

# Edexcel GCSE

# ICT

## Controlled Assessment

### Teacher Support Book 2012



**Edexcel GCSE**

**ICT**

**Controlled Assessment**

**Teacher Support Book**

Unit 2: Using Digital Tools

Unit 4: Creating Digital Products

# Welcome to the GCSE ICT 2012 Controlled Assessment Teacher Support Book

This CA Teacher Support Book has been designed to provide you with the answers to key questions that you may have during the teaching and assessment of Controlled Assessment Unit 2: Using Digital Tools and Unit 4: Creating Digital Products.

The book is divided into six sections:

- Introduction to controlled assessment in GCSE ICT.
- Task setting and task taking.
- Task marking and moderation.
- FAQs.
- Preparing for controlled assessment.
- Supporting you with controlled assessment Resources.

## Expert advice from the people who know

We hope you find this document useful and look forward to working with you on our new GCSE specifications. We are on hand to answer your questions so please feel free to get in touch.



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**We look forward to working with you.**

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# Introduction to controlled assessment for GCSE ICT

## What is controlled assessment?

Controlled assessment has replaced coursework in the new GCSE ICT specification.

This means that:

- Edexcel sets the controlled assessment task.
- All work, with the exception of research and preparation, must be done in the classroom under informal supervision.
- There is a limit to the amount of time allowed for completion of the controlled assessment task. For GCSE ICT this is 40 hours.
- Candidates' controlled assessment work is internally assessed and externally moderated.

## Which units of GCSE ICT have controlled assessment?

The two units in GCSE ICT that have controlled assessment are Unit 2: Using Digital Tools and Unit 4: Creating Digital Products.

Unit 2 contributes 60% of the total marks for the Single Award and 30% of the total marks for the Double Award.

Unit 4 builds on the knowledge and skills candidates acquire in Unit 2. It contributes 30% of the total marks for the Double Award.

Approximately 70 hours of curriculum time is needed to deliver each of these units - 30 hours of skill building and 40 hours to complete the controlled assessment task.

# Task setting and task taking

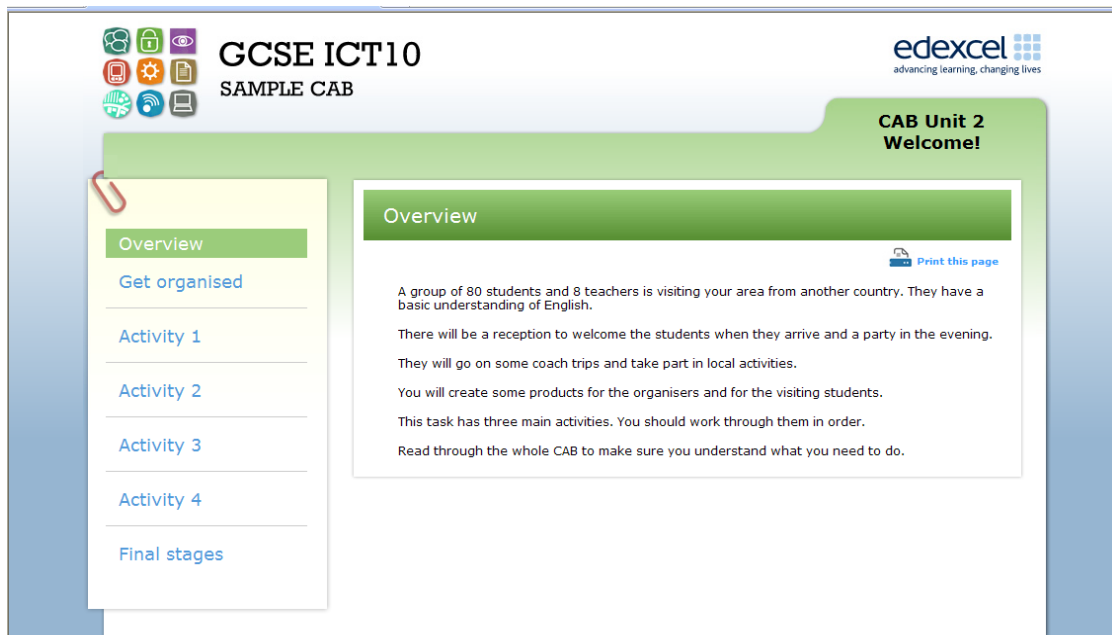
### Controlled Assessment Briefs

Edexcel is responsible for setting the controlled assessment task for each unit.

