

DS2 Guide for Tutors

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Information provided to the students

Portfolio Part 2: DS2: Business Digital Task (40%)

Due: Week 7

What you do:

- Create one digital piece of work for a business task, based on one of the scenarios provided to you. You will choose a tool, for example:
 - Word
 - Excel

- PowerPoint
- Adobe Express (for a simple one-page layout)
- You also write a short log (600-800 words), where you explain:
 - Why you chose your tool
 - What information you used
 - What changes you made
 - How you improved your work

Please make sure that you check the scenarios given to the students on Moodle.

Information on Moodle:

DS2 Assessment Business Digital Task: Assessment Information and Help

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This interactive book is the DS2 Supporting materials. Here you will find information about the assessment, what you need to do, how the marking is done, and how to submit your work.

Available from **18 May 2026** (hidden otherwise)

Edit restrictions

DS2 Marking Criteria

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Here you will find the pdf copy of the marking criteria for DS2. Remember that the full information, explanation and supporting materials are available in: DS2 Assessment Business Digital Artefact: Assessment Information and Help. There is no template for this task, but there is an example in the interactive book.

Marking Criteria DS2

Marking Criterion	FAIL 0-29	MARGINAL FAIL 30-39	SATISFACTORY (PASS) 40-49	GOOD (2:2) 50-59	VERY GOOD (2:1) 60-69	EXCELLENT (1ST) 70-84	EXCEPTIONAL (1ST) 85-100
Engagement with literature skills	No evidence of reading. Uses poor or irrelevant sources. No referencing.	Very limited reading, weak sources, or major referencing problems. Overreliance on class notes.	Uses a few credible, relevant sources. Some referencing errors allowed.	Uses a reasonable range of sources. Mostly relevant. Referencing mostly correct. Shows independent reading.	Uses a wide range of credible sources. Good referencing.	Strong range of high quality sources. Consistent, accurate referencing. Clear evidence of research.	Extensive, well chosen sources with excellent referencing. Research feels integrated and insightful.
Knowledge and	Very limited understanding	Weak understanding	Basic understanding	Clear explanation	Strong understanding	Detailed understanding of the tool. Shows how features	Outstanding understanding

Marking Criterion	FAIL 0-29	MARGINAL FAIL 30-39	SATISFACTORY (PASS) 40-49	GOOD (2:2) 50-59	VERY GOOD (2:1) 60-69	EXCELLENT (1ST) 70-84	EXCEPTIONAL (1ST) 85-100
Understanding	Understanding of the tool. Explanations are confused or missing. No business context.	Understanding. Some description but incorrect or incomplete. Little link to the scenario.	Understanding of the tool. Gives simple reasons for using it. Partial connection to the scenario.	Understanding of the tool and why it suits the task. Shows awareness of key features. Business connection is acceptable.	Understanding of the tool and its features. Links clearly to business needs.	Understanding of the tool and its features. Links clearly to business needs. support professional outcomes. Strong business reasoning.	Understanding of the tool and its possible uses. Highly relevant to the business scenario. Insightful connections.
Cognitive and intellectual skills	Work is mainly descriptive. No reasoning, no justification. Simple	Very basic reasoning. Weak or unclear explanations. Ideas uncritical.	Some explanation of choices. Simple comparison or reasoning.	Clear explanations. Good reasoning for choices and	Strong justification using examples. Logical and well supported	Highly clear reasoning. Thoughtful evaluation of choices. Strong evidence based judgements.	Exceptionally strong analysis. Deep evaluation of decisions,

Marking Criterion	FAIL 0-29	MARGINAL FAIL 30-39	SATISFACTORY (PASS) 40-49	GOOD (2:2) 50-59	VERY GOOD (2:1) 60-69	EXCELLENT (1ST) 70-84	EXCEPTIONAL (1ST) 85-100
	statements with no evidence.	Poor problem-solving.	Basic evidence of thinking.	changes made. Shows some problem-solving.	arguments.		alternatives, improvements, and impact. Very coherent arguments.
Practical Skills	Artefact incomplete or nonfunctional. Major errors. Not appropriate for business.	Artefact barely meets requirements. Poor formatting. Many mistakes. Weak business suitability.	Artefact complete. Basic layout. Simple but usable. Some errors allowed.	Clear and tidy artefact. Suitable for a business setting. Uses some features correctly.	Professional appearance. Uses a range of features. Well-organized.	High-quality, polished business artefact. Strong design choices. Very effective communication.	Outstanding professional standard. Highly effective design, accuracy, and clarity. Could be used directly in a real business.

