



**D101 SPB 0906**

**SUPPORT NOTES FOR TEACHERS**

**10 October 2006**

## Introduction

These notes should be read in conjunction with the Moderators' Report for D101 which offers feedback on the most recent moderation series.

Before tackling the SPB, students should have acquired the appropriate ICT skills, knowledge and understanding as specified in the 'What You Need To Learn' and 'ICT skills' sections of the Unit 1 specification. They should be familiar with the format of a range of on screen and paper-based publications.

The D101 SPB 0906 is valid for moderation in May and December 2007 and in May and December 2008.



## Section 1 Using the SPB

### Access and Navigation

The SPB is a complete, integrated digital publication and is intended to be accessed on-screen. Although it may be useful to print off sections for reference purposes, students may be disadvantaged if they do not work from the interactive onscreen brief.


Although the links in the navigation bar are roughly in sequence, students should be reminded that one task often depends on one or more other tasks and they should make use of the interactive nature of the brief.

Where more than one page relates to a main task (such as the eportfolio), they appear as a submenu. There are submenus for the survey, database and eportfolio. Students should be encouraged to read the all pages in a submenu in sequence to see how they relate to one another.

The symbol  at the top of each page allows students to print the page. A new feature is indicated by the symbol  which allows students to listen to the contents of the page. This feature will be activated once the query period is over.

### Mark Alerts




Indicated by the symbol , each Mark Alert is a series of questions with tick boxes. Clicking the symbol opens another web page and students may tick the questions onscreen or print the list and complete on paper. Students should check that they can tick each box to help them ensure that they have met the requirements and that their work is fit for purpose.


## Section 2 What, where, who?

### What evidence is required?

Students do not need to submit evidence of everything they do during their work on the project.

The symbol  indicates a task to be done.

The symbol  indicates a stage where evidence must be saved for the eportfolio. There is also a summary document attached to the eportfolio page.

Students should not be tempted to omit tasks which are not preceded by the  symbol as they are crucial to success. A good example is an instruction to test a publication. The evidence will be in the form of a publication which is fit for purpose so we do not require explicit evidence of the testing itself but omission of this step could be disastrous!

It is not necessary for students to write long commentaries explaining how they achieved each task.

Students must ensure that they present the publications as clearly as possible. Moderators will view eportfolios on screen and will not be expected to print paper-based publications. However, the centre assessor may wish to include comments relating to the effectiveness of the document in their record sheets.

### What additional resources are provided?

There are a number of files provided with the SPB, accessed via links within the brief. Where a task requires use of a file, for example the planning template, students should save a copy to their user area before continuing.

## **Where does the work have to be carried out?**

Work on the publications themselves must be carried out within the controlled environment and the teacher must be able to authenticate each student's complete eportfolio with confidence.

However, there is much that can be done away from the controlled environment.

Acceptable activities include:

- reviewing and updating the plan - this will change the focus of the plan for the students and they are more likely to view it as an ongoing process rather than a one off task.
- commenting on progress - what is going well, what is not going so well - this could be a separate column on the plan and/or in the project log, and will assist with the final evaluation.
- researching appropriate sources of information related to the scenario and publications, keeping records of where information was found and how it could be used.
- carrying out data collection
- initial design of publications and feedback from others on these designs
- prototyping of own, or others' products - gathering feedback from test users so that publications can be improved where appropriate
- reviewing final publications and the eportfolio

## **Who can help?**

It is expected that candidates will generally be given support and guidance by teachers at this level. This support might take the form of prompts to get feedback at an appropriate time in the development of their project; it might even be pointing out who are appropriate test users or reviewers of the products being produced. The amount of guidance must be taken into account when applying the mark scheme.

The scaffolding documents are provided to assist candidates but it is anticipated that teachers will help candidates in their use of these documents, to enable them to get the best from them.

Test users should be asked to try out and comment on publications under development and this should be viewed as an ongoing process. Students should not wait until publications are complete at which point they will be unable to take advantage of any suggestions for improvements.

Test users can be peers, teachers or other adults who can offer constructive feedback.

Reviewers comment on final publications and the eportfolio, and these comments will be used in the final review. Reviewers should also be asked to comment on the student's work on the project as a whole.

Time should be allocated on the plan for gathering and responding to test user feedback and for gathering reviewer feedback. Students should check when suitable test users and reviewers are available for comment before including them in the plan.

## Section 3 Tackling the SPB

### The Scenario

This project is based on the Five a Day campaign currently promoted by health and government organisations but, unlike the D201 brief, the focus is on fruit. Students should explore the suggested websites (and related links) to gather information they need.

