

extracts from the product. (8-10

9

10

marks)

8

## **GCSE ICT** – Unit 4: Creating Digital Products (5IT04)

**Controlled Assessment Record (CAR):** 

**Assessment Criteria: (80 marks)** 

0

Centre no:  Month / Year of					Candidate no:  Candidate name:						
examination:											
CAB no: (e.g 0511)					CAB name:						
			Ac	(20 marks)							
1a. Investigation: (10 mar	ks)										
No rewardable content (0 marks	le content (0 marks) The student has made some relevant comments about the				The student has made re comments with some ev		The student has produced a realistic evaluation of the				
	strengths and weaknesses of the product, using extracts from the product to support the comments. (1-4marks)			es of the	of the product's strength weaknesses, including functionality and the use interface, using extracts product to support the	strengths and weaknesses of the product, including functionality, usability and accessibility, illustrated by well-chosen					

## **Centre Comments:**

5

4

2

3

comments. (5-7 marks)

6

7

1b. Proposal: (10 marks)											
No rewardable content (0 marks)	The stu	The student has produced an				nt has produ	uced an	The student has produced a			
	outline proposal for an			•	oroposal for		comprehensive and convincing				
	appropriate product, some of			appropriat	e product.	(5-7 marks)		or an approp	oriate		
	which is	relevant	t. (1-4 ma	ırks)				product. (	8-10 marks)		
0	1	2	3	4	5	6	7	8	9	10	

## **Centre Comments:**

stages of including the properties and matching have matching in the stages of including the stages of including the properties of the stages of including the stages of inclu	dent has recorded of the design process of t	d some cess, f how n, what ok like, ed. They ents on arks)	The student had of the design production, what will look like a required. They on important (5-7 marks)	process, if the procest the use and conte	giving duct will r interface ent emmented	complete of showing ho function, w will look lik required. T	nt has recor design proce ow the proc what the use ke, and cont They have ju design deci	ess, clearly duct will er interface tent ustified
No rewardable content (0 marks)  The sturn stages of including the profite use and match have matched the profite of the use of the	of the design proc ng an indication of duct will function r interface will loo in content require ade some comme decisions. (1-4 ma	cess, of how on, what ok like, ed. They ents on arks)	of the design p details of how function, what will look like a required. They on important of (5-7 marks)	process, and the process, the process the use and contest the use and contest the process	giving duct will r interface nt immented ecisions.	complete of showing ho function, w will look lik required. T important marks)	design proce ow the proce what the use se, and cont They have ju design deci	ess, clearly duct will er interface tent ustified sions. (8-10
0 1	<u> </u>		L	6	7	8	9	10
	<u> </u>		L				_	
2b. Gathering and preparing conter	nt: (6 marks)							
No rewardable content (0 marks) The stu-	dent has gathered	d	The student ha	as gathe	red and	The studer	nt has gathe	red and
appropr	t, some of which i riate, for use in th t. (1-2 marks)		prepared appr use in the prod				a variety of a r use in the )	
0 1		2	3		4	5		6
	C	Centre Co	omments:					

<b>2c. Functionality: (12 marks)</b> No rewardable content (0 marks)											
		spects of	the prod	uct	Most aspe	ects of the p	roduct	The pro	duct wo	rks as ii	ntended
	work as	s intended	d and the		work as ir	and the functionality					
	functionality demon				functiona	ity demonst	rates some				areness c
	limited awareness of purpose.				s of purpose		purpose	_			
		structions				ns cover key		clear an			
		t has carri				lity testing h		function			
		nality test	_	with		t, but not al	l of it was	carried	out. (9-1	.2 mark	s)
	little ef	fect. (1-4	marks)		effective.	(5-8 marks)					
0	1	2	3	4	5	6 7	8	9	10	11	12
			C	entre Co	omments						
<b>2d. User interface: (10 mark</b> No rewardable content (0 marks)	The use limited capabil studen	er interfac awarenes ity and ne t has carri	ss of user eeds. The ied out lir	rs' mited	some awa capabilitie and acces	nterface der reness of uses as and needs sibility testi	ers' s. Usability ng has been	good aw capability usability	vareness ties and v and acc	of use needs. cessibili	Effective ty testing
		y testing, (1-4 mark		little		t, but not al (5-7 marks)	l of it was	has bee marks)	n carried	d out. (8	3-10
0	1	2	3	4	5	6	7	8		9	10
_		_		entre Co	_	_				<b>7</b>	10