Marking Criterion	FAIL 0-29	MARGINAL FAIL 30-39	SATISFACTORY (PASS) 40-49	GOOD (2:2) 50-59	VERY GOOD (2:1) 60-69	EXCELLENT (1ST) 70-84	EXCEPTIONAL (1ST) 85-100
Transferable Skills for life and professional practice	Writing unclear, disorganised. Hard to follow. Poor communication.	Writing weak and sometimes unclear. Structure confusing. Many errors.	Writing mostly clear. Basic structure. Some small errors allowed. Log is understandable.	Clear writing with logical order. Good paragraphing. Tone mostly professional.	Very clear, well-structured, and professional. Strong organisation.	Fluent writing, confident tone, excellent organisation and clarity.	Exemplary communication. Highly polished, professional, and coherent throughout.

Example of a c35

Student Work

Scenario Used:

Valley Coffee Co. – Weekly Sales Report

1. DIGITAL ARTEFACT

Product	Units Sold
latte	42
Cappuccino	38
americano	27
tea	33
Hot choco	19

2. STUDENT'S LOG

Why I chose Excel

I used Excel because it was the first tool I saw. I know a little bit how to type numbers in a table, so I chose it. I did not know how to do the chart very well.

What information I used

I used the totals from the Valley Coffee Co. list. I added them into a table. I didn't put all the days because it was too much. I only used the final numbers.

What changes I made

I changed the column names a little. I tried to make a chart but it was hard. The chart shows the numbers but it is small. I didn't know how to add a title.

How I improved my work

I tried to make the table look better by moving things, but I wasn't sure how to do it. I did not improve a lot because I don't know Excel very well yet.

Overview of the submission

Criterion 1 — Engagement with Literature (Marginal Fail: 30–39%)

What we see in the work:

- No sources used.
- No evidence of reading guidance about Excel or charts.
- No referencing.

Why this is 35%:

The student shows **very limited engagement**.

At this level, we expect at least *one* simple source or a brief reference to class materials.

Here, there is none.

Criterion 2 — Knowledge & Understanding (Marginal Fail: 30–39%)

What we see in the work:

- Student understands Excel can be used for numbers, but not why it fits this task.
- Does not show understanding of what a clear business report needs.
- Does not recognise the importance of titles, labels, or clarity for business communication.

Why this is 35%:

Some basic knowledge is present (“Excel is for numbers”), but understanding is **shallow and incomplete**.

The artefact does not show clear comprehension of the task’s purpose.

Criterion 3 — Cognitive & Intellectual Skills (Marginal Fail: 30–39%)

What we see in the work:

- Very little reasoning (“I used Excel because it was there”).
- No real explanation of how the artefact answers the business problem.
- No clear justification of choices.
- No problem-solving shown (titles missing, unreadable chart).

Why this is 35%:

There is **some** attempt to explain actions, but the thinking is **basic, unstructured, and does not show understanding of the problem**.

Criterion 4 — Practical Skills (Marginal Fail: 30–39%)

What we see in the work:

- Artefact exists but is weak:
 - messy table
 - chart without title or labels
 - unclear visual layout
- Does not fully answer the task (“most sold” vs “least sold”).

Why this is 35%:

Work is **incomplete or unclear**, but shows the student *attempted* to use Excel. There are significant issues, but it is not a zero — so it sits safely in marginal-fail.

Criterion 5 — Transferable Skills (Marginal Fail: 30–39%)

What we see in the work:

- Writing is understandable but limited.
- Organisation is weak.
- Log is short and lacks detail.
- Explanation does not link well to business communication.

Why this is 35%:

Communication is **minimally functional**, but lacks clarity, structure, and reflective detail.

The student does just enough to show effort, but not enough for a pass.