Controlled Assessment Briefs (CABs) provide a context for the controlled assessment task. The context is sufficiently open-ended to allow students to carry out research and develop outcomes that interest them.

CABs are interactive documents that have been designed to be read on-screen. Each CAB consists of four activities and includes supporting files and reminders to help candidates maximise their achievement.

Detailed support notes for teachers accompany each CAB, providing additional information about what candidates are expected to do and produce. You are advised to read these notes carefully before your candidates start work on the CAB.



New CABs for Units 2 and 4 are issued every year. They are made available as secure downloads on the [GCSE ICT section of the Edexcel website](#). You will need a username and password to access them. Ask your Examinations Officer about this.

CABs are valid for 2 years starting in June of the year subsequent to their release.

You must make sure that the CAB you issue to your candidates is valid for the moderation series in which their completed work will be submitted to Edexcel for moderation. The front cover of the teacher support notes issued with each CAB will detail its availability.

## Section 2: Task setting and task taking

### Making CABs available to candidates

Once you have downloaded a CAB you must decide how to give your candidates access to it. This is likely to be via the school website, intranet or VLE.

Access to CABs must be controlled so that they are only made available to candidates studying GCSE ICT who are working on the controlled assessment task.

It is permissible for candidates to access the CAB outside supervised sessions so that they can check what is needed when carrying out research, gathering digital assets or doing design work.

Some candidates may prefer to work from a printed copy of the CAB. There is a built-in 'print this page' feature to facilitate this.

## Section 2: Task setting and task taking

### Controlled assessment in Unit 2

The Unit 2 CAB consists of four related activities, each of which has a different focus.

Activity 1	22 marks	Candidates must research a topic, gathering information from a range of sources (Topic 1) and produce at least one digital product (Topic 3). Aspects of Topics 4 and 5 are also assessed.
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Activity 2	24 marks	Candidates must carry out a modelling activity (Topic 2). Two partially completed spreadsheet models are provided in the CAB. Candidates can develop either of these or start from scratch and create their own model if they prefer. They must gather and select relevant data to use in their model. They must present key findings/recommendations based on information generated by the model (Topic 3). Aspects of Topics 4 and 5 are also assessed.
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Activity 3	22 marks	Candidates are expected to design and develop an interactive digital product, plus at least one other simpler product (Topic 3). Aspects of Topics 4 and 5 are also assessed.
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Activity 4	12 marks	Candidates must carry out an evaluation of the outcomes of individual activities and the task as a whole, including consideration of their own performance (Topic 4).
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The Unit 2 Assessment Guidance document, found on the GCSE ICT page under [controlled assessment](#), provides information about the requirements and content of Unit 2.



## Section 2: Task setting and task taking

### Controlled assessment in Unit 4

The Unit 4 CAB requires candidates to produce a single interactive digital product. The four activities

Activity 1	20 marks	Candidates must investigate and evaluate a digital product (Topic 1) and produce a detailed proposal for one they want to develop (Topic 2). The product they propose must be a complete system with user input and an element of control. This may be one of a number of product types, including a game, a multimedia product, a database system or a web-based product. Aspects of Topics 7 and 8 are also assessed.
Activity 2	38 marks	Candidates must design, develop and test a digital product (Topics 3, 4 and 5). Aspects of Topics 7 and 8 are also assessed.
Activity 3	10 marks	Candidates must showcase their product (Topic 6). Aspects of Topics 7 and 8 are also assessed.
Activity 4	10 marks	Candidates must carry out an evaluation of the product they produce and demonstrate that they have worked collaboratively (Topic 7).

The Unit 4 Assessment Guidance document, found on the GCSE ICT page under [controlled assessment](#), provides information about the requirements and content of Unit 4.

## Section 2: Task setting and task taking

### The controlled environment

For GCSE ICT supervision is informal. This means that:

- There is no need for you to rearrange your classroom, take down display materials from walls or put away software manuals, textbooks and other generic sources of help.
- Candidates do not need to be under direct supervision at all times and do not have to work under examination conditions.
- Candidates can have access to the internet and email.
- Candidates can talk to one another and give each other feedback.
- Candidates should not have access to any CAB-specific reference materials or sources of help.
- Supervision must be sufficient to enable you to confirm that the work each candidate hands in for assessment is their own.

