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| **OCR Level 1/Level 2 Cambridge National in Creative iMedia** |
| Qualification J834  Unit R099 |
| Unit Recording Sheet |



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| Please read the instructions printed at the end of this form. A Unit Recording Sheet must be completed for each candidate and unit. | | | | | | | | | |
| Unit Title | Digital Games | | | | Unit Code | R099 | Session | | Choose an item. | Year | 2 | | 0 |  | |  |
| Scenario Title | |  | | | | | | | | | | | | | | |
| Centre Name | |  | | | | | | | Centre Number | |  | | | | | |
| Candidate Name | |  | | | | | | | Candidate Number | |  | | | | | |
| Marking Criteria | | | | | | | | Teacher Comments | | | | Mark | | | Page No. | | |
| **Task 1 – Topic Area 1: Plan digital games** | | | | | | | |  | | | |  | | |  | | |
| **MB1: 1 - 2 marks** | | | **MB2: 3 - 4 marks** | **MB3: 5 - 6 marks** | | | |
| Produces a **basic** interpretation of the client brief.  Explanation of how the intended product meets the client brief and why it appeals to the target audience is **limited**.  **[1 2]** | | | Produces an **adequate** interpretation of the client brief.  Explanation of how the intended product meets the client brief and why it appeals to the target audience is **sound**.  **[3 4]** | Produces an **effective** interpretation of the client brief.  Explanation of how the intended product meets the client brief and why it appeals to the target audience is **comprehensive**.  **[5 6]** | | | |
| **/6** | | |
| **MB1: 1 - 3 marks** | | | **MB2: 4 - 6 marks** | **MB3: 7 - 8 marks** | | | |  | | | |  | | |  | | |
| Produces **basic** pre-production and planning documentation.  Pre-production and planning documentation support the creation of **few** elements of the final product.  **[1 2 3]** | | | Produces **adequate** pre-production and planning documentation.  Pre-production and planning documentation support the creation of **some** elements of the final product.  **[4 5 6]** | Produces **detailed** pre-production and planning documentation.  Pre-production and planning documentation support the creation of **all** elements of the final product.  **[7 8]** | | | |
| **/8** | | |

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| Marking Criteria | | | Teacher Comments | Mark | Page No. |
| **Task 1 (continued) – Topic Area 1: Plan digital games** | | |  |  |  |
| **MB1: 1 - 2 marks** | **MB2: 3 - 4 marks** | **MB3: 5 - 6 marks** |
| Demonstrates **limited** understanding of how assets will contribute to the effectiveness of the final product.  **[1 2]** | Demonstrates **sound** understanding of how assets will contribute to the effectiveness of the final product.  **[3 4]** | Demonstrates **comprehensive** understanding of how assets will contribute to the effectiveness of the final product.  **[5 6]** |
| **/6** |

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| Marking Criteria | | | Teacher Comments | Mark | Page  No. |
| **Task 2 – Topic Area 1: Plan digital games**  **Topic Area 2: Create digital games** | | |  |  |  |
| **MB1: 1 - 4 marks** | **MB2: 5 - 8 marks** | **MB3: 9- 12 marks** |
| Use of technical skills to create the component parts is **limited** in its effectiveness.  Conventions and creativity in the components are **limited** in their fitness for purpose.  The range of components supports the creation of the final product in a **limited** way.  **[1 2 3 4]** | Use of technical skills to create the component parts is **partly** effective.  Conventions and creativity in the components are **adequate** in their fitness for purpose.  The range of components **partly** supports the creation of the final product.  **[5 6 7 8]** | Use of technical skills to create the component parts is **effective**.  Conventions and creativity in the components are **fully** fit for purpose.  The range of components **fully** supports the creation of the final product.  **[9 10 11 12]** |
| **/12** |
| **MB1: 1 - 5 marks** | **MB2: 6 - 10 marks** | **MB3: 11 - 14 marks** |  |  |  |
| Use of technical skills to create the final product is **limited** in its effectiveness.  Conventions and creativity are applied in the final product in a **limited** way.  Final product is **limited** in its fitness for purpose.  **[1 2 3 4 5]** | Use of technical skills to create the final product is **partly** effective.  Conventions and creativity are **adequately** applied in the final product.  Final product is **adequately** fit for purpose.  **[6 7 8 9 10]** | Use of technical skills to create the final product is **effective**.  Conventions and creativity are **effectively** applied in the final product.  Final product is **fully** fit for purpose.  **[11 12 13 14]** |
| **/14** |

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| Marking Criteria | | | Teacher Comments | Mark | Page  No. |
| **Task 2 (continued) – Topic Area 1: Plan digital games**  **Topic Area 2: Create digital games** | | |  |  |  |
| **MB1: 1 - 3 marks** | **MB2: 4 - 6 marks** | **MB3: 7 - 8 marks** |
| Formats of the saved/exported components are **limited** in their appropriateness.  Properties and format(s) of the final product are **limited** in their appropriateness.  **[1 2 3]** | Formats of the saved/exported components are **adequate** in their appropriateness.  Properties and format(s) of the final product are **adequate** in their appropriateness.  **[4 5 6]** | Formats of the saved/exported components are **clearly** appropriate.  Properties and format(s) of the final product are **clearly** appropriate.  **[7 8]** |
| **/8** |

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| Marking Criteria | | | Teacher Comments | Mark | Page  No. |
| **Task 3 – Topic Area 1: Plan digital games**  **Topic Area 3: Review digital games** | | |  |  |  |
| **MB1: 1 - 3 marks** | **MB2: 4 - 7 marks** | **MB3: 8- 10 marks** |
| Testing/checking is **limited** in its effectiveness in reviewing technical properties.  Review demonstrates **limited** understanding of the effectiveness of the final product for client and target audience.  **[1 2 3]** | Testing/checking is **partly** effective in reviewing technical properties.  Review demonstrates **sound** understanding of the effectiveness of the final product for client and target audience.  **[4 5 6 7]** | Testing/checking is **fully** effective in reviewing technical properties.  Review demonstrates **critical** understanding of the effectiveness of the final product for client and target audience.  **[8 9 10]** |
| **/10** |
| **MB1: 1 - 2 marks** | **MB2: 3 - 4 marks** | **MB3: 5 - 6 marks** |  |  |  |
| Recommendations demonstrate **limited** understanding of areas for improvement and further development.  Recommendations have **limited** explanation.  **[1 2]** | Recommendations demonstrate **sound** understanding of areas for improvement and further development.  Recommendations are **partly** explained.  **[3 4]** | Recommendations demonstrate **comprehensive** understanding of areas for improvement and further development.  Recommendations are **fully** explained.  **[5 6]** |
| **/6** |
| **Total** | | | | /**70** |  |

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| Please tick to confirm 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 Centre Authentication form (CCS160) **must** be completed for each submission to the moderator. This **must** be held in your centre to be available on request at centre inspection.

Guidance on Completion of this Form

1 One form should be used for every candidate.

2 Please make sure that all parts 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/highlight the mark awarded for each strand of the marking criteria in the appropriate box.

5 Enter the circled/highlighted mark in the 'Mark' column.

6 Add the marks for the strands together to give a total out of 70. Enter this total in the relevant box.

7 For Paper-based submissions, one of these sheets, suitably completed, should be attached to the assessed work of each candidate.

8 For Electronic Internal submissions, prior to submitting ‘candidate evidence’ to OCR (via the Repository/SfA or via a USB), the Centre should add a separate folder containing the Unit Recording Sheets.