Overall: Why this DS2 submission receives 35%

- The artefact is **attempted** but unclear.
- The student uses Excel but shows **very low confidence**.
- There is **very little reasoning**, evaluation, or understanding.
- No engagement with reading or guidance.
- Weak organisation and communication.

This all fits the **Marginal Fail (30–39%)** band.

A score of **35%** reflects:

- honest effort
- partial completion
- significant misunderstanding
- but not a complete failure.

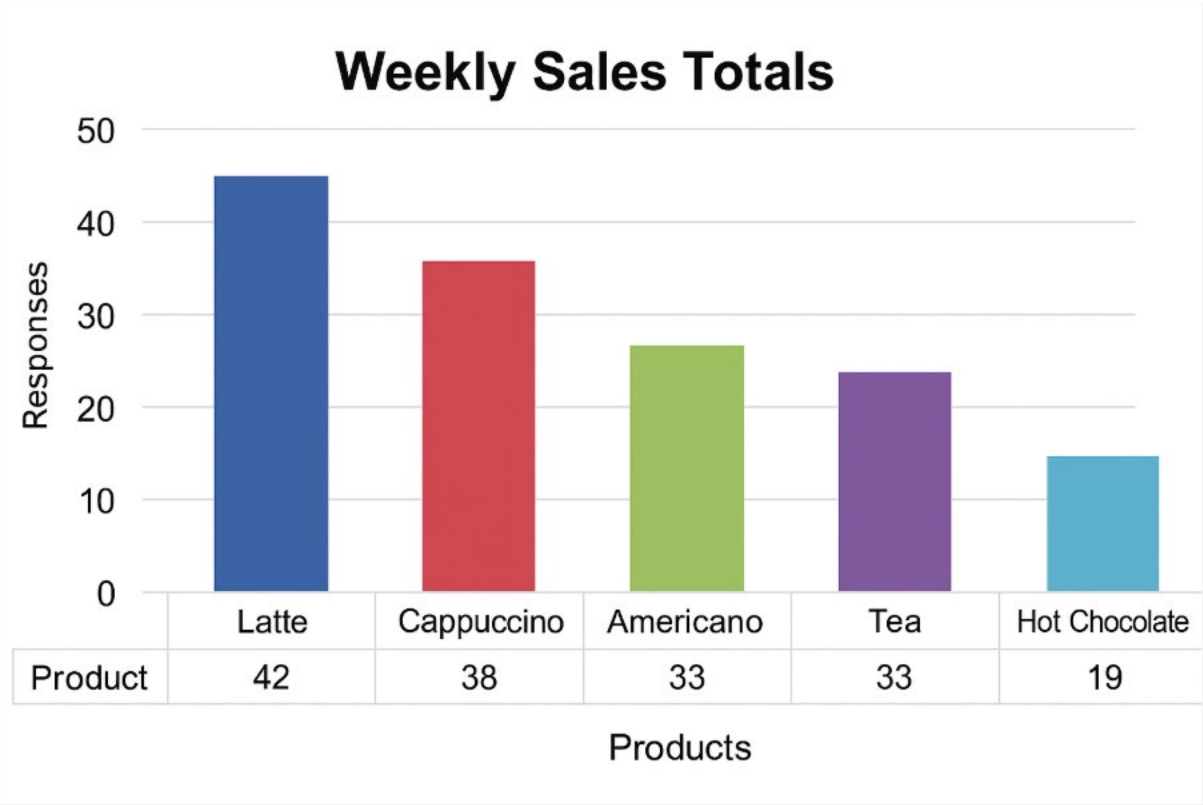
Example of a c45

Student work

Scenario: Valley Coffee Co. — Weekly Sales Report

1. DIGITAL ARTEFACT

Product	Units Sold (Week Total)
Latte	42
Cappuccino	38
Americano	27
Tea	33
Hot Chocolate	19



2. STUDENT LOG

Why I chose Excel

I chose Excel because it is good for numbers and tables. It is easy to put the data in and make a chart. I felt more confident with Excel than PowerPoint because I used it before in class.

What information I used

I used the totals from the Valley Coffee Co. sales list for last week. I put all five products into my table. I checked the numbers to make sure they were correct.