### Are there any CAB-related activities that candidates can undertake without supervision?

“

Some activities, such as gathering information, taking photographs, recording sound or video and working on initial designs, can be undertaken outside the controlled environment without any direct supervision.

”

### What materials can candidates take in and out of the controlled environment?

“

Candidates may not bring anything into the controlled environment or take anything out without your knowledge and approval. It is up to you to put in place appropriate checks to ensure that only permitted material is introduced into the controlled environment.

It is permissible for candidates to bring into the controlled environment digital material that they have captured, information they have collected and product designs.

”

### Can candidates work together on any of the tasks?

“

It's a requirement for both controlled assessed units that candidates work with others to give and receive feedback on the digital products they develop. That said, they can't work together to develop products. Anything they submit for final assessment must be their own work.

”

## Section 2: Task setting and task taking

### How may test buddies do candidates have to have?

“

There is no hard and fast rule about how many test buddies a candidate can have. They have to have at least one but may decide to have more than one in order to benefit from the feedback they provide.

”

### What feedback can we give candidates?

“

It is legitimate for you to provide general advice and suggestions for improvements. However, candidates are expected to work independently on controlled assessment. What you must not do is tell them what to do or how to do it. This constitutes guidance.

Any guidance you give to individual candidates over and above that given to the class as a whole should be noted on the CAR.

”

### Keeping controlled assessment work secure

Each candidate must be allocated an individual user area. This could be on the school network, VLE or on a portable storage device, such as a data stick.

You must ensure that:

- user areas are only accessible to the individual candidate and to named members of staff
- candidates can only access their work areas during supervised sessions
- candidate work is regularly backed up
- sufficient storage space is allocated to each candidate
- work areas are cleared once results are confirmed.

Any work candidates produce for controlled assessment must be kept secure.

Any paper-based materials, such as notes or hand-drawn designs, must be collected in at the end of each session, stored securely and handed back at the beginning of the next session.

### Timetabling controlled assessment

There is an absolute time limit of 40 hours for each controlled assessment task. This must be adhered to.

Of course, some candidates may be able to complete the activities in less than the time allowed.

As with examination, candidates with special requirements may apply to have additional time.

## Section 2: Task setting and task taking

**Do we have to timetable one continuous block of time for work on the CAB?**

“

It is not necessary for candidates to undertake the whole controlled assessment task in one continuous block of time. It is acceptable to build in a 'break' between activities. This gives you maximum flexibility to schedule the controlled assessment in the way that best suits your learners and timetable. You may decide to intersperse CAB activities with theory lessons.

”

**Will we have to submit records of controlled assessment sessions?**

“

Whilst there's no need for you to resort to a stopwatch, you should keep a record of the dates and times candidates spend working on the controlled assessment task.

However, the management of controlled assessment is a centre issue. There is no requirement for you to inform Edexcel about the timing of sessions.

”

**What happens if a candidate fails to complete the CAB in the time allowed?**

“

Mark everything they have managed to complete in the time allowed. What you must not do is give them extra time, as this would be unfair to all the other candidates who have taken the controlled assessment.

”

**If a candidate is ill or absent can we give them extra time to complete the controlled assessment task?**

“

Yes, providing they are properly supervised and don't spend more than 40 hours in total working on controlled assessment.

”

# Task marking and moderation

### Marking

You must use the assessment criteria provided in the specification for GCSE ICT to mark your candidates' controlled assessment work. Exemplar material provided by Edexcel should be used to help you get the standard right.

Your assessment decisions, along with a rationale for the marks you have awarded, must be recorded on a Candidate Assessment Record (CAR). Copies of the CAR for Unit 2 and Unit 4 are provided in Appendices A and B of this CA Teacher Support Book and can be downloaded from [www.ict10.co.uk](http://www.ict10.co.uk)

There is no need to wait until your candidates have completed the whole controlled assessment task before starting to assess what they have produced. You can – if you wish – informally assess the outcome(s) of each activity once it is completed. However – time permitting - candidates must be allowed to revisit work they have already submitted in order to try to improve it.

Once the work has been formally submitted and marked it must not be returned to candidates and should be retained until the results have been issued.