### Planning

It cannot be emphasised too strongly that students must start out with a workable plan which gives them a clear overview of timings and objectives and allows them to monitor their progress during the project. Teachers should give as much guidance as necessary to achieve this. Although this may affect the marks for strand (a), benefits can be expected throughout the rest of the project. The following two paragraphs, extracted from the Principal Moderator's Report, underline the importance of this:

*To help them manage the project and meet the deadline, candidates need a workable, upfront plan that lists the main tasks in a logical order and allocates time to each of them, indicating which work is to be completed in class and which will be done elsewhere. Candidates should allocate specific amounts of time (hours/minutes) to tasks/subtasks so as to help them manage their time effectively. Once the project gets underway candidates are expected to use their plan to track their progress. Teachers should encourage them to do this on a regular basis.*

*Some candidates did achieve maximum or near maximum marks for this strand. These candidates provided evidence to show that they had created an effective plan which helped them to manage the project and produce the required outcomes within the given timescale. They allocated sensible amounts of time to tasks and identified interim review points on the plan. These candidates used the plan throughout the project to monitor progress, making full and effective use of the comments column.*

On the planning page there is a link to a table and template for the project plan. The table lists most of the tasks and sub-tasks required for the project. It is intended to help students work out what is required and to ensure that they develop a complete plan. The plan template may be used to prepare the detailed project plan or students may design their own. Either way, they must include all the tasks and sub-tasks listed in the table together with additional sub-tasks agreed with the teacher. The tasks are not stand alone with some tasks relying on the prior completion of others. Students may wish to re-order the tasks in the table. They should decide on the order and give an indication of time for all tasks and sub-tasks as well as other information indicated in the template. It is important that students recognise that prototyping and testing of publications are important sub tasks and should be included in their plans.

Students should agree their initial plans with their teacher and check that they have selected appropriate tasks for completion as homework. These tasks should be clearly shown on the plan. Teachers should offer feedback at this stage that will enable the student to formulate a workable plan, bearing in mind that it is perfectly acceptable to make adjustments later.

We recommend that students identify interim checkpoints on their plan when they will discuss progress-to-date with their teacher and make any adjustments that are necessary.

The eportfolio checklist indicates that an initial plan should be included as well as the final plan. Interim plans should only be submitted if they are really needed for clarification. A comments column can be a good way of indicating decisions and changes made.

## **The project log**

Students are required to keep a project log which they can use to record progress, problems and other issues that arise. There is no need to duplicate this information on the project plan. It should complement the information in both the plan and the end-of-project review.

There is no recommended format for this and students should use a method which enables them to quickly and easily keep a record as they go along.

## **Research**

Students are only required to gather sufficient relevant information to allow them to produce publications that are fit for audience and purpose.

Students are expected to use at least two primary sources. The project brief provides plenty of scope for them to do so - such as photographs they have taken themselves, survey data, emails sent to organisations to get extra information, drawings etc. Candidates should be reminded that paper-based materials, such as books and leaflets, are secondary rather than primary sources.

Students will need to use secondary sources to find out more about the topic. Some websites are given as a starting point but those who are able to work more independently should be encouraged to find some other sources.

There are websites listed in the SPB that allow students to use images provided the terms and conditions are followed.

Students must acknowledge all sources they use, both primary and secondary. Teachers should encourage them to make full use of the scaffolding documents provided in the SPB to record details of the information they have gathered and how they have used it.

Students should only include sources when they have used information from them in their publications. We do not require a list of every website they have visited!

Students should take particular care to indicate use of primary sources in order to gain credit for this.

We do not require the information itself stored separately or descriptions of how the students obtained it.

A specific note for this SPB: the use of colour groups is one method used by some organisations to categorise fruit. It is not an exact science and students should simply take care to select information from valid sources.

Teachers should offer guidance or encouragement where necessary to ensure that students have all the information they need to create publications that are fit for purpose.

### **The project review**

Students should be prompted at every stage to gather evidence of feedback and problems and to update their project plan and log.

Level 1 students often find project review difficult and teachers may need to assist them by asking leading questions about aspects of their work.

It is important that the review is comprehensive and covers all aspects listed in the review document (linked from the review page). They may find it helpful to complete sections as they go along and should enter as much detail as they can in each of the boxes.

## **Fruit Facts Database**

Students must be provided with the FruitFacts database. The versions supplied are Access 97, Access 2000 and Access 2002. Centres using other database software will need to create the database for their students using the txt file and structure on the DiDA website.