What changes I made

First I just typed the numbers, but it looked plain. Then I added column headings and made a simple chart to show the totals, like it mentioned on the Excel notes on Moodle. I added a title to the chart so it is clear what it shows.

How I improved my work

I made the chart bigger because it was too small at the start. I also corrected the spelling of “Americano.” I tried to make the text easy to read. I think my artefact now shows the information clearly, but it could look more professional.

|
|

Overview of the submission

What makes this table *Pass level*

- All products included
- Totals clearly correct
- Columns properly labelled
- Capitalisation consistent
- Simple, readable structure

Weaknesses

- No formatting (shading, bold headings, or alignment)
- No indication of “most” or “least” within the table
- No business title such as “Valley Coffee Co — Weekly Sales Report”

The chart is a:

- **basic column chart**
- with a title: “*Weekly Sales Totals*”
- product names on the bottom axis
- units sold on the side axis

The chart is readable, but:

- colours clash slightly
- bars are thin
- axis labels are small
- the chart is positioned neatly but not centred

Weaknesses

- Not visually polished
- No annotation explaining “most sold” or “least sold”
- Minor spacing issues

Overall:

The artefact is **good enough to pass**, but not strong, polished, or analytical.

1. Engagement with Literature — Pass (40–49%)

Evidence in the work:

- No external reading
- BUT the student uses taught class methods (table, chart, titles)
- Shows some awareness of Excel conventions

Why this is 45%:

At Pass band, minimal engagement is acceptable as long as there is *some evidence* that class guidance was used.

Student shows awareness of table/chart basics → enough for a Pass, but not Good.

2. Knowledge & Understanding — Pass (40–49%)

Evidence in the work:

- Student knows Excel is appropriate for numbers

- They correctly explain what the tool does
- They demonstrate basic understanding of business communication (clear totals)

Weaknesses:

- No discussion of why clarity matters to a café owner
- No business insight (“most sold” / “least sold” not directly discussed)

Why this is 45%:

Shows understanding but **limited depth**.

3. Cognitive & Intellectual Skills — Pass (40–49%)

Evidence in the work:

- Student explains choices (“used Excel because...”)
- Shows light evaluation (“my chart was too small, so I made it bigger”)
- Some problem-solving (fixing spelling)

Weaknesses:

- No stronger reasoning or analysis
- Does not fully interpret the data (e.g., which product performed best)

Why this is 45%:

Some basic reasoning → enough to pass → but still **surface-level**.

4. Practical Skills — Pass (40–49%)

Evidence in the artefact:

- Correct totals
- Table formatted to a functional level
- Chart present and labelled
- Data correctly displayed

Weaknesses:

- Unpolished visual layout
- No highlight for “most/least sold”

- No business title or refinement

Why this is 45%:

Work is **complete and functional**, but **bare minimum**.

5. Transferable Skills — Pass (40–49%)

Evidence in the log:

- Writing is clear and understandable (CEFR B1)
- Structure is simple but logical
- Student explains actions in correct order

Weaknesses:

- Language is basic
- No strong business tone
- Log is short

Why this is 45%:

Communication is **good enough to understand**, but not strong or developed.

Overall: Why This Submission Receives 45%

This is a **borderline pass** because:

- The artefact is **complete and correct enough**
- The log shows **some evidence of thought**
- Presentation is basic but functional
- Understanding is present but limited
- No serious mistakes — but also no strong strengths

A 45% reflects:

- **Competent but minimal work**
- **Correct but not polished**
- **Pass-level but not yet “good”**

Example of a c65

Student work

Scenario: Valley Coffee Co. — Weekly Sales Report

1. DIGITAL ARTEFACT

<

Home

Insert

Page Layout

Formulas

Data

Review

V

Paste

Calibri (Body)

