

Please read the instructions printed overleaf before completing this form.

Centre Number					Centre Name		Session	June	Year	2	0		
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Candidate Number	Candidate Name Shaded line for Moderator use only	Teaching Set/Group	Marks					Total (Max 60)	Checklist Independent check of addition ✓	
			Creativity (Max 10)	Designing (Max 14)	Making (Max 28)					Critical Evaluation (Max 8)
					20	4	4			
	External Moderator									
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INSTRUCTIONS FOR COMPLETION**A Marking and Internal Moderation**

- 1 Teachers must be thoroughly familiar with the appropriate sections of the specification and with the General Controlled assessment regulations.
- 2 Complete the information at the head of the form.
- 3 List the candidates in an order which will allow ease of transfer of marks to EDI at a later stage (i.e. in candidate index number order, where this is known). The teaching group/set should also be shown.
Please use every other line leaving the shaded area for the use of the moderator.
- 4 **Mark the Controlled assessment for each candidate according to the guidance and criteria given in the current specification.** General comments on particular points concerning individual candidates should be written in the space below.
- 5 Where more than one teacher has entered candidates for this specification, carry out internal standardisation to ensure that the total marks awarded to each candidate reflects a single valid and reliable order of merit.
- 6 All Controlled assessment must be annotated in accordance with OCR's guidelines.
- 7 Ensure that the addition of marks is independently checked.
- 8 Retain all forms securely pending further instructions from OCR. A copy of this completed form needs to be retained in the Centre.

B External Moderation

Documents will be sent to you OR provided on the OCR website for the purposes of external moderation. Of particular assistance is the document 'Instructions relating to the Moderation of Marks on Controlled Assessments'.

C General comments or particular points concerning individual candidates.

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