OCR
Oxford Cambridge and RSA

# GCSE ICT - Controlled Assessment

## GCSE J461- Unit B062 Practical Applications in ICT
## Unit Recording Sheet

Please read the instructions printed on the other side of this form. **One** of these Unit Recording Sheets, suitably completed, should be attached to the assessed work of **each** candidate.

| Unit | B062 | Practical Applications in ICT | Year | 2 | 0 | | |
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| Centre Name | | Centre Number | | | | | |
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| Candidate Name | | Candidate Number | | | | | |
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| | Guidance | | | Teacher Comment | Location of evidence | Mark |
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| **Investigating a need** | • shows evidence of working with others to investigate similar problems/solutions<br>• states what they intend to do<br>• some evidence of low level planning<br>• basic information about existing solutions will have been identified<br>• a simple design specification with requirements of the solution identified<br>**[0 - 3]** | • researches the requirements for a solution<br>• works collaboratively<br>• produces a workable design brief<br>• identifies a target audience<br>• records their findings<br>• evidence of planning<br>• detailed information about existing solutions will have been identified<br>• a solution to the problem will be recommended<br>• planning and a design specification explaining how the proposed solution matches the requirements of the problem<br>• some mention of success criteria<br>**[4 - 7]** | • researches the requirements and context for a solution documenting sources of information<br>• works effectively with others to gain and share knowledge<br>• produces a design brief incorporating:<br>i timescales<br>ii purpose<br>iii target audience<br>• produces a design specification<br>• existing solutions will have been identified and analysed thoroughly<br>• a solution will be recommended with justification for the recommendation<br>• the design specification will include detailed measurable success criteria<br>• the design specification will include user requirements with a detailed plan of the proposed solution<br>**[8 - 10]** | | | **Max 10** |

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| **Practical use of software** | • produces a basic working solution to the task using common software tools within a single application. The solution may contain some minor errors or omissions<br>• demonstrates a basic working knowledge of some common software tools<br>• works with limited support<br>• uses automated software features such as spell checkers to check their own work<br>• demonstrates an ability to develop their own work as a result of trial and error<br>• models alternative solutions using the basic features found in common software applications<br>• the design specification demonstrates little or no understanding of safe, secure and responsible practice<br>**[0 - 6]** | • produces a fully working solution to the tasks using more advanced features such as wizards and linking data across/within applications<br>• uses software features effectively<br>• works independently<br>• demonstrates an ability to exchange/integrate data from one part of a system to another<br>• modifies their own work as a result of testing<br>• uses planning and proofing tools<br>• creates a solution to the set problem which is user-friendly and is appropriate for the audience and purpose<br>• models alternative solutions using a range of the features found in common software applications<br>• demonstrates a basic understanding of how rules in any model can be changed and modified<br>• the design specification demonstrates an understanding of safe, secure and responsible practice<br>**[7 - 14]** | • produces an enhanced solution with a clear sense of purpose making full use of a wide range of advanced software features appropriately, for example, data integration and exchange across and/or within different software applications<br>• a solution is produced which shows a good understanding of the software options and tools including advanced features<br>• uses a range of advanced software features efficiently<br>• demonstrates a good understanding of the purpose and needs of user for the task<br>• creates a solution which takes full account of audience and purpose<br>• models/designs alternative solutions using a wide range of software applications and their features demonstrating knowledge of how changes in both the data and the rules governing any computer model can affect the final solution<br>• develops an effective solution making good use of efficiency tools such as wizard options<br>• produces a detailed evaluation at each step of the development process making amendments to their own work as a result of this evaluation<br>• tests the final solution and documents the next steps<br>• the design specification demonstrates a good understanding of safe, secure and responsible practice<br>**[15 - 20]** | | | **Max 20** |

