responsibilities are to be divided. The project plan should cover the four stages of the iterative development cycle.</i></p> <table border="1" data-bbox="292 1608 1232 2018"> <tr> <td data-bbox="292 1608 419 1682">0</td> <td data-bbox="419 1608 1232 1682"><i>A completely inaccurate response.</i></td> </tr> <tr> <td data-bbox="292 1682 419 1794">1-5</td> <td data-bbox="419 1682 1232 1794"><i>Little information and knowledge requirements identified. Limited documentation relating to timeboxes, estimates, sprints and deliverables.</i></td> </tr> <tr> <td data-bbox="292 1794 419 1944">6-7</td> <td data-bbox="419 1794 1232 1944"><i>Some information and knowledge requirements are identified. Adequate documentation relating to timeboxes, estimates, sprints and deliverables is presented.</i></td> </tr> <tr> <td data-bbox="292 1944 419 2018">8-11</td> <td data-bbox="419 1944 1232 2018"><i>Adequate level of information and knowledge requirements are identified with appropriate</i></td> </tr> </table>	0	<i>A completely inaccurate response.</i>	1-5	<i>Little information and knowledge requirements identified. Limited documentation relating to timeboxes, estimates, sprints and deliverables.</i>	6-7	<i>Some information and knowledge requirements are identified. Adequate documentation relating to timeboxes, estimates, sprints and deliverables is presented.</i>	8-11	<i>Adequate level of information and knowledge requirements are identified with appropriate</i>	20				
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Task	Guide		Maximum Marks
		<i>documentation relating to timeboxes, estimates, sprints and deliverables.</i>	
	12-13	<i>Detailed level of information and knowledge requirements are identified with appropriate documentation relating to timeboxes, estimates, sprints and deliverables.</i>	
	14-20	<i>Comprehensive information and knowledge requirements are identified. Highly appropriate documentation relating to timeboxes, estimates, sprints and deliverables.</i>	
<i>A further four marks are available for satisfactory completion of the Project Approach Questionnaire.</i>			4
			24
6	Reflective practice		
0-3	4-6	7-10	
<i>Provides a brief description of the learning that occurred and a somewhat superficial analysis of its importance.</i>	<i>Provides a description of the learning that occurred supported by some analysis which would benefit from more substance.</i>	<i>Provides an in-depth description of the learning that occurred and a developed analysis of its importance.</i>	
<i>Produces a simple action plan that gives limited or vague detail on the activities that need to take place in order to improve learning or practice.</i>	<i>Produces a sensible action-orientated action plan that provides some detail on activities that need to take place in order to improve learning or practice.</i>	<i>Produces a comprehensive, action-orientated action plan that details clear activities that need to take place in order to improve learning or practice.</i>	
			10
Total: 100 Marks			

Learning Outcomes matrix

Task	Learning Outcomes assessed	Marker can differentiate between varying levels of achievement
1	1, 5, 6	Yes
2	2, 6	Yes
3	2, 6	Yes
4	1, 2, 3, 4, 5, 6	Yes
5	1, 2, 3, 4, 5, 6	Yes
6	1, 2, 3, 4, 5, 6	Yes

Grade descriptors

Learning Outcome	Pass	Merit	Distinction
Understand the background to Agile development	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Understand the roles within an Agile development team	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Understand the various Agile development techniques	Demonstrate adequate understanding of techniques	Demonstrate robust understanding of techniques	Demonstrate highly comprehensive understanding of techniques
Understand an Agile development lifecycle	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Understand the principles associated with an Agile development approach	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Be able to apply an Agile development approach to a particular project scenario	Demonstrate ability to perform the task	Demonstrate ability to perform the task consistently well	Demonstrate ability to perform the task to the highest standard