12

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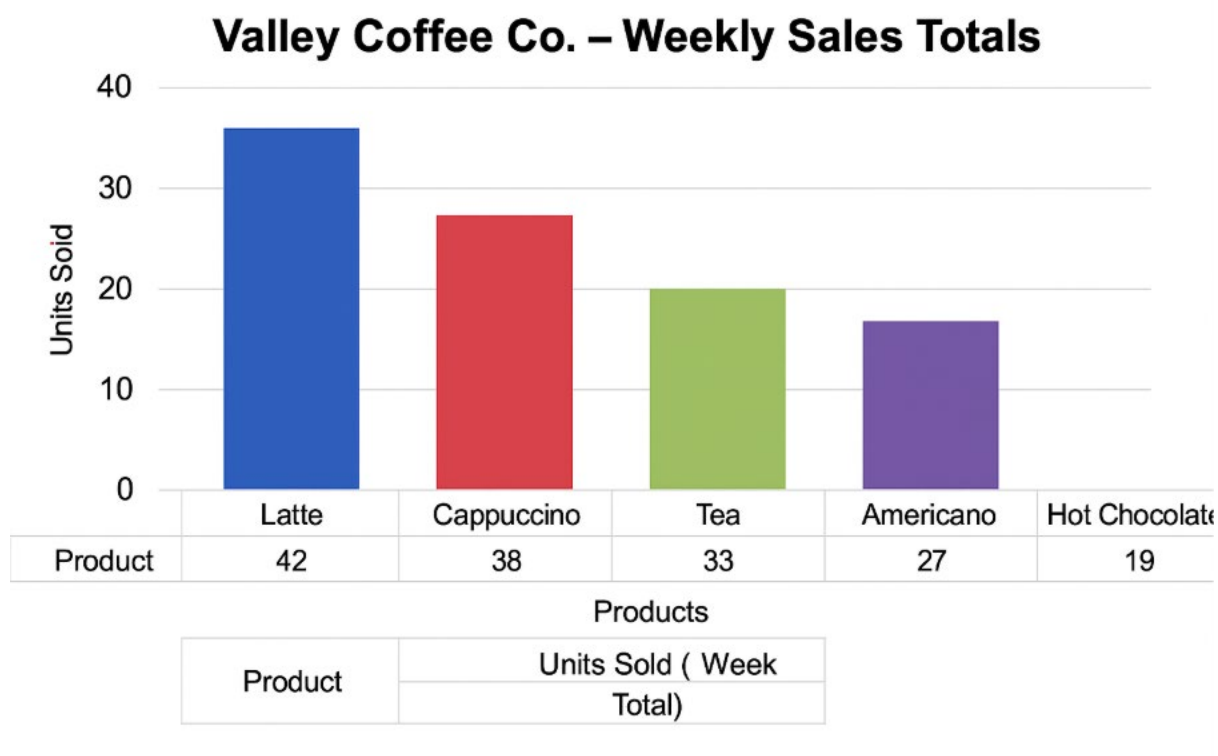
B

C

D

Valley Coffee Co. – Weekly Sales Report

Product	Units Sold (Week Total)
Latte	42
Cappuccino	38
Tea	33
Americano	27
Tale	19
Hot Chocolate	19



2. STUDENT LOG

Why I chose Excel

I chose Excel because it is a good tool for organising numbers and making charts. I read the *Excel 2016 all-in-one for dummies*, which explained how tables and charts can help people see information clearly. I also used advice from the *Microsoft Support* website on how to format tables and add data labels (Microsoft, 2025).

What information I used

I used the weekly sales totals for all five products from the Valley Coffee Co. data. I ordered the numbers from highest to lowest after reading that sorting data helps people understand the results more quickly (McCaffrey, 2019). This made it easier to see which product sold the most.

What changes I made

I first created a simple table, but it was plain, so I improved it using ideas from the *Bitesize Excel - Working with Tables*. I added bold headings, clear borders, and consistent capital letters. I also changed the chart to use a clear title and axis labels. Microsoft Support (2025) recommends using data labels, so I added them to make the values easier to read.

How I improved my work

After checking the first version, I noticed the chart was too small and the colours were not clear, so I adjusted the size and chose more readable colours. I also highlighted the highest and lowest products to help the owner understand the results quickly. My final artefact answers the task questions: Latte sold the most, and Hot Chocolate sold the least.

References

DigiCentre, University of Wales Trinity Saint David (n.d.) *Bitesize Excel – Working with Tables*. Available at: <https://digitalskills.uwtsd.ac.uk/resource/bitesize-excel-working-with-tables/> (Accessed: 20 March 2026).