No rewardable content (0 marks)  No rewardable content (0 marks)  The student has presented their product using some appropriate content. (1-4 marks)  **The student has presented their product using appropriate content and features. (5-7 marks)  **The student has smade undeveloped comments about the outcomes of individual activities or the project as a whole. The student has used everyday language but their response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy. (1-4 marks)  **The student has used everyday language but their response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy. (1-4 marks)  **The student has used some specialist terms and their appropriate specialist terms and their appropriate specialist terms and their appropriate specialist terms and their own performance. Effect improvements are suggested. The student has used some specialist terms and their appropriate specialist terms and their appropriate specialist terms and their organisation. Spelling, punctuation and the rules of grammar are used with some accuracy. (1-4 marks)  **The student has made comments about the outcomes of individual activities and the project as a whole. Some specialist terms and their response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy. (1-4 marks)  **The student has used some specialist terms and their response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy. (5-8 marks)  **The student has used some specialist terms and their response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy. (5-8 marks)  **The student has used some specialist terms and their response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy. (5-8 marks)				Ac	tivity 3	(10 mar	ks)							
The student has presented their product using appropriate content. (1-4 marks)  O 1 2 3 4 5 6 7 8 9 10  Centre Comments:  Activity 4 (12 marks)  Centre Comments:  Activity 4 (12 marks)  Activity 4 (12 marks)  Centre Comments:  The student has showcased their product using appropriate and features to promote the product to the target audienc (8-10 marks)  Activity 4 (12 marks)  Activity 4 (12 marks)  Activity 4 (12 marks)  Activity 4 (12 marks)  The student has made undeveloped comments about the outcomes of individual activities or the project as a whole. The student has used everyday language but their response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy. (1-4 marks)  Description of the student has sued of grammar are used with limited accuracy. (1-4 marks)  Description of the student has used organisation. Spelling, punctuation and the rules of grammar are used with some accuracy. (5-8 marks)  The student has showcased their product using appropriate content and features. (5-7 marks)  The student has sued organisation. Spelling, punctuation and the rules of grammar are used with some accuracy. (5-8 marks)  The student has showcased their product using appropriate and features to product using effective content and features to product using affective content and features to product using affective content (8-10 marks)  The student has used organisation. Spelling, punctuation and the rules of grammar are used with some accuracy. (5-8 marks)  The student has used organisation. Spelling, punctuation and the rules of grammar are used with some accuracy. (9-12 marks)	3a. Showcase: (10 marks)					•								
Activity 4 (12 marks)  4. Evaluation: (12 marks)  No rewardable content (0 marks)  The student has made undeveloped comments about the outcomes of individual activities or the project as a whole. The student has used everyday language but their response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy. (1-4 marks)  The student has made comments, some of which are developed about the outcomes of individual activities and the project as a whole. Including feedback given and received, suggested improvements are made. The student has used some specialist terms and their response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy. (1-4 marks)  O 1 2 3 4 5 6 7 8 9 10 11 2		produc	t using sc	me appro		product content	using	appropri	ate	produc and fea produc	t using ef tures to t to the t	ffective co	ontent the	
Activity 4 (12 marks)  4. Evaluation: (12 marks)  The student has made undeveloped comments about the outcomes of individual activities or the project as a whole. The student has used everyday language but their response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy. (1-4 marks)  Activity 4 (12 marks)  The student has made comments, some of which are developed about the outcomes of individual activities and the project as a whole. Some suggested improvements are made. The student has used some specialist terms and their response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy. (1-4 marks)  The student has made effective evaluative comments about the outcomes of activities and the project as a whole, including feedback given and received, their own performance. Effection of the project as a whole. Some specialist terms and their response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy. (5-8 marks)  The student has made comments, some of which are developed about the outcomes of individual activities and the project as a whole, including feedback given and received, their own performance. Effect in outcomes of activities and the project as a whole. Some suggested improvements are used some specialist terms and their response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy. (5-8 marks)  The student has made cffective evaluative comments about the outcomes of individual activities and the project as a whole. Some suggested improvements are used some specialist terms and their response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy. (5-8 marks)	0	1	2				Ι	6	7	8		9	10	
A. Evaluation: (12 marks)  No rewardable content (0 marks)  The student has made undeveloped comments about the outcomes of individual activities or the project as a whole. The student has used everyday language but their response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy. (1-4 marks)  The student has made comments, some of which are developed about the outcomes of individual activities and the project as a whole. Some suggested improvements are made. The student has used some specialist terms and their response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy. (1-4 marks)  O 1 2 3 4 5 6 7 8 9 10 11 2 3				C	entre C	omment	:s:							
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undeveloped comments about the outcomes of individual activities or the project as a whole. The student has used everyday language but their response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy. (1-4 marks)  O 1 2 3 4 5 6 7 8 9 10 11 2 13	4. Evaluation: (12 marks)													
		the out activitie whole. everyda respons organis punctus gramm accurac	comes of the studies of the studies language se lacks cation. Spation and ar are use by. (1-4 m	findividua project as ent has us ge but th larity and elling, I the rules ed with lin	developed about the outcomes of individual activities and the project as a whole. Some suggested improvements are made. The student has used some specialist terms and their response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy. (5-8 marks)  outcome project as outcome feedback their ow improve appropriate organisation. Spelling, consister shows grammar are used with some accuracy. (5-8 marks)					nes of act as a who ck given a wn perfor ements a dent has riate spe ently and good focu ation. Sp ation and ar are use	e comments about the sof activities and the sof activities and the sof a whole, including given and received, and performance. Effective ments are suggested. Each has used at especialist terms tly and the response od focus and ion. Spelling, ion and the rules of are used with able accuracy. (9-12			
	0	1	2					7	8	9	10	11	12	
Centre Comments:				C	entre C	omment	s:							

Total Mark: 80 Centre Assessed Mark:	
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## **Assessor witness statement**

Assessor name:								
Assessor signed:		Date:						
Candidate declaration:								
I hereby certify that this work has been produced by the student without assistance beyond that which is acceptable under the scheme of assessment.  IMPORTANT: Both the candidate and assessor must sign this form.								
Candidate signed:		Date:						
Assessor name:								
Assessor signed:		Date:						
Additional Candidate declaration:								
By signing this additional declaration you agree to your work being used to support Professional Development, Online Support and Training of both Centre-Assessors and Edexcel Moderators. If you have any concerns regarding this please email: ePortfolio@edexcel.com								