

Small actions, big change

D102 SPB 0908

SUPPORT NOTES

Issue 2

Introduction

These notes should be read in conjunction with the Chief Moderator's Report for D102 which offers feedback on the most recent moderation series.

Updates since the previous issue are indicated by a vertical line in the 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 2 specification.

Students must have access to a range of appropriate multimedia software (see pages 92/93 of the spec). Some suggestions can be found at the end of this document.

The D102 SPB 0908 is valid for moderation in May and December 2009 and in May and December 2010.



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 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 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 checklist attached to the first 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 product. 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, remembering that moderators will view the eportfolios on screen.

Copyright

It is generally the case that suitable assets can be obtained from primary sources.

Where secondary sources are used, students should use only copyright-free materials.

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 DiDA micro-site. 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 products 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 but should be encouraged to do so while it is fresh in their minds
- researching appropriate sources of assets, keeping records of where each was found and how it could be used
- initial design documents for the products and feedback from others on these designs
- prototyping of own, or others', products - gathering feedback from test users so that products can be improved where appropriate
- answering questions in the review document
- updating the assets 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 products under development and this should be viewed as an ongoing process. Students should not wait until products are complete at which point it will be too late 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 products and the eportfolio, and these comments will be used in the project review. It is often helpful to gather reviewers' feedback as components are completed. 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

Small actions, big change focuses on a community Action Event. This is based on the work of an organisation called **We Are What We Do** which encourages people to carry out small positive actions.

Students will produce a set of products to promote one of the actions at the event. These products are a digital poster, a movie, an information point and a web page. An original logo will be produced and used on all products.

Staff at **We Are What We Do** have kindly supported the production of this brief but it is a small organisation with limited resources. Students must be quite clear that all the information they need can be found on the website and they must not try to make contact with the organisation. "We Are What We Do is an independent organisation with no affiliation to Edexcel. Edexcel is not responsible for the content of this organisation's website."

Students need to be clear about the audience and purpose of each product. They should explore existing examples before starting work on their own designs.

Planning

Teachers should use the planning notes provided and work with the students to produce a workable up-front 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 eportfolio checklist indicates that an initial plan should be included as well as a final plan (the result of completing the ongoing plan on a regular basis). Interim plans should only be submitted if they are really needed for clarification.

Using the plan

Students are required to make a copy of the initial plan for use throughout the project. They must log their progress at the end of each session by adding comments to this ongoing plan (or keeping a separate project log). 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 assets

Students will need to gather a variety of assets for use in their products. Some of the assets may be used in more than one of the products. Where practical, students could be encouraged to create their own assets and may enjoy the creative challenge of this process.

Students should be quite clear about the need to use only copyright-free material from secondary sources.

An assets table is required where students must fully acknowledge all sources, both primary and secondary. Students should be reminded that the Internet or search engines such as Google should not be cited as sources.

They should be advised to complete the first section of the assets table with details of all assets they might use but that they only need complete the remaining details (columns shaded grey) for assets they actually use in the products. As indicated on the example table, where more than one asset is from the same source, they only need to record details of the source once.

It is important that students indicate how they have prepared assets for use in their products. This can be achieved in the assets table. We do not require a narrative description of the process itself or a series of detailed screenshots.

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

Project review

An outline project review is provided for this SPB which replaces the template used previously. This consists of a series of questions about each of the multimedia products and about other areas of the project. Students should be guided to answer the relevant questions about products at appropriate points. This approach enables students to work on their review throughout the project rather than leaving it all until the end. They should complete the review by answering the End-of-Project questions in the document. Students should be encouraged to answer each question as fully as possible.

Section 4: The Products

General

The products are all related to a fictitious Action Event where there will be a stand for each action.

Students should create an Action folder (with sub-folders as required) to store all products. They should create additional folders for supporting evidence.

Storyboards should be sufficiently detailed to clarify ideas, allow constructive feedback and facilitate implementation. Students