Harvey, G. (2017) *Excel 2016 all-in-one for dummies*. 1st edition. Hoboken, NJ: John Wiley & Sons, Inc.

McCaffrey, L. (2019) *Sorting: How and Why We Bother*. Medium. Available at: <https://medium.com/@lgm527> (Accessed: 20 March 2026)

Microsoft (2025) *Create a Chart in Excel*. Available at: <https://support.microsoft.com> (Accessed: 12 March 2026).

Overview of the submission

The table:

- All labels have consistent capital letters
- Headings bold
- Table borders clean and aligned
- Products ordered from highest → lowest sales (helping business interpretation)
- Most/least sold visually highlighted (e.g., bold or a light shading)

This shows emerging professional practice.

The chart:

What makes this a 65% chart

- Clear design choices
- Easy for a business owner to understand
- Title + labels + data labels all present
- Neat spacing and balanced layout

Minor limitations (why not higher):

- Colour palette still basic (not fully professional)
- No written insight *within* the artefact (interpretation is left to the log)
- Still simple, not visually rich

1. Engagement with Literature — 2:1 (65%)

Strengths

- The student uses multiple credible sources:
- Reading is applied in the work (e.g., adding data labels after reading Microsoft Support).
- The reference list uses simple but correct Harvard style.
- The reading supports genuine improvement of the artefact.

Limitations

- All sources are skills-based; no broader reading or deeper justification.
- No comparison of design choices or discussion of alternatives.
- Citations are accurate but basic.

Why this is 65%

The student clearly engages with a range of appropriate sources and uses them meaningfully.

There is evidence of reading → application → improvement.

This is sufficient for upper-middle performance, but lacks sophistication needed for 70%+.

2. Knowledge & Understanding — 2:1 (65%)

Strengths

- Student demonstrates a good understanding of why Excel is suitable:
 - clarity
 - numerical work
 - charts
- They show awareness of audience needs (café owner).
- They order products from highest → lowest, showing business thinking.
- They identify “most sold” and “least sold” clearly in the log.

Limitations

- Understanding is functional, not analytical.
- No discussion of alternatives (PowerPoint, demonstrating choice).

- No deeper business interpretation (e.g., “why latte sells the most”).

Why this is 65%

The student shows solid, accurate understanding of the tool and the task’s business purpose.

Not advanced, but well above pass level.

3. Cognitive & Intellectual Skills — 2:1 (65%)

Strengths

- Student explains their choices (“I chose Excel because...”).
- Evidence of simple evaluation:
 - chart too small → resized
 - inconsistent spelling → corrected
 - colours unclear → improved
- They use reading to justify improvements (data labels, titles, sorting).
- They interpret the data (“Latte sold the most, Hot Chocolate the least”).

Limitations

- Reflection is still descriptive rather than deeply analytical.
- Does not discuss broader implications or alternative visual options.
- Reasoning is clear but modest.

Why this is 65%

The student shows genuine thinking and improvement, appropriate for a 2:1 learner.

However, they do not reach the depth or independence needed for first-class work.

4. Practical Skills — 2:1 (65%)

Strengths

- The table is:
 - clean
 - formatted
 - consistent in capitals and alignment
 - ordered logically

- **easy to read**
- **The chart includes:**
 - **good title**
 - **axis labels**
 - **data labels**
 - **clear colours**
 - **balanced layout**
- **Visual hierarchy supports business decisions.**

Limitations

- **Chart colours still basic; layout not fully polished.**
- **No branding, visual theme, or professional design aesthetics.**
- **No explanatory annotations.**

Why this is 65%

The artefact is clear, competent, and useful, which meets the criteria for “very good.”

It is appropriate for a real small business, though not yet professional grade.

5. Transferable Skills — 2:1 (65%)

Strengths

- **Writing is clear, simple, and well structured.**
- **The log reads in a logical order (why → info → changes → improvements).**
- **Tone is appropriate for a professional reflective task.**
- **Technical terms used correctly but simply.**

Limitations

- **Writing style is plain; vocabulary limited to safe B1 phrases.**
- **Some repetitiveness.**
- **Lacks sophistication needed for higher bands.**

Why this is 65%

Communication is very competent for Level 4, clearly above pass level, but still limited in maturity.

