

Please read the instructions printed at the end of this form. One of these sheets, suitably completed, should be attached to the assessed work of each candidate.											
Unit Title	Creating dynamic products using sound and vision				Unit Code	R007	Session	Jan/June/Nov	Year	2 0	
Centre Name							Centre Number				
Candidate Name							Candidate Number				
Criteria							Teacher Comments		Mark	Page No.	
LO1: Be able to prepare for the production of dynamic products ^{1 2 3}											
MB1: 1 - 4 marks		MB2: 5 - 8 marks		MB3: 9 - 11 marks							
Produces a basic specification for a dynamic product, providing a simple solution and identifying success criteria some of which are suitable and demonstrate a basic understanding of the client brief. May need guidance and support to produce a specification.		Produces a sound specification for a dynamic product, providing a solution which shows some originality and creativity, identifying success criteria most of which are suitable and demonstrate a sound understanding of the client brief. May need occasional guidance and support to produce a specification.		Produces a comprehensive specification for a dynamic product, providing a complex solution, which shows originality and creativity, identifying suitable success criteria which demonstrate a thorough understanding of the client brief. Specification is produced independently .							
[1 2 3 4]		[5 6 7 8]		[9 10 11]							

MB1: 1 - 3 marks	MB2: 4 - 6 marks	MB3: 7 - 9 marks	Teacher Comments	Mark	Page No.
<p>Makes a basic list of components sourced for the dynamic product solution and gives basic reasons for selection in relation to the identified success criteria. Limited explanation of what legislation constraints apply to their use is given.</p> <p>Stores the components to be used in the product in a file type that may be appropriate.</p> <p>Selects software to create the final product, giving basic reasons for the selection.</p> <p>Information produced is basic and presented in a simple format with limited use of technical terminology. Errors of grammar, punctuation and spelling are intrusive and likely to impact on the meaning.</p> <p>Draws upon limited skills/knowledge/understanding from other units in the specification.</p> <p style="text-align: right;">[1 2 3]</p>	<p>Makes a clear list of components sourced for the dynamic product solution and gives sound reasons for selection in relation to the identified success criteria. Sound explanation of what legislation constraints apply to their use.</p> <p>Stores the components to be used in the product in an appropriate file type.</p> <p>Selects appropriate software to create the final product, including the presentation method of the design, and gives sound justification for its use.</p> <p>Information produced is relevant and presented in a clear format with technical terminology used for the most part appropriately. Occasional errors in grammar, punctuation and spelling will not affect the overall meaning.</p> <p>Draws upon some relevant skills/knowledge/understanding from other units in the specification.</p> <p style="text-align: right;">[4 5 6]</p>	<p>Makes a comprehensive list of components sourced for the dynamic product solution, thoroughly explaining and justifying selection in relation to the identified success criteria. Detailed explanation of what legislation constraints apply to their use, stating how they would comply with them.</p> <p>Stores the components to be used in the product in an appropriate file type.</p> <p>Selection the most appropriate software to create the final product, including the presentation method of the design, and provides a detailed justification for the selection in relation to the client brief.</p> <p>All information produced is relevant, clear, organised and presented in a structured and coherent format with technical terminology used appropriately. There are few, if any, errors in spelling, punctuation and grammar.</p> <p>Clearly draws upon relevant skills/knowledge/understanding from other units in the specification.</p> <p style="text-align: right;">[7 8 9]</p>			

Criteria			Teacher Comments	Mark	Page No.
LO2: Be able to create dynamic products ^{4 5 6}					
MB1: 1 - 5 marks	MB2: 6 - 8 marks	MB3: 9 - 10 marks			
Imports basic components into the chosen software. Uses limited editing and enhancing techniques. Produces a final product which shows some resemblance to planning and partly meets user requirements. <p style="text-align: right;">[1 2 3 4 5]</p>	Imports appropriate components into the chosen software. Uses a range of editing and enhancing techniques. Produces a final product which clearly resembles planning and generally meets user requirements. <p style="text-align: right;">[6 7 8]</p>	Imports appropriate , including some original, components into the chosen software. Uses a range of sophisticated editing and enhancing techniques. Produces a final product which clearly resembles planning and meets user requirements in full. <p style="text-align: right;">[9 10]</p>			
MB1: 1 - 5 marks	MB2: 6 - 8 marks	MB3: 9 - 10 marks			
Saves timeline-based product in a raw editable file format and exports final product, although may need guidance as to which file type to use. Shows basic understanding of the advantages and disadvantages of exporting as different file types. <p style="text-align: right;">[1 2 3 4 5]</p>	Saves timeline-based product in a raw editable file format and exports final product as a suitable file type with a sound explanation for choice of file type. Shows sound understanding of the advantages and disadvantages of exporting as different file types. <p style="text-align: right;">[6 7 8]</p>	Saves timeline-based product in a raw editable file format and exports final product as a suitable file type and thoroughly justifies the choice of file type. Shows a thorough understanding of the advantages and disadvantages of exporting as different file types. <p style="text-align: right;">[9 10]</p>			

Criteria				Teacher Comments	Mark	Page No.
LO3: Be able to test functionality of dynamic products						
MB1: 1 - 4 marks		MB2: 5 - 7 marks		MB3: 8 - 10 marks		
Creates a basic test plan.		Creates a clear test plan, identifying some tests and expected outcomes.		Creates and completes a detailed test plan, listing tests, expected and actual outcomes and identifying re-tests.		
[1 2 3 4]		[5 6 7]		[8 9 10]		
MB1: 1 - 5 marks		MB2: 6 - 8 marks		MB3: 9 - 10 marks		
Carries out basic testing of the product during production and post completion.		Carries out sound testing of the product during production and post completion.		Carries out a thorough testing of the product during production and post completion.		
[1 2 3 4 5]		[6 7 8]		[9 10]		
Total 60/						
If this is a re-sit, please tick		Session and Year of previous submission	Jan/June/Nov	2	0	Please tick to indicate this work has been standardised internally

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 Please enter *specific* page numbers where evidence can be found in the portfolio, and where possible, indicate to which part of the text in the mark band the evidence relates.
- 4 Circle the mark awarded for each strand of the marking criteria in the appropriate box and also enter the circled mark in the final column.
- 5 Add the marks for the strands together to give a total out of 60. Enter this total in the relevant box.