You may inform candidates of the mark you have awarded, but must make it clear to them that this mark may change as a result of the moderation process.

All candidates must sign a declaration of authentication confirming that the work they are submitting for final assessment is their own. It is your responsibility to ensure that they do so.

You should record a mark of zero if candidates do not confirm the authenticity of work submitted for assessment.

You too must sign a declaration of authentication for each candidate to confirm that all the work submitted for assessment was completed under the required conditions and that you are satisfied that it is solely that of the individual candidate concerned. If you are unable to do so, you should not accept the work for marking.

Edexcel has produced a declaration of authentication form for you to use. A copy of the form is appended to the Controlled Assessment Record (CAR), available in Appendices A and B or downloadable from the [website](#).

If, during the external moderation process, there is no evidence that the work has been properly authenticated, Edexcel will set the associated mark(s) to zero.

## Section 3: Task marking and moderation

### Do we have to annotate candidates' work?

“

Given that the outcomes candidates produce are digital, it won't be feasible for you to annotate their work in the traditional way. Instead, you should write any comments you wish to make on the CAR.

”

## Section 3: Task marking and moderation

### Do we need to carry out internal standardisation?

“

If more than one teacher in your centre is assessing candidates' controlled assessment work their marking must be standardised to ensure that all candidates at the centre have been marked to the same standard.

One person within the centre should be responsible for internal standardisation.

”

### Moderation

In consultation with your Examinations Officer you need to make an entry for each candidate who takes the unit and whose controlled assessment work is ready for moderation. The Information Manual provides details of how to do this.

The next step is to submit your candidates' marks electronically using Edexcel Online. Please note that the timely release of examination results is put at risk if the mark submission deadline is not adhered to.

You will be asked to provide a sample of controlled assessment work for moderation. This will include the work of the lowest and highest scoring candidates in the cohort.

### How do I submit work for moderation?

“

You will be required to burn work selected for moderation onto a CD. Whilst this is not the most 'advanced' or efficient method of making candidate work available to a moderator, it is the most widely accessible to all centres.

It will greatly facilitate the moderation process if evidence is easy to find. One way of doing this is for each candidate to produce a short text document listing all the items of evidence submitted and providing a hyperlink to each of them. The ['Centre guidance for submission of moderation samples'](#) document found on the GCSE ICT page under Controlled Assessment outlines the administrative step-by-step guide for submitting sample work for moderation.)

It is essential that the moderator can access all the evidence submitted. Candidates should check that all their work can be viewed using the software 'tools' listed in the Moderators' Toolkit.

”

## Section 3: Task marking and moderation

### Moderators' Toolkit

The Moderators' Toolkit for GCSE ICT can be found at [www.edexcel.com/quals/gcse/gcse10/ict/unit2/pages/ModeratorsToolkit.aspx](http://www.edexcel.com/quals/gcse/gcse10/ict/unit2/pages/ModeratorsToolkit.aspx)

**Is there a limit on the amount of evidence (file size) a candidate submits?**

“

At this point in time, there is no limit on the size of candidates' final submissions. Nevertheless, candidates should be encouraged to adopt good file management practices. From 2013 onwards, CABs will include recommended maximum file limits. There is no penalty for exceeding the limits.

”



# Frequently asked questions (FAQs)

**When can we enter candidates for controlled assessment units?**

“

The first moderation series for Unit 2 is June 2011. The first moderation series for Unit 4 is June 2012. From June 2014, candidates can only be entered in the June series for moderation in the session they are also sitting in.

”

**How many times can candidates resit a controlled assessment unit?**

“

There are no longer resits for individual units of GCSEs. However, candidates can retake the entire qualification. This may not be done more than once.

”

**How does the terminal assessment rule affect controlled assessment?**

“

Linear assessment follows a 100% terminal assessment rule, which means all units for the qualification must be sat in one session.

”

**Can candidates move from the Single Award to the Double Award?**

“

Candidates completing the Single Award must sit Units 1 and 2 in one session. Candidates completing the Double Award must either sit Units 1 and 2 in one series and Units 3 and 4 in a later series, or sit all four units in one series.

”

**If candidates pass Unit 2, will they automatically gain the Functional Skills in ICT qualification?**

“

Candidates who want a Functional Skills in ICT qualification will have to pass the Functional ICT test. The knowledge and skills they learn in Unit 2 will equip them to do so.

