



Please read the instructions printed at the end of this form. <b>One</b> of these sheets, suitably completed, should be attached to the assessed work of <b>each</b> candidate.										
<b>Unit Title</b>	<b>Creating dynamic products using sound and vision</b>	<b>Unit Code</b>	<b>R007</b>	<b>Session</b>	Jan / June	<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 prepare for the production of dynamic products</b> <sup>1 2 3</sup>										
<b>MB1: 1 - 4 marks</b>		<b>MB2: 5 - 8 marks</b>		<b>MB3: 9 - 11 marks</b>						
Produces a <b>basic</b> specification for a dynamic product, providing a simple solution and identifying success criteria <b>some</b> of which are suitable and demonstrate a <b>basic</b> understanding of the client brief.  May need guidance and support to produce a specification.		Produces a <b>sound</b> specification for a dynamic product, providing a solution which shows some originality and creativity, identifying success criteria <b>most</b> of which are suitable and demonstrate a <b>sound</b> understanding of the client brief.  May need <b>occasional</b> guidance and support to produce a specification.		Produces a <b>comprehensive</b> specification for a dynamic product, providing a <b>complex</b> solution, which shows originality and creativity, identifying suitable success criteria which demonstrate a <b>thorough</b> understanding of the client brief.  Specification is produced <b>independently</b> .						
[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 <b>basic</b> list of components sourced for the dynamic product solution and gives <b>basic</b> reasons for selection in relation to the identified success criteria. <b>Limited</b> 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 <b>appropriate</b>.</p> <p>Selects software to create the final product, giving <b>basic</b> reasons for the selection.</p> <p>Information produced is <b>basic</b> and presented in a <b>simple</b> format with <b>limited</b> use of technical terminology. Errors of grammar, punctuation and spelling are intrusive and likely to impact on the meaning.</p> <p>Draws upon <b>limited</b> skills/knowledge/understanding from other units in the specification.</p> <p style="text-align: right;"><b>[1 2 3]</b></p>	<p>Makes a <b>clear</b> list of components sourced for the dynamic product solution and gives <b>sound</b> reasons for selection in relation to the identified success criteria. <b>Sound</b> explanation of what legislation constraints apply to their use.</p> <p>Stores the components to be used in the product in an <b>appropriate</b> file type.</p> <p>Selects appropriate software to create the final product, including the presentation method of the design, and gives <b>sound</b> justification for its use.</p> <p>Information produced is <b>relevant</b> and presented in a <b>clear</b> format with technical terminology used for the <b>most</b> part appropriately. Occasional errors in grammar, punctuation and spelling will not affect the overall meaning.</p> <p>Draws upon <b>some relevant</b> skills/knowledge/understanding from other units in the specification.</p> <p style="text-align: right;"><b>[4 5 6]</b></p>	<p>Makes a <b>comprehensive</b> list of components sourced for the dynamic product solution, <b>thoroughly</b> explaining and justifying selection in relation to the identified success criteria. <b>Detailed</b> 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 <b>appropriate</b> file type.</p> <p>Selection the most <b>appropriate</b> software to create the final product, including the presentation method of the design, and provides a <b>detailed</b> justification for the selection in relation to the client brief.</p> <p><b>All</b> information produced is <b>relevant, clear</b>, organised and presented in a structured and coherent format with technical terminology used <b>appropriately</b>. There are <b>few</b>, if any, errors in spelling, punctuation and grammar.</p> <p><b>Clearly</b> draws upon <b>relevant</b> skills/knowledge/understanding from other units in the specification.</p> <p style="text-align: right;"><b>[7 8 9]</b></p>			

Criteria			Teacher Comments	Mark	Page No.
<b>LO2: Be able to create dynamic products</b> <sup>4 5 6</sup>					
<b>MB1: 1 - 5 marks</b>	<b>MB2: 6 - 8 marks</b>	<b>MB3: 9 - 10 marks</b>			
Imports <b>basic</b> components into the chosen software.  Uses <b>limited</b> editing and enhancing techniques.  Produces a final product which shows <b>some</b> resemblance to planning and partly meets user requirements.  <p style="text-align: right;">[1 2 3 4 5]</p>	Imports <b>appropriate</b> components into the chosen software.  Uses a <b>range</b> of editing and enhancing techniques.  Produces a final product which <b>clearly</b> resembles planning and generally meets user requirements.  <p style="text-align: right;">[6 7 8]</p>	Imports <b>appropriate</b> , including <b>some</b> original, components into the chosen software.  Uses a <b>range</b> of sophisticated editing and enhancing techniques.  Produces a final product which <b>clearly</b> resembles planning and meets user requirements in full.  <p style="text-align: right;">[9 10]</p>			
<b>MB1: 1 - 5 marks</b>	<b>MB2: 6 - 8 marks</b>	<b>MB3: 9 - 10 marks</b>			
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 <b>basic</b> 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 <b>sound</b> explanation for choice of file type.  Shows <b>sound</b> 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 <b>thoroughly</b> justifies the choice of file type.  Shows a <b>thorough</b> 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.	
<b>LO3: Be able to test functionality of dynamic products</b>								
<b>MB1: 1 - 4 marks</b>		<b>MB2: 5 - 7 marks</b>		<b>MB3: 8 - 10 marks</b>				
Creates a <b>basic</b> test plan.		Creates a <b>clear</b> test plan, identifying some tests and expected outcomes.		Creates and completes a <b>detailed</b> test plan, listing tests, expected and actual outcomes and identifying re-tests.				
[1 2 3 4]		[5 6 7]		[8 9 10]				
<b>MB1: 1 - 5 marks</b>		<b>MB2: 6 - 8 marks</b>		<b>MB3: 9 - 10 marks</b>				
Carries out <b>basic</b> testing of the product during production and post completion.		Carries out <b>sound</b> testing of the product during production and post completion.		Carries out a <b>thorough</b> testing of the product during production and post completion.				
[1 2 3 4 5]		[6 7 8]		[9 10]		<b>Total 60/</b>		
If this is a re-sit, please tick		Session and Year of previous submission		Jan / June	<b>2</b>	<b>0</b>	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)).  
A completed Centre Authentication form CCS160 **must** accompany the MS1 when it is sent to the moderator.

### 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.