

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.

<b>Unit Title</b>	<b>Using ICT to create business solutions</b>				<b>Unit Code</b>	<b>R002</b>	<b>Session</b>	Jan/June/Nov	<b>Year</b>	<b>2</b>	<b>0</b>			
<b>Centre Name</b>							<b>Centre Number</b>							
<b>Candidate Name</b>							<b>Candidate Number</b>							
<b>Criteria</b>							<b>Teacher Comments</b>			<b>Mark</b>	<b>Page No.</b>			
<b>LO1: Be able to use techniques to search for, store and share information</b>														
<b>MB1: 1 - 6 marks</b>		<b>MB2: 7 - 11 marks</b>		<b>MB3: 12 - 15 marks</b>										
<p>Produces a <b>basic</b> system to store electronic files, in which</p> <ul style="list-style-type: none"> <li>○ <b>some</b> folders have meaningful names</li> <li>○ <b>some</b> files are saved in an appropriate file type with meaningful names</li> <li>○ <b>some</b> files are stored logically within the folder structure.</li> </ul> <p>Demonstrates a <b>limited</b> understanding of the most common tools and features of email software.</p> <p>Enters <b>basic</b> search criteria into a search engine to find appropriate information which partly meets the specified requirements, and records <b>limited</b> information on the Copyright holder(s) of the information found.</p>		<p>Produces a <b>sound</b> system to store electronic information, in which</p> <ul style="list-style-type: none"> <li>○ <b>most</b> folders have meaningful names</li> <li>○ <b>most</b> files are saved in an appropriate file type with meaningful names</li> <li>○ <b>most</b> files are stored logically within the folder structure.</li> </ul> <p>Demonstrates a <b>sound</b> understanding of the most common tools and features of email and some understanding of the more advanced features of email software.</p> <p>Enters <b>sound</b> search criteria into a search engine to find appropriate information which largely meets the specified requirements, and records the Copyright holder(s) of the information found with <b>some</b> accuracy but not <b>all</b> the required details.</p>		<p>Produces a well structured, logical system to store electronic information, in which</p> <ul style="list-style-type: none"> <li>○ <b>all</b> folders have meaningful names</li> <li>○ <b>all</b> files are saved in an appropriate file type with meaningful names and, where appropriate, versions of file(s) are clearly identified</li> <li>○ <b>all</b> files are stored logically within the folder structure.</li> </ul> <p>Demonstrates a <b>thorough</b> understanding of the common and advanced tools and features of email software.</p> <p>Enters <b>effective</b> search criteria into a search engine to find appropriate information, which fully meets the specified requirements, and records the Copyright holder(s) of the information found accurately and <b>thoroughly</b>.</p>										
[1 2 3 4 5 6]		[7 8 9 10 11]		[12 13 14 15]										

Criteria			Teacher Comments	Mark	Page No.
<b>LO2: Be able to select and use software to handle data</b>					
<b>MB1: 1 - 6 marks</b>	<b>MB2: 7 - 11 marks</b>	<b>MB3: 12 - 15 marks</b>			
Creates a spreadsheet or database importing data with some accuracy which meets <b>some</b> of the specified requirements.  Edits and manipulates data with <b>some</b> accuracy and provides <b>some relevant</b> information to meet particular purposes.  The choice of data-handling software used is of <b>limited</b> appropriateness to the audience and purpose.	Creates a spreadsheet or database importing data <b>mostly</b> accurately which meets <b>most</b> of the specified requirements.  Edits and manipulates data <b>mostly</b> accurately and provides <b>mostly</b> relevant information to meet particular purposes.  The choice of data-handling software used is of <b>sound</b> appropriateness to the audience and purpose.	Creates a spreadsheet or database importing data with <b>complete</b> accuracy which <b>fully</b> meets the specified requirements.  Edits and manipulates data with <b>complete</b> accuracy and provides <b>wholly</b> relevant information to meet particular purposes.  The choice of data-handling software used is of <b>wholly</b> appropriate to the audience and purpose.			
[1 2 3 4 5 6]	[7 8 9 10 11]	[12 13 14 15]			
<b>LO3: Be able to select and use software to communicate information for a business purpose</b>					
<b>MB1: 1 - 3 marks</b>	<b>MB2: 4 - 6 marks</b>	<b>MB3: 7 - 9 marks</b>			
Creates a <b>limited range</b> of file types, sometimes selecting the appropriate medium for the type of communication.  Uses some tools and facilities in each type of software with <b>limited</b> effectiveness to meet <b>some</b> of the specified requirements.	Creates a <b>range</b> of file types, <b>mostly</b> selecting the appropriate medium for the type of communication.  Uses the tools and facilities in each type of software with <b>sound</b> effectiveness to meet <b>most</b> of the specified requirements.	Creates a <b>range</b> of file types, in each case selecting the appropriate medium for the type of communication.  Uses the tools and facilities in each type of software <b>effectively</b> to meet <b>all</b> of the specified requirements.			
[1 2 3]	[4 5 6]	[7 8 9]			

MB1: 1 - 2 marks		MB2: 3 - 4 marks		MB3: 5 - 6 marks		Teacher Comments		Mark	Page No.
Includes content, <b>some</b> of which meets the specified requirements and has <b>limited</b> suitability for the target audience. Errors may be intrusive and likely to impact significantly on the meaning of the content.		Includes content, <b>most</b> of which meets the specified requirements and is <b>mostly</b> suitable for the target audience. Occasional errors will not affect the overall meaning.		Includes content that <b>fully</b> meets the specified requirements and is <b>wholly</b> suitable for the target audience. <b>Few</b> , if any, errors in spelling, punctuation and grammar.					
[1 2]		[3 4]		[5 6]					
<b>LO4: Be able to use software tools to format information</b>									
MB1: 1 - 6 marks		MB2: 7 - 11 marks		MB3: 12 - 15 marks					
Makes <b>basic</b> use of formatting tools, there may be <b>limited</b> consistency in their use.  The <b>basic</b> application of formatting tools has <b>limited</b> impact on the overall appearance of the document and ease with which information can be read.  Requires support to enhance the appearance of the output.		Makes <b>sound</b> use of formatting tools and in <b>most</b> cases applies them consistently.  The <b>sound</b> application of formatting tools results in <b>some</b> enhancement of the overall appearance of the document and improves the ease with which information can be read.  Works with only <b>occasional</b> support to enhance the appearance of the output.		Makes <b>effective</b> use of formatting tools and applies them consistently.  The application of formatting tools <b>thoroughly</b> enhances the overall appearance of the document and means the information is consistently clear and easy to read.  Works <b>independently</b> to enhance the appearance of the output.					
[1 2 3 4 5 6]		[7 8 9 10 11]		[12 13 14 15]					
<b>Total 60/</b>									
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](http://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.