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|--|---|--|--|--|------------------|-------------|-------------------------|--------------|-------------|-----------------|----------|
| 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 | Introduction to computer programming | | | | Unit Code | R008 | 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 devise algorithms to solve problems ¹ | | | | | | | | | | | |
| MB1: 1 - 3 marks | | MB2: 4 - 6 marks | | MB3: 7 - 9 marks | | | | | | | |
| Carries out a basic analysis of the problem, identifying some outputs, inputs, and processing requirements. Uses limited analysis to select a programming language and partly justifies choice. | | Carries out a sound analysis of the problem, identifying most outputs, inputs, and processing requirements. Uses analysis to select an appropriate programming language and gives some justification for the choice. | | Carries out a thorough analysis of the problem, accurately identifying the outputs, inputs, and processing requirements. Uses the analysis effectively to select an appropriate programming language and fully justifies the choice. | | | | | | | |
| [1 2 3] | | [4 5 6] | | [7 8 9] | | | | | | | |

| MB1: 1 - 4 marks | MB2: 5 - 8 marks | MB3: 9 - 11 marks | Teacher Comments | Mark | Page No. |
|--|---|--|------------------|------|----------|
| <p>Produces an algorithm that partially defines a solution to some elements of the problem.</p> <p>Identifies success criteria which are partially suitable, and demonstrate a basic understanding of the problem.</p> <p>Draws upon limited skills/knowledge/understanding from other units in the specification.</p> <p style="text-align: right;">[1 2 3 4]</p> | <p>Produces an algorithm that defines a workable solution to most elements of the problem.</p> <p>Identifies success criteria, most of which are suitable, and demonstrate a clear understanding of the problem.</p> <p>Draws upon some relevant skills/knowledge/understanding from other units in the specification.</p> <p style="text-align: right;">[5 6 7 8]</p> | <p>Produces an algorithm that defines a complete and effective solution to the problem.</p> <p>Identifies suitable success criteria which demonstrate a thorough understanding of the problem.</p> <p>Clearly draws upon relevant skills/knowledge/understanding from other units in the specification.</p> <p style="text-align: right;">[9 10 11]</p> | | | |
| LO2: Be able to develop computer programs | | | | | |
| MB1: 1 - 5 marks | MB2: 6 - 8 marks | MB3: 9 - 10 marks | | | |
| <p>Uses some constructs, variables and operators to produce a partial solution to the problem with limited functionality.</p> <p style="text-align: right;">[1 2 3 4 5]</p> | <p>Uses a range of constructs, variables and operators to produce a partially working solution to the problem.</p> <p style="text-align: right;">[6 7 8]</p> | <p>Uses a wide range of constructs, variables and operators effectively to produce a working solution to the problem.</p> <p style="text-align: right;">[9 10]</p> | | | |

| MB1: 1 - 4 marks | MB2: 5 - 7 marks | MB3: 8 - 10 marks | Teacher Comments | Mark | Page No. |
|---|--|--|------------------|------|----------|
| <p>Provides some annotation of the code using limited terminology to demonstrate a limited understanding of how the constructs, variables and operators have been used.</p> <p>Errors in spelling, punctuation and grammar may detract from the clarity of the evaluation.</p> <p style="text-align: right;">[1 2 3 4]</p> | <p>Provides annotation of the code, using some terminology appropriately, to demonstrate a sound understanding of how the constructs, variables and operators have been used.</p> <p>There are occasional errors in spelling, punctuation and grammar that will not affect the overall meaning.</p> <p style="text-align: right;">[5 6 7]</p> | <p>Provides clear and detailed annotation of the code, using terminology appropriately, to demonstrate a thorough understanding of how the constructs, variables and operators have been used.</p> <p>Few, if any, errors in spelling, punctuation and grammar.</p> <p style="text-align: right;">[8 9 10]</p> | | | |
| LO3: Be able to test and evaluate computer programs | | | | | |
| MB1: 1 - 5 marks | MB2: 6 - 8 marks | MB3: 9 - 10 marks | | | |
| <p>Creates a basic test plan which partially tests the functionality of the program.</p> <p>Carries out some testing.</p> <p style="text-align: right;">[1 2 3 4 5]</p> | <p>Creates a sound test plan which tests most of the functionality of the program.</p> <p>Carries out most of the test plan.</p> <p style="text-align: right;">[6 7 8]</p> | <p>Creates a comprehensive test plan which fully tests the functionality of the program.</p> <p>Systematically, carries out the full test plan.</p> <p style="text-align: right;">[9 10]</p> | | | |

| MB1: 1 - 5 marks | MB2: 6 - 8 marks | MB3: 9 - 10 marks | Teacher Comments | Mark | Page No. | | |
|---|--|---|------------------|----------|----------|--|--|
| <p>Uses the results of testing to produce a basic evaluation of the solution against some of the requirements and the success criteria.</p> <p>There may be limited use of technical terminology.</p> <p style="text-align: right;">[1 2 3 4 5]</p> | <p>Uses the results of testing to produce a sound evaluation of the solution against most of the requirements and the success criteria.</p> <p>For the most part the evaluation is relevant and presented in a structured and coherent format. Uses technical terminology that is sometimes accurate and appropriate.</p> <p style="text-align: right;">[6 7 8]</p> | <p>Uses the results of testing to provide a thorough evaluation of the solution against all of the requirements and the success criteria.</p> <p>The evaluation is relevant, organised and presented in a structured and coherent format with appropriate and accurate use made of technical terminology.</p> <p style="text-align: right;">[9 10]</p> | | | | | |
| 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.