



Please read the instructions printed at the end of this form. **One** of these sheets, suitably completed, should be attached to the assessed work of **each** candidate.

<b>Unit Title</b>	<b>Creating digital images</b>				<b>Unit Code</b>	<b>R006</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 specify a digital image solution for a client's needs <sup>1</sup></b>													
<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 digital image solution, identifying success criteria <b>some</b> of which are suitable and demonstrate a <b>basic</b> understanding of the client brief.		Produces a <b>sound</b> specification for a digital image solution, identifying success criteria <b>most</b> of which are suitable and demonstrate a <b>sound</b> understanding of the client brief.		Produces a <b>comprehensive</b> specification for a digital image solution, identifying success criteria <b>all</b> of which are suitable and demonstrate a <b>thorough</b> understanding of the client brief.									
[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>Uses a <b>limited range</b> of research methods to inform ideas and produces <b>basic</b> designs for a <b>simple</b> digital image solution which are based on the familiar or commonly used.</p> <p>Makes a <b>basic</b> list of components sourced for the digital image solution and gives <b>basic</b> reasons for selection in relation to the identified success criteria with <b>limited</b> explanation of what legislation constraints apply to their use.</p> <p>Specification has a <b>basic</b> structure. There may be errors in spelling, punctuation and grammar which are intrusive and likely to impact on the meaning. Makes <b>limited</b> use of technical terminology which demonstrates a <b>basic</b> understanding of the subject matter.</p> <p>Draws upon <b>limited</b> skills/knowledge/understanding from other units in the specification.</p> <p style="text-align: right;">[1 2 3]</p>	<p>Uses a <b>range</b> of research methods to inform ideas and produces <b>clear</b> designs for a digital image solution which show <b>some</b> originality and creativity.</p> <p>Makes a <b>sound</b> list of components sourced for the digital image solution and gives <b>sound</b> reasons for selection in relation to the identified success criteria and explains what legislation constraints apply to their use.</p> <p>Specification has a <b>sound</b> structure. Occasional errors in spelling, punctuation and grammar will not affect the overall meaning. Uses technical terminology with <b>reasonable accuracy</b> which demonstrates a <b>clear</b> understanding of the subject matter.</p> <p>Draws upon <b>some relevant</b> skills/knowledge/understanding from other units in the specification.</p> <p style="text-align: right;">[4 5 6]</p>	<p>Uses a <b>wide range of relevant</b> research methods effectively to inform ideas and produces <b>clear</b> and detailed designs for a digital image solution which show complexity, originality and creativity.</p> <p>Makes a <b>comprehensive</b> list of components sourced for the digital image solution, <b>clearly</b> explaining and justifying selection in relation to the identified success criteria. Explains legislation constraints that apply to their use, stating how they would comply with them.</p> <p>Specification has a <b>logical</b> and <b>coherent</b> structure. Contains <b>few</b>, if any, errors in spelling, punctuation and grammar. Uses technical terminology <b>accurately</b> and <b>appropriately</b> which demonstrates a <b>thorough</b> understanding of the subject matter.</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;">[7 8 9]</p>			

Criteria			Teacher Comments	Mark	Page No.
<b>LO2: Be able to create digital images</b> <sup>2 3</sup>					
<b>MB1: 1 - 5 marks</b>	<b>MB2: 6 - 8 marks</b>	<b>MB3: 9 - 10 marks</b>			
<p>Makes <b>limited</b> software choices in relation to the client brief and gives <b>limited</b> explanation of their use in relation to the client brief.</p> <p>Sets the image size and/or resolution of the digital images and gives a <b>basic</b> explanation of the settings chosen.</p> <p style="text-align: right;">[1 2 3 4 5]</p>	<p>Makes <b>appropriate</b> software choices in relation to the client brief and gives <b>sound</b> explanation of their use in relation to the client brief.</p> <p>Sets the image size and/or resolution of the digital images and gives a <b>sound</b> explanation of the settings chosen.</p> <p style="text-align: right;">[6 7 8]</p>	<p>Makes <b>appropriate</b> software choices and gives a <b>thorough</b> explanation of their use in relation to the client brief.</p> <p>Sets the <b>appropriate</b> image size and/or resolution of the digital images and justifies fully and clearly the settings chosen.</p> <p style="text-align: right;">[9 10]</p>			
<b>MB1: 1 - 5 marks</b>	<b>MB2: 6 - 8 marks</b>	<b>MB3: 9 - 12 marks</b>			
<p>Creates <b>simple</b> digital image(s) which communicate the intended message.</p> <p>Uses a <b>basic</b> range of <b>appropriate</b> standard software tools and techniques with some accuracy.</p> <p>Carries out <b>basic</b> evaluation and provides <b>basic</b> feedback on digital images.</p> <p style="text-align: right;">[1 2 3 4 5]</p>	<p>Creates suitable digital image(s) which show <b>some</b> complexity and communicate the intended message <b>appropriately</b>.</p> <p>Uses a <b>range</b> of appropriate standard and specialised software tools and techniques with a reasonable degree of accuracy.</p> <p>Carries out <b>sound</b> evaluation and provides <b>mostly</b> relevant feedback on digital images.</p> <p style="text-align: right;">[6 7 8]</p>	<p>Creates <b>complex</b> digital image(s) which communicate the intended message <b>effectively</b> and creatively. Uses multiple process steps, multi-layering and/or combines output from different software packages.</p> <p>Uses a <b>range</b> of appropriate standard and specialised software tools and techniques with a high degree of accuracy.</p> <p>Carries out <b>thorough</b> evaluation and provides <b>detailed</b> and <b>relevant</b> feedback on digital images.</p> <p style="text-align: right;">[9 10 11 12]</p>			

Criteria				Teacher Comments	Mark	Page No.
<b>LO3: Be able to store, retrieve and present digital images</b> <sup>4 5 6</sup>						
<b>MB1: 1 - 5 marks</b>	<b>MB2: 6 - 8 marks</b>	<b>MB3: 9 - 10 marks</b>				
Stores digital files using names that enable the files to be located again.  <p style="text-align: right;">[1 2 3 4 5]</p>	Stores digital files, naming files and folders <b>appropriately</b> , using suitable file formats for working files and final output.  <p style="text-align: right;">[6 7 8]</p>	Stores digital files <b>effectively</b> , naming files and folders <b>appropriately</b> and consistently, selecting the most <b>appropriate</b> file formats for working files and final output.  <p style="text-align: right;">[9 10]</p>				
<b>MB1: 1 - 3 marks</b>	<b>MB2: 4 - 6 marks</b>	<b>MB3: 7 - 8 marks</b>				
Presents the final digital image(s) to the client. The methods chosen provide a basic idea of what the image(s) will look like in the intended final location.  <p style="text-align: right;">[1 2 3]</p>	Presents the final digital image(s) to the client <b>clearly</b> . Size, resolution, output medium and colour are generally suitable and provide a <b>clear</b> representation of the image(s) in the intended final location.  <p style="text-align: right;">[4 5 6]</p>	Presents the final digital image(s) to the client <b>effectively</b> . Size, resolution, output medium and colour are the most appropriate and provide an <b>accurate</b> representation of the image(s) in the intended final location.  <p style="text-align: right;">[7 8]</p>				
<b>Total 60/</b>						
If this is a re-sit, please tick	Session and Year of previous submission	Jan / June	<b>2 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.