

SPB 2006 D101

SUPPORT NOTES FOR TEACHERS

Unit 1

Level 1

Introduction

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.


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 will 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 that they should make use of the interactive nature of the brief. Where more than one page relates to a main task (such as the survey), the additional pages are only accessible via the first page for the task.


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.

Each Mark Alert can also be accessed via the drop down menu at the top left of the screen.

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. Evidence required is clearly indicated in the brief by the symbol  and there is a summary document attached to the eportfolio page.

Where work needs to be done but evidence is not required, this is indicated by the symbol  However, students should not be tempted to omit these tasks as they are crucial to success. A good example is the instruction to test the spreadsheet - the evidence will be in the form of a working spreadsheet 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. For example, the pages of the newsletter should be presented in one file and the order of the pages should be clear.

Moderators will view eportfolios on screen and will not be expected to print paper-based publications. However, the centre assessor may wish to do so and 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 data items list for the database, 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 candidates 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 or a separate document 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 survey work
- 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?

Students may be given guidance as and when required. The amount of guidance must be taken into account when applying the mark scheme.

Test users should be asked to try out and comment on publications under development. They can be peers, teachers or other adults. They should be chosen with care for their ability to offer constructive feedback. Time should be allocated on the plan to respond to this feedback.

Reviewers comment on final publications, including 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.

Students should check when suitable test users and reviewers are available for comment before including them in their project plan.

Section 3 Tackling the SPB

The Scenario

Students should explore the Make Space website (and related links) to gather information they need about the campaign.

The Make Space campaign is aimed at 11-16 year olds but candidates who are older than 16 may extend the range to include their peer group.

Students must come up with ideas for activities that could be offered, as a result of their research. They are free to choose any activities that interest them and which they think would be popular. The activities need not necessarily take place on the premises of the Make Space Club.

'Where you live' refers to the local area - this may be interpreted as town, city, village or a wider area if appropriate.

Planning

The **mind map** is intended to help them work out what is required. They should either complete this one or create a new version of their own. Some students may benefit from working in groups with large sheets of paper.

To ensure that everything is covered, students might take each main task and create a mind map for each which breaks the task down into manageable sub-tasks.

The **plan template** can be used to prepare the detailed project plan. Alternatively, students may use different designs and methods but should refer to the column headings on the template for guidance on detail required.

We would expect students to give an indication of time for sub-tasks. They will need to estimate this in order to calculate time needed for main tasks and it is often an adjustment of some sub-tasks that needs to be carried out to stay on track.

There is much that students can do outside of the controlled environment (see the following section). This should be built into their project plans. One possibility would be to create two columns, one for class work and one for homework, as shown on the template.

Candidates should discuss 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 candidates 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 if necessary. If a student is able to provide a complete picture of all tracking, monitoring and adjustments on the final plan, then this might be sufficient. Interim plans should only be submitted if they are really needed for clarification. A comments column is a very good way of indicating decisions and changes made. Students might also consider using text boxes or a separate project.

Whilst there is no requirement to use particular software for project plans, students are restricted to the list of acceptable file formats when it comes to the eportfolio. They must therefore use methods of recording progress which can be viewed in any common browser by the moderator. For example, comment boxes in Excel will not be visible if the spreadsheet is converted to pdf.

Research

Students should carry out research that is likely to produce useful information and should not feel compelled to investigate further just for the sake of it. If they follow the brief and ensure that their publications are fit for audience and purpose, they will have gathered and selected sufficient relevant information.

They will need to use secondary sources to find out more about what is on offer, what can be offered and they will need to access information related to the Make Space campaign and associated organisations. They will, of course, also need to use the database.

The IMAGES file should be used to ensure that appropriate images are sourced and that their origin is clear.

Students should be quite clear about the need to acknowledge sources they use, both primary and secondary. The SOURCES file (or something similar) should be used throughout the project to record details of sources and where they are used.

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.

Database

Candidates must be provided with a MEMBERS database. The versions supplied are Access 97 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.

Candidates must add three records - details for these can be taken from friends, made up or supplied by the centre.

Survey

Although the real Make Space project is for students aged 11-16, many DiDA students are in the 17-19 category so this range has been included in the questions. It is perfectly acceptable for students to remove this additional age range from their survey if they do not intend to include older students in their survey.

Candidates aiming for a high grade should add at least three further questions to those given and ensure that they can be analysed in the spreadsheet.

In addition to the final questionnaire, a prototype should be included, with evidence of feedback from test users. This may be in the form of annotation or a separate document. A final questionnaire will need to be provided.

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.

Students who create additional charts should check that these are useful before including them in the results document.

Group data collection

For the purpose of collecting data, students may either work on their own or in a group of up to four.

If working in a group, there are several possibilities.

The group may agree exactly what they want to find out and what types of answers they will accept. Since they must carry out research related to their three activities individually, the questionnaires must include relevant questions for each student.

Students must design and test their questionnaires individually, using the agreed questions, and check that all group members will collect the same data. They must then use their own questionnaire to gather data to be shared with the group.

Alternatively, each member of the group may independently construct a questionnaire, collate a set of questionnaires for the group and then collect data for themselves and for the others. If they choose this option, they may wish to consider sharing an introductory section of generic questions to avoid repetition.

Each student must contribute to the data collection, e.g. in a group of 4, each student will need to approach ten people. This can be achieved by a variety of methods - email, interview, telephone, etc.

Spreadsheets must be designed individually.

If working in a group, the students will need to decide strategies for question 2 - what they would like to see on offer, as each individual student will have different ideas for the potential activities.

Review

Students should be reminded to keep notes of comments they receive on their publications and the way they work to avoid having to rely on memory at the end. They may also wish to fill in relevant sections of the REVIEW document as they go along.

Section 4 The Publications

General

The publications required are database reports, a presentation and a leaflet. The web pages of the eportfolio must also be taken into account when marking strand (d).

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

Database reports

The database reports are intended to be paper-based and should be printed before testing and review.

Candidates aspiring to the higher grades should aim to include three or four reports. They may use all the suggested searches or come up with some new ones.

Leaflet

Students who take time to design the leaflet before creating it are likely to produce a higher quality publication.

In addition to the specified content, students may include other relevant material as suggested. Although this additional material is optional it is, of course, an acceptable homework activity.

Students should ensure that the leaflet folds properly into four A5 pages in the correct order.

Presentation

The storyboard may be produced electronically or on paper, in which case it must be scanned in to create a digital file.

Storyboards should be sufficiently detailed to clarify ideas, allow constructive feedback and facilitate implementation. It may help to look at the SPBs for D202/D102 for examples.

Students are not expected to produce more than six screens, and will not be credited for including more. However, they may do so if they are confident that they are improving quality rather than quantity.

The task is deliberately open-ended in terms of content and design to enable Distinction level candidates to develop a publication of similar quality to a Pass student at level 2.

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

eportfolio

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.

Students who do not use the given structure should ensure that their own is logical and complete.

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.

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 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.

Students must take care to convert all evidence to acceptable file formats. However, other necessary files generated by the software such as .css may be included.