Marking Practicalities

1. Marking with rubric

!!!! Do not try to change the rubric for this assignment!!!!

Do not write on the TIN rubric; you are only supposed to click on the right band for each criterion.



When you open a student assignment, you will see on the right-hand side of the TIN screen, three BLUE buttons.



The TICK, which is the Quickmarks for quick feedback on the text of the assignment.

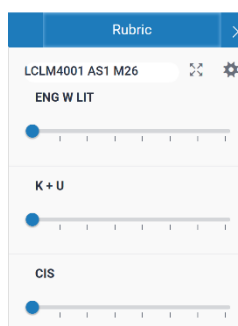


The WRITING PAD, which is the Feedback Summary, and where you should write any overall comments.



The LITTLE SQUARES, which is the Rubric.

Open the Rubric. It will look like this:



You can make it bigger and easier to work with, by clicking the FULL SCREEN button:



And you will now be able to see the full rubric:

Expanded View - School - Microsoft Edge
 https://ev.turnitinuk.com/app/expanded_rubric/en_us/?lang=en_us&cv=1&aid=22562246&cid=8092646&u=10155893&hash=13BhcGVyLzI4NDQ1MDIwMS9yZWZkLzE0ODU3Mjc1OQ==&isIson=false&iptcid=...

LCLM4001 AS1 M26 Errietta Bissa | Grading Template

Criteria	Scales				
	FAIL 0-29%	MARGINAL FAIL 30-39	SATISFACTORY 40-49	GOOD (2:2) 50-59	VERY GOOD (2:2)
ENG W LIT Engagement with literature skills	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
K + U Knowledge and Understanding	Shows little or no understanding of the text.	Very weak understanding; ideas unclear or incorrect.	Shows basic understanding of the main idea but limited detail is provided.	Shows clear understanding of the text with some accurate points. All questions are answered.	Very good understanding points and explanation
CIS Cognitive and intellectual skills	No interpretation. No evidence identified.	Very limited interpretation. Many mistakes.	Basic interpretation of main idea; limited evidence from the given text.	Clear interpretation with some accurate evidence from the given text.	Very good interpretation reasons.
PS Practical Skills	Does not use taught reading methods. Notes unclear or missing.	Weak use of reading skills; notes very limited.	Basic notes but some gaps.	Good use of reading skills; notes mostly clear.	Very good notes show application of skills.

This qualitative rubric will not result in a score. However, it is a valuable feedback mechanism for students and writers.

[Close](#)

When you have marked the work, all you need to do is click on the appropriate band for each marking criterion for the student. It will look like this after you have clicked on something, i.e. your choices will be in blue:

Expanded View - School - Microsoft Edge
 https://ev.turnitinuk.com/app/expanded_rubric/en_us/?lang=en_us&cv=1&aid=22562246&cid=8092646&u=10155893&hash=13BhcGVyLzI4NDQ1MDIwMS9yZWZkLzE0ODU3Mjc1OQ==&isIson=false&iptcid=...

LCLM4001 AS1 M26 Errietta Bissa | Grading Template

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K + U Knowledge and Understanding	Shows little or no understanding of the text.	Very weak understanding; ideas unclear or incorrect.	Shows basic understanding of the main idea but limited detail is provided.	Shows clear understanding of the text with some accurate points. All questions are answered.	Very good understanding points and explanation
CIS Cognitive and intellectual skills	No interpretation. No evidence identified.	Very limited interpretation. Many mistakes.	Basic interpretation of main idea; limited evidence from the given text.	Clear interpretation with some accurate evidence from the given text.	Very good interpretation reasons.
PS Practical Skills	Does not use taught reading methods. Notes unclear or missing.	Weak use of reading skills; notes very limited.	Basic notes but some gaps.	Good use of reading skills; notes mostly clear.	Very good notes show application of skills.

This qualitative rubric will not result in a score. However, it is a valuable feedback mechanism for students and writers.

[Close](#)

When you close the window, it will save your choices for this particular student.

2. Written Feedback

- Actionable feedforward
- Use feedback sandwich
- Do not cover generic elements; the students get that from the rubric.