The data entry form should be designed for others to use. Students may use software features such as wizards to create their data entry forms but should customise these forms to ensure that they are fit for audience and purpose.

Students must use the form to add three records - details for these should be obtained from reliable sources.

## **Fruit Check Survey**

The Fruit Check Survey does not involve collection of data from others. It requires each student to collect and analyse their own data using a given data collection form.

Time saved on data collection compared to a survey should be spent on the creation and testing of the spreadsheet. This spreadsheet must include the given data for other students as well as their own.

### *The spreadsheet analysis*

Spreadsheets must be created individually using the given design as a starting point. As indicated in the brief, evidence of testing of the spreadsheet is not required, but students should be aware that moderators will be looking at their use of spreadsheet tools to generate relevant information.

Candidates may substitute the true/false messages in the IF statements if they wish as long as the substitutions are appropriate.

Candidates who are unable to submit the spreadsheet in an acceptable format must include formulae view evidence of their spreadsheets as use of the IF statements cannot be inferred from the results view.

Four charts are specified. Students are asked to create a fifth which shows genuinely useful information for the Fruit Check Findings Report. They may select any relevant data from the spreadsheet to achieve this.

## **Section 4: The Publications**

### **General**

The publications required are recipe cards and a holder for them, a slideshow and the results of the Fruit Check Survey.

Students should take careful note of the requirements for each publication - number of pages/screens, content, etc - as well as the audience and purpose.

Students are free to make use of software features such as wizards. However, they should be clear that wizards are intended to help them, not do the job for them. They should customise the output from wizards to ensure that publications are fit for purpose. For example, titles, column headings, layout.

Students should be reminded of the importance of spell checking and proofreading their work.

### **Fruity Recipes**

The two recipe cards must be for one of the people in the survey. The fruits should be chosen by looking at the survey results and then using the database to select suitable items.

Students who take time to design the cards before creating them are likely to produce higher quality publications. Students should note the requirement to create one recipe card for food and one for a drink.

Students might consider making the recipes and taking photographs for the cards.

### **Recipe folder**

This should be drawn to scale. Only the flap needs to be designed, the other surfaces can be a plain colour. Students should note the other requirements listed, particularly the inclusion of an image they have produced themselves.

Although students are not required to create the folder, they may wish to do so if only on paper.

### **Fruit Check Findings Report**

Students must complete the given outline report, including the additional chart of their choice. They should ensure that they delete instructions and complete the text for each chart.

### **Fruity Friends Slideshow**

Here the audience is 5-7 year olds. Students are expected to produce three slides as indicated. They should check their timings and transitions carefully. Test users of an age similar to the target audience would be particularly beneficial here.

Sound is not obligatory but students may include sounds from primary or secondary sources provided that they are appropriate.

## Section 5: The eportfolio

The maximum size for the eportfolio has been increased to 20 MB for this SPB.

There is no longer a list of acceptable file formats. This has been replaced by a Moderator's Toolkit which specifies the readers and players that all moderators will have available. It is each student's responsibility to ensure that their eportfolio only includes files which can be read using the toolkit. Please draw attention to the fact that Excel (.xls) files are now acceptable but that Access files (.mdb) are not. The Moderator's Toolkit will be published on the DiDA micro-site. It will be updated when necessary, notified by email alert.

Any suitable software may be used to construct the eportfolio - specialised web authoring software is not essential. However, the eportfolio must be viewable in any common browser. This means that .ppt and .pps formats are not acceptable and candidates who use Powerpoint to build their eportfolios must convert them to html.

Students who do not use the given structure should ensure that their own is logical and complete. They should ensure that they provide working links to all the specified items of evidence even when the eportfolio is transferred from the network.

There must be an easily recognisable home/index page giving key information including: candidate name and number, centre name and number, unit name and number and date.

Students should allocate sufficient time to the design of the eportfolio, aiming for consistency of presentation and good layout using colour schemes that are conducive to on-screen viewing. They should introduce evidence with helpful comments.

Students should ensure that they provide working links to all the specified items of evidence even when the eportfolio is transferred from the network. One possibility would be to allow students access to a standalone computer for testing purposes. If this only has the Moderator's Toolkit installed then students will also be able to check that their eportfolio conforms to the technical specification.

There is no need to include specific evidence of testing the eportfolio. It should be possible to infer that testing has occurred and to judge its effectiveness by its quality. However, spelling errors and other mistakes detract from the quality and should be carefully removed.

There is a link to an eportfolio checklist which includes most, if not all, of the items that students should include. Additional items should only be added if these are necessary for assessment to be effective.