



OCR Programming Project

Student Booklet

Student Name: _____

Teacher: _____





OCR Set Task



Student Notes



Guidance & Support

Where can I look for help with my work?

- 1) Resource bank folder located in shared documents should be your first point of call for help anything.
 - **Programming Help**
 - **Video Tutorials**
 - **Example work with write ups**
 - **OCR Help sheets**
- 2) Research things online— **YOU MUST** keep a list of websites you use and what you find! Copying & Pasting **IS NOT** allowed.
- 3) **REMEMBER** to print screen your programming regularly and explain how it works in detail.
- 4) **REMEMBER** to print screen when things go wrong and explain what the problem was/how it was fixed.

Programming Project: Programming Techniques

Mild (1-3)	Medium(4-6)	Hot(7-9)
Limited range of techniques used: Inputs, outputs, variables, selection, data types, operators.	Several techniques used: Inputs, outputs, variables, selection, Declaring lists, manipulating lists, string manipulation & loops.	Most require techniques used: Writing to files, reading from files, using libraries, functions, 2D lists.
There is no/limited attempt at the tasks.	There is reasonable attempt at most of the tasks.	There is an attempt to complete all of the tasks.
Code is organised and lacks comments.	Code is well structured and includes occasional comments.	Code is consistently well organised and includes regular/useful comments.
Code produced does not reflect the designs.	Code has similarities to the initial designs.	The code accurately reflects the designs.
The code is inefficient and excessive.	The code is efficient in that it uses a minimal amount of instructions.	The code is highly efficient and relevant sections are reused throughout the program.

Teacher Comments—Areas for Development:

Student Response:



Programming Project: Testing		
Mild (1-3)	Medium (4-6)	Hot (7-9)
Test plan has been partially complete but large sections of the solution are not tested.	Test plan has been mostly completed with the majority of the solution tested.	Test plan has been fully completed and covers all or most of the solution.
The final solution meets a few of the original success criteria.	The final solution meets most of the original success criteria.	The final solution meets all of the original success criteria.
Testing of the defensive design elements or robustness of the solution has not been attempted.	There is some testing of the defensive design elements or robustness of the solution.	Extensive testing of the defensive design elements or robustness of the solution has taken place.
Programming Project: Evaluation & Conclusions		
Mild (1-3)	Medium (4-6)	Hot (7-9)
Unresolved issues are ignored or not dealt with.	Unresolved issues are commented on but not possible solutions discussed.	Unresolved issues and their solutions are fully discussed/ explained.
Written report lacks structure and is difficult to read.	Written report is mostly structured, easy to read and contains very few SPAG errors.	Written is well structured organised, easy to read and contains no SPAG errors.
Teacher Comments—Areas for Development:		
Student Response:		

Programming Project: Analysis		
Mild (1-3)	Medium (4-6)	Hot (7-9)
There is little analysis of each part of the task.	There is some analysis for each part of the task.	There is an in-depth analysis for each part of the task.
Success criteria is generic and lack detail.	Success criteria is specific to the task and has some detail.	Success criteria are relevant to sub tasks and cover all ele-
There is some discussion about how the task could be completed.	There is reasonable description of how the tasks could be tackled but no justifications.	Approaches to the tasks and skills required are identified. Decision are justified.
Test plans are limited but no explanations.	Test plans are relevant and some link to the requirements of the task.	Test plans are relevant and justified in relation to require-
No discussion about validation or robust design elements.	Validation and robust design elements are discussed but not justified.	Validation and robust design elements are explained in detail.
Teacher Comments—Areas for Development:		
Student Response:		

Programming Project: Design		
Mild (1-3)	Medium (4-6)	Hot (7-9)
The algorithms are either incomplete or not done.	The algorithms are complete but not fully appropriate.	The algorithms are fully complete, functional and relevant.
The algorithms and other design elements could not be used to construct a solution.	The algorithms and design elements could be used to construct a solution with some guidance or support.	The algorithms and design elements could be used to construct a suitable solution without the need for guidance.
Test plan covers basic functionality of the code.	Test plan covers most functionality and robustness of the code.	Test plan covers full functionality of all code and tests for robustness.
There is little or no discussion of variables and data types.	There is a discussion of most variables and data types.	There is justification of all variables and data types.
There is little evidence of a modular design.	Most of the program is designed in a modular way but not effectively.	An effective modular design is produced.

Teacher Comments—Areas for Development:

Student Response:

Programming Project: Development		
Mild (1-3)	Medium (4-6)	Hot (7-9)
There is little or no evidence of how the solution was created.	There is some evidence of how parts of the solution have been created.	There is extensive evidence of how the entire solution has been created.
There little or no evidence of testing the solution as it was created.	There is some evidence of testing the solution as it was created.	There is extensive evidence of testing the solution as it was created.
There is no evidence that the above testing was used to improve the solution.	There is some evidence that above testing was used to improve solution.	There is extensive evidence that the above testing was used to improve the solution with explanations of how this was done included.

Teacher Comments—Areas for Development:

Student Response: