

**OCR J810/J820 Unit R005 Level 1/Level 2
Cambridge Nationals Certificate/Diploma in ICT
Unit Recording Sheet**

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 an interactive product using multimedia components	Unit Code	R005	Session	Jan/June/Nov	Year	2	0		
Centre Name					Centre Number					
Candidate Name					Candidate Number					
LO1: Be able to design interactive products ^{1 2}					Teacher Comments		Mark	Page No.		
MB1: 1 - 3 marks		MB2: 4 - 6 marks		MB3: 7 - 9 marks						
Produces a basic specification for an interactive product, identifying success criteria, some of which are suitable, and demonstrates a limited understanding of the client brief.		Produces a sound specification for an interactive product, identifying success criteria, most of which are suitable, and demonstrates a clear understanding of the client brief.		Produces a comprehensive specification for an interactive product, identifying suitable success criteria, and demonstrate a thorough understanding of the client brief.						
[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>Reasons for selecting the software to create the final product, including the presentation method of the design, are basic and limited.</p> <p>Applies basic planning techniques, enough to show what the product will look like but with limited consideration to the success criteria.</p> <p>Lists components sourced for the interactive product and gives basic reasons for selection in relation to their success criteria.</p> <p>Stores the components to be used in the interactive product in file types that are not always appropriate.</p> <p>Design specification has limited structure. There may be errors in spelling, punctuation and grammar which are intrusive and likely to impact on the meaning. Makes limited use of technical terminology and demonstrates a basic understanding of the subject matter.</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>Selects appropriate software to create the final product, including the presentation method of the design, and gives sound justification for its use.</p> <p>Applies sound planning techniques, including some reference to a house style that takes into consideration of some of the success criteria.</p> <p>Lists components sourced for the interactive product, gives sound reasons for selection in relation to their success criteria and explains what the legislative constraints that apply to their use.</p> <p>Stores the components to be used in the interactive product in file types that are mostly appropriate.</p> <p>Design specification has some structure. Occasional errors in spelling, punctuation and grammar will not affect the overall meaning. Uses technical terminology with reasonable accuracy and demonstrates a clear understanding.</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>Selects appropriate software to create the final product, including the presentation method, and provides a thorough and detailed justification for its use.</p> <p>Applies comprehensive planning techniques in a well organised way, including some reference to a clear house style that refers back to the success criteria.</p> <p>Lists components sourced for the interactive product, clearly explaining and justifying choices in relation to their success criteria. Explains legislative constraints that apply to their use, stating how they would comply with them.</p> <p>Stores the components to be used in the interactive product in file types that are consistently appropriate.</p> <p>Design specification is logical and coherent. Contains few, if any, errors in spelling, punctuation and grammar. Uses technical terminology accurately and appropriately and demonstrates a thorough understanding.</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 create interactive products containing multimedia components			Teacher Comments	Mark	Page No.
MB1: 1 - 5 marks	MB2: 6 - 8 marks	MB3: 9 - 10 marks			
Combines components with a working basic navigation system when creating the interactive product. [1 2 3 4 5]	Combines components with a working sound navigation system when creating the interactive product. [6 7 8]	Combines components effectively showing a clear and coherent working navigation system when creating the interactive product. [9 10]			
MB1: 1 - 5 marks	MB2: 6 - 8 marks	MB3: 9 - 12 marks			
Applies basic techniques with some effects created in the software to allow user interactivity. Makes an attempt to use effects to meet user requirements, with limited success. Uses a basic template and the product in the most part reflects the designs. [1 2 3 4 5]	Applies some advanced techniques of the software enhancing the user interaction of the product. Uses effects appropriately to meet some of the user requirements. Uses a sound template and/or creates and uses a clear house-style and the product generally reflects the designs. [6 7 8]	Applies a range of advanced techniques of the software appropriately and effectively , enhancing the user interaction of the product and are based upon user requirements. Uses effects appropriately to consistently meet the user requirements. The interactive product is well organised, effectively making use of templates and/or creating and using house-styles, and the product fully and accurately reflects the designs. [9 10 11 12]			

LO3: Be able to carry out usability testing						
MB1: 1 - 5 marks		MB2: 6 - 8 marks		MB3: 9 - 10 marks		
Carries out some testing of the product. [1 2 3 4 5]		Carries out sound testing of the product while creating and post completion. [6 7 8]		Carries out thorough testing of the product while creating and post completion. [9 10]		
MB1: 1 - 3 marks		MB2: 4 - 6 marks		MB3: 7 - 8 marks		
Gathers limited feedback and carries out some analysis of it, making a limited reference to success criteria. [1 2 3]		Gathers appropriate feedback and analyses the feedback in relation to the final product and to most of the success criteria. [4 5 6]		Gathers appropriate feedback and justifies the feedback methods used. Effectively analyses the feedback in relation to the final product and all of the success criteria. [7 8]		
					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.