”

# Preparing for controlled assessment

### What is good preparation?

Candidates need to be familiar with the format and structure of the CABs and know how to use them. They must understand that the context and the digital products that they need to produce will vary. They need practice in:

- Conducting internet research in the context of a given scenario.
- Using information to produce effective digital products that are fit for purpose and audience.
- Developing and using a spreadsheet model.
- Giving and acting on feedback.
- Reviewing and evaluating their work.

### Should candidates complete a 'trial' CAB before starting the real thing?

“

It is not practicable for candidates to complete a sample CAB prior to tackling the 'real thing'. Apart from the amount of time this would require, completing one 40 hour task, which does not count, and then doing one 'for real' is not likely to motivate them!

The Skill Builder activities in the GCSE ICT Toolkit are designed to help candidates prepare for controlled assessment.

”

### What software do we need?

“

Much of what candidates are expected to produce for the Single Award can be achieved using standard office productivity tools, open source software or freeware.

- Word processing software for working with text and tables.
- Spreadsheet software for working with numerical data and producing models.
- Presentation software for creating simple multimedia products such as digital posters and e-cards.
- Web authoring software for producing interactive digital products such as virtual tours and information points.
- Image, sound and video editing software for preparing digital content.
- Email and other collaborative tools to gather and provide feedback.

Depending on how much choice you allow your candidates to have in choosing a product type to develop for Unit 4, you will need one or more of the following:

- Games authoring software
- Web authoring software
- Database software
- Multimedia authoring software

”

# Supporting you with controlled assessment

Need help with controlled assessment? Our experts are on hand to support you...



- Email your [Subject Advisor, Gareth Byrne](mailto:TeachingICT@pearson.com), directly at [TeachingICT@pearson.com](mailto:TeachingICT@pearson.com)
- Call **0844 372 2186** to speak a member of the Subject Advisor team for ICT
- Visit the [ICT Community Forum](#) to speak to other teachers, ask advice and see documents and links that Gareth Byrne has posted
- Get the latest ICT news, advice and reminders straight to your inbox - [sign up for email updates](#).

[Ask the Expert](#), our free email service, puts you in direct contact with a senior examiner who will help answer any subject-specific questions concerning the teaching of ICT. They will email you within two working days of receiving your question.

For more information and guidance about controlled assessment for GCSE ICT, [download our free Edexcel GCSE in ICT Controlled Assessment Teacher Support Book](#).

You may also find Gareth's recent [controlled assessment update](#) useful.



You can find all the documents relating to controlled assessment below (as well as on the main [GCSE ICT](#) page). You should also refer to the [JCO controlled assessment guidance document](#).

## Appendix A: Controlled Assessment Record – Unit 2



### GCSE ICT - Unit 2: Using Digital Tools (5IT02)

#### Controlled Assessment Record (CAR):

#### Assessment Criteria: (80 marks)

Centre no:						Candidate no:					
Month / Year of examination:						Candidate name:					
CAB no: (e.g. 0510)						CAB name:					

Activity 1 (22 marks)												
1a. Gathering information: (10 marks)												
No rewardable content (0 Marks)	The candidate has used some appropriate sources, including a given database, to gather information, some of which is relevant for use in their digital products. (1-4 marks)				The candidate has used a range of appropriate sources, including a given database, to select relevant information for use in their digital products. (5-7 marks)			The candidate has used a wide range of appropriate sources, including a given database, showing discrimination in their selection of information for use in their digital products. They have used complex or efficient techniques to refine searches. (8-10 marks)				
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>		
Centre Comments:												
1b. Developing digital products : (12 marks)												
No rewardable content (0 marks)	The candidate has developed the specified digital products, with some use of appropriate content. They have carried out a limited review of their work but with few modifications. (1-4 marks)				The candidate has developed the specified digital products, using appropriate content and features. They have reviewed their work and made modifications some of which are effective. (5-8 marks)			The candidate has developed the specified digital products, using appropriate content and features effectively. They have reviewed and modified their work throughout its development, using feedback from others to improve the outcomes. (9-12 marks)				
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>

