

Think, click

D101 SPB 0909

SUPPORT NOTES

Issue 2

Introduction

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

Changes since the last issue are indicated by a vertical line in the left margin.

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 0909 is valid for moderation in May and December 2010 and in May and December 2011.



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 on-screen 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 from the main link.

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

Students must ensure that they present all evidence 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.

Copyright

This SPB provides students with the opportunity to create all the publications using only primary sources or copyright-free sources.

Where secondary sources are used, students must ensure that their use complies with copyright.

The Moderator's Toolkit

The Moderator's Toolkit 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.

Some support documents are supplied as .rtf files. If students have made use of these documents, they must be converted to an acceptable file type for inclusion in the eportfolio.

The Moderator's Toolkit is published on the Edexcel website. It will be updated when necessary.

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 including:

- reviewing and updating the plan - students may not have time during the lesson to add comments and should be encouraged to do so while it is fresh in their minds
- researching appropriate sources of information related to the scenario and publications, keeping records of where information was found and how it could be used
- initial design of publications and feedback from others on these designs
- prototyping of own, or others' publications
- gathering feedback from test users so that publications can be improved where appropriate
- answering questions in the review document
- updating the sources table

Who can help?

It is expected that students 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 assessing the work.

The scaffolding documents are provided to assist students but it is anticipated that teachers will help students 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.

Reviewers comment on final publications and the eportfolio, and these comments will be used in the project review. It is helpful to gather reviewers' feedback as publications are completed.

Reviewers should also be asked to comment on the student's work on the project as a whole, the teacher being the primary reviewer in this case.

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 focuses on issues related to e-safety.

Students must prepare a set of publications to help raise awareness of working safely online. A spreadsheet will be used to analyse some survey results to establish how students spend their time online. Information from the survey will be used in a report for teachers. Lists of online resources will be extracted from a database and some of this information will be used in the publications.

Students must identify a “test buddy” who will help to test their publications and offer feedback. The test buddy should be someone who is able to represent the target audience, such as a fellow student. Other test users can be peers, teachers or other adults who can offer constructive feedback.

Planning

Teachers should use the planning notes provided and work with the students to produce a workable initial plan.

The plan should allocate time to main tasks and include other information indicated in the planning notes.

Interim checkpoints should be included on the plan when students will discuss progress-to-date with their teacher and make any adjustments that are necessary.

The final column on the plan must be used for the project log – see below.

The initial plan should be saved to be submitted in the eportfolio. A copy should be made to create an ongoing plan. Interim plans should only be submitted if they are really needed for clarification.

The SPB requires the creation of a folder called ‘ESAFETY’ to store final publications for the eportfolio plus folders for supporting evidence. This is intended to help them organise their work and assist in the creation of the eportfolio. However, it is perfectly acceptable to use a different structure.

Using the ongoing plan

Students are required to make use of the ongoing plan for use throughout the project. They must log their progress at the end of each session by adding comments to this ongoing plan. They should also record the date each main task is finished.

Reminders to update the ongoing plan and to add comments appear throughout the brief.

Gathering information

Students will need to find out about aspects of e-safety, using the database for suitable sites. They will also need to gather images.

Students should be quite clear about the need to comply with copyright. This can be achieved by using only copyright-free material from primary and secondary sources.

Students should take care to select information from valid sources.

A sources table is required where students must acknowledge all sources, both primary and secondary. Students should be reminded that search engines such as Google should not be cited as sources. Where more than one item is from the same source, they only need to record details of the source once.

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.

Project review

The project review has been split into two documents. The first is a Publications Review which consists of a series of questions about each publication which students should answer as they complete each one. There are reminders within the project brief.

The second document is the End-of-project review which should be completed when the rest of the project is complete. Students should be encouraged to answer each question as fully as possible.

Wizards

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.

Survey

Data collection

The Online Activities Survey does not involve collection of data from others. It requires each student to collect their own data for a week 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.

Spreadsheet analysis

The spreadsheet must be created individually using the given design as a starting point.

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

Four charts are specified. Students should ensure that these are of the correct type, based on the correct range of data and clearly labelled. They are asked to create a fifth chart which shows genuinely useful information for the Online Activities Report. They may select any relevant data from the spreadsheet to achieve this.

Students using spreadsheet file formats that cannot be viewed using the Excel viewer must ensure that they provide a version in another format that can be viewed using the Moderator's Toolkit. Moderators need to see the formulae and if necessary students must supply a separate file.

Database

Students must be provided with the ESAFETY database. The versions supplied are Access 97, Access 2000 and Access 2002/3.

The database stores details of online e-safety resources for different audiences. Students should study the structure carefully to ensure they understand the contents of each field.

The target audience and topic fields are validated, with codes being used for the audience categories. There is a list of acceptable entries in the description for each field. Every effort has been made to ensure reliability of the data at the time of publication.

Students should be aware that many of the sites in the 'General' category include relevant topics for particular age groups.

Section 4: The Publications

General

The publications required are a report of the survey results, two website lists from the database, a poster and a slideshow.

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

Prototyping and testing is essential, involving suitable test users. In addition to the test buddy, other test users should be selected for their ability to offer constructive feedback.

Survey Report

Students must complete the given outline for the Online Activities Report, including the specified extract and charts. Some basic interpretation of the results is required.

Students should ensure that they paste charts in appropriate places, delete instructions and complete the text with valid interpretation of the results.

Website Lists

Students must use appropriate search criteria to extract the required information for each of the website lists.

The lists must be reports produced using database software. Students should ensure that results are presented clearly, with appropriate headings and including the information listed in the brief. They should also take care to omit unnecessary information and check that the reports are suitable for printing.

For the eportfolio, the searches and results must be presented in acceptable file formats. The database itself should not be submitted.

Poster

The poster must be suitable for printing. It should include all the listed information and students should be reminded that it is for display in their ICT classroom and should be attractive and informative for students.

Slideshow

Students are expected to produce a scrolling slideshow of three slides. They should check their timings and transitions carefully and ensure that the final version loops automatically.

The slideshow must feature an original e-safety 'friend' that would appeal to 5-7 year olds. This allows for a little creativity but does not require artistic or graphics skills. It does not need to be a complex graphic product - a simple image is sufficient.

Any suitable software may be used to create the slideshow using images, text and other assets, bearing in mind that the publication is to be viewed on computer screens in infant schools.

Section 5: The eportfolio

The maximum size for the eportfolio is 20 MB.

Any suitable software may be used to construct the eportfolio but it must be viewable using the Moderator's Toolkit.

There must be an easily recognisable home/index page in the main folder. This should include student name and number, centre name and number, SPB name and level. It must also indicate the browser used to test the eportfolio.

Students should ensure that they provide working links to all the specified items of evidence even when the eportfolio is viewed on a standalone machine. If students have access to a standalone computer which only has the Moderator's Toolkit installed then they will also be able to check that their eportfolio conforms to the technical specification.

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.

There is no need to include evidence of testing the eportfolio. It should be possible to infer that testing has occurred and to judge its effectiveness by the quality of the product.

There is a link to an eportfolio checklist showing the evidence that students should include. Additional items should only be added if these are necessary for assessment to be effective. Students should be guided to remove redundant and duplicated work before submission.