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| **Practical use of data structures** | • demonstrates an understanding of a simple data or file structure<br>• copies files and directories/folders to another location<br>• demonstrates basic knowledge of data types and simple calculations when required<br>• uses data structures to produce a basic solution<br>• changes the data within a computer model<br>• suitable data types selected<br>• saves data in an appropriate way<br>**[0 - 3]** | • creates a suitable data or file structure for the task<br>• organises data or information found in a format suitable for processing<br>• can modify data to suit the needs of the task<br>• demonstrates an awareness of data appropriateness and format<br>• develops simple ICT systems for situations using suitable data structures<br>• uses data from one part of an ICT system within another part<br>• saves different versions of the same document<br>• demonstrates an understanding of data formats<br>• integrates files/data from more than one source<br>**[4 - 7]** | • designs a file or data structure<br>• structures data and/or files to make them suitable for audience<br>• explores alternative data or information sources<br>• selects appropriate data and/or information and can justify the appropriateness of data/information for the situation and audience<br>• creates detailed ICT systems using a range of techniques to develop a solution to the problem<br>• demonstrate the use of software to model test ideas, predictions and/or hypotheses e.g. by modelling 'what if' situations or changing quality criteria<br>• changes both the data and rules within a model to achieve an enhanced solution<br>• demonstrates knowledge of how data can be dynamically linked across and within applications<br>• retains evidence of the editing process so that it can be traced back if needed<br>• uses format options effectively to highlight retrieved information<br>**[8 - 10]** | | | **Max 10** |
| **Present the solution** | • presents information of what they have done<br>• makes effective use of formatting options to enhance their work eg justification, borders, shading etc<br>• uses some graphical representations to enhance communication, meaning and understanding of any data they present<br>**[0-3]** | • presents information in the form of reports, making use of appropriate formatting features to enhance presentation<br>• makes use of formatting options to enhance key information<br>• uses appropriate graphical representation appropriate for the audience to enhance communication<br>and meaning when presenting data/information<br>• shows a sense of audience<br>**[4-7]** | • integrates information from many sources and can show how data can be presented on screen and in printed form<br>• makes full use of appropriate advanced formatting options to enhance their work<br>• makes full use of design features such as master pages, templates, house styles<br>• uses graphical representation appropriately and correctly to enhance communication and meaning when presenting data/information<br>• demonstrates a detailed understanding of audience to produce an effective solution to the set problem<br>**[8-10]** | | | **Max 10** |

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| **Evaluation** | • some description of what the system can do<br>• limited, if any, reference to test evidence<br>• a commentary on others' and their own input to group work or on systems produced by others<br>• a basic record of what was done and possibly when it was done<br>• an evaluation which may be simplistic with little or no relevance<br>• little or no use of specialist terms<br>• errors of grammar, punctuation and spelling which may be intrusive<br>**[0-3]** | • identifies at least one strength and weakness in the work<br>• identifies areas to improve but recommendations may be weak<br>• includes a description of the limitations of the system supported by test evidence and referring back to the original task requirements<br>• includes some evidence to show that the system has been modified to deal with limitations<br>• comments on their own and others' contribution to any group work and whether it was useful. They will also have participated and commented upon the solutions produced by others<br>• includes a record showing the stages in the process with comments on what was completed and some mention of issues that have arisen<br>• for the most part will be relevant to, and refer back to, the set task<br>• will, for the most part, be presented in a structured and coherent manner<br>• includes specialist terms used appropriately and for the most part correctly<br>• may contain occasional errors in grammar, punctuation and spelling<br>**[4-7]** | • identifies strengths and weaknesses in the work<br>• identifies areas to improve and recommends appropriate changes that could be made<br>• includes evidence to show how the limitations have been, or could be, dealt with following the testing stage<br>• includes an evaluation on their own and others' contribution to any group activities and will have provided constructive feedback on the work of others<br>• includes a detailed record of what tasks were completed, when, issues that arose and how these were dealt with<br>• will be relevant, clear and organised showing evidence of how the solution relates to the design success criteria<br>• will be presented in a structured and coherent manner<br>• includes specialist terms which will be used correctly and appropriately<br>• contains few, if any, errors in grammar, punctuation and spelling<br>**[8-10]** | | | **Max 10** |
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Please note: This form may be updated on an annual basis. The current version of this form will be available on the OCR website (www.ocr.org.uk).

## Guidance on Completion of this Form

1 **One** sheet should be used for each candidate.

2 Please ensure that the appropriate boxes at the top of the form are completed.

3 Using the guidance identify the most appropriate mark range for the work and enter the mark awarded for each element in the mark column .

4 Add appropriate comments to assist the moderator in the 'Teacher Comment' column.

5 Add the marks for the strands together to give a total out of 60. Enter this total in the relevant box.