## Section 7: Appendices

Centre Comments:												
Activity 2 (24 marks)												
2a. Modelling: (12 marks)												
No rewardable content (0 marks)	The candidate has gathered some relevant data and developed a simple spreadsheet model that generates some meaningful information. They have carried out limited testing, but with little effect. (1-4 marks)				The candidate has selected relevant data and developed a spreadsheet model that generates meaningful information. Testing has been carried out, but not all of it was effective. (5-8 marks)				The candidate has selected relevant data, developed a complex spreadsheet model that generates sufficient reliable and meaningful information to fully inform the decision-making process. Effective testing has been carried out. (9-12 marks)			
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Centre Comments:												
2b. Digital publishing : (12 marks)												
No rewardable content (0 marks)	The candidate has developed the specified outcomes, with some use of appropriate content. They have used results from their model to make recommendations, some of which are sensible. They have carried out a limited review of their work but with few modifications. (1-4 marks)				The candidate has developed the specified outcomes, using appropriate content and features. They have used their model to consider alternatives and present sensible recommendations. They have reviewed their work and made modifications some of which are effective. (5-8 marks)				The candidate has developed the specified outcomes, using effective content and features. They have used their model to consider feasible alternatives and present well-reasoned recommendations. They have reviewed and modified their work throughout its development, using feedback from others to improve the outcomes. (9-12 marks)			
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Centre Comments:												

# Section 7: Appendices

Activity 3 (22 marks)												
<b>3a. Design: (10 marks)</b>												
No rewardable content (0 marks)	The candidate has used design tools to give some indication of what each screen will be like. They have commented on some of their design decisions. (1-4 marks)				The candidate has used design tools to show what each screen will be like, and how they are linked together. They have commented on important design decisions. (5-7 marks)			The candidate has used design tools to clearly show what each screen will be like and pathways through the product. They have commented on and justified important design decisions. (8-10 marks)				
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>		
<b>Centre Comments:</b>												
<b>3b. Digital Publishing: (12 marks)</b>												
No rewardable content (0 marks)	The candidate has developed the specified outcomes, with some use of appropriate content. The interactive product has limited user control. The candidate has carried out a limited review of their work, but with few modifications. (1-4 marks)				The candidate has developed the specified outcomes, using appropriate content and features. The interactive product has a functional user interface and control. The candidate has reviewed their work and made modifications some of which are effective. (5-8 marks)			The candidate has developed the specified outcomes, using appropriate content and features effectively. The interactive product has an effective user interface and control. The candidate has reviewed and modified their work throughout its development, using feedback from others to improve the outcomes. (9-12 marks)				
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Centre Comments:</b>												

# Section 7: Appendices

Activity 4 (12 marks)												
4. Evaluation: (12 marks)												
No rewardable content (0 marks)	The candidate has made undeveloped comments about the outcomes of individual activities or the task as a whole. The candidate 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 candidate has made comments, some of which are developed about the outcomes of individual activities and the task as a whole. Some suggested improvements are made. The candidate 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 candidate has made effective evaluative comments about the outcomes of activities and the task as a whole, including feedback given and received, and their own performance. Effective improvements are suggested. The candidate has used appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy. (9-12 marks)			
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
Centre Comments:												

<b>Total Mark:</b>	<b>80</b>	<b>Centre Assessed Mark:</b>	
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## Section 7: Appendices

### Assessor witness statement

Assessor name:			
Assessor signed:		Date:	
Candidate declaration:			
I hereby certify that this work has been produced by the candidate without assistance beyond that which is acceptable under the scheme of assessment. <b>IMPORTANT: Both the candidate and assessor must sign this form.</b>			
Candidate signed:		Date:	
Assessor name:			
Assessor signed:		Date:	
Additional Candidate declaration:			
<i>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: <a href="mailto:ePortfolio@edexcel.com">ePortfolio@edexcel.com</a></i>		Sign:	

## Appendix B: Controlled Assessment Record – Unit 4



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

**Controlled Assessment Record (CAR):**

**Assessment Criteria: (80 marks)**

Centre no:						Candidate no:					
Month / Year of examination:						Candidate name:					
CAB no: (e.g. 0511)						CAB name:					

### Activity 1 (20 marks)

#### 1a. Investigation: (10 marks)

No rewardable content (0 marks)	The candidate has made some relevant comments about the strengths and weaknesses of the product, using extracts from the product to support the comments. (1-4marks)				The candidate has made relevant comments with some evaluation of the product's strengths and weaknesses, including functionality and the user interface, using extracts from the product to support the comments. (5-7 marks)			The candidate has produced a realistic evaluation of the strengths and weaknesses of the product, including functionality, usability and accessibility, illustrated by well-chosen extracts from the product. (8-10 marks)		
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>

#### Centre Comments:

#### 1b. Proposal : (10 marks)

No rewardable content (0 marks)	The candidate has produced an outline proposal for an appropriate product, some of which is relevant. (1-4 marks)				The candidate has produced an informed proposal for an appropriate product. (5-7 marks)			The candidate has produced a comprehensive and convincing proposal for an appropriate product. (8-10 marks)		
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>

#### Centre Comments:

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### Activity 2 (38 marks)

#### 2a. Design: (10 marks)

No rewardable content (0 marks)	The candidate has recorded some stages of the design process, including an indication of how the product will function, what the user interface will look like, and main content required. They have made some comments on design decisions. (1-4 marks)				The candidate has recorded most of the design process, giving details of how the product will function, what the user interface will look like and content required. They have commented on important design decisions. (5-7 marks)			The candidate has recorded the complete design process, clearly showing how the product will function, what the user interface will look like, and content required. They have justified important design decisions. (8-10 marks)		
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>

#### Centre Comments:

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#### 2b. Gathering and preparing content : (6 marks)

No rewardable content (0 marks)	The candidate has gathered content, some of which is appropriate, for use in the product. (1-2 marks)		The candidate has gathered and prepared appropriate content for use in the product. (3-4 marks)		The candidate has gathered and prepared a variety of appropriate content for use in the product. (5-6 marks)	
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

#### Centre Comments:

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<b>2c. Functionality: (12 marks)</b>												
No rewardable content (0 marks)	Some aspects of the product work as intended and the functionality demonstrates limited awareness of purpose. User instructions are basic. The candidate has carried out limited functionality testing, but with little effect. (1-4 marks)				Most aspects of the product work as intended and the functionality demonstrates some awareness of purpose. User instructions cover key aspects. Functionality testing has been carried out, but not all of it was effective. (5-8 marks)				The product works as intended and the functionality demonstrates good awareness of purpose. User instructions are clear and complete. Effective functionality testing has been carried out. (9-12 marks)			
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Centre Comments:</b>												
<b>2d. User interface: (10 marks)</b>												
No rewardable content (0 marks)	The user interface demonstrates limited awareness of users' capability and needs. The candidate has carried out limited usability testing, but with little effect. (1-4 marks)				The user interface demonstrates some awareness of users' capabilities and needs. Usability and accessibility testing has been carried out, but not all of it was effective. (5-7 marks)				The user interface demonstrates good awareness of users' capabilities and needs. Effective usability and accessibility testing has been carried out. (8-10 marks)			
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>		
<b>Centre Comments:</b>												

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Activity 3 (10 marks)												
<b>3a. Showcase: (10 marks)</b>												
No rewardable content (0 marks)	The candidate has presented their product using some appropriate content. (1-4 marks)				The candidate has showcased their product using appropriate content and features. (5-7 marks)			The candidate has showcased their product using effective content and features to promote the product to the target audience. (8-10 marks)				
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>		
<b>Centre Comments:</b>												
Activity 4 (12 marks)												
<b>4. Evaluation: (12 marks)</b>												
No rewardable content (0 marks)	The candidate has made undeveloped comments about the outcomes of individual activities or the project as a whole. The candidate 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 candidate 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 candidate 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 candidate has made effective evaluative comments about the outcomes of activities and the project as a whole, including feedback given and received, and their own performance. Effective improvements are suggested. The candidate has used appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy. (9-12 marks)			
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Centre Comments:</b>												
<b>Total Mark:</b>				<b>80</b>				<b>Centre Assessed Mark:</b>				

## Section 7: Appendices

### Assessor witness statement

Assessor name:			
Assessor signed:		Date:	
Candidate declaration:			
I hereby certify that this work has been produced by the candidate without assistance beyond that which is acceptable under the scheme of assessment. <b>IMPORTANT: Both the candidate and assessor must sign this form.</b>			
Candidate signed:		Date:	
Assessor name:			
Assessor signed:		Date:	
Additional Candidate declaration:			
<i>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: <a href="mailto:ePortfolio@edexcel.com">ePortfolio@edexcel.com</a></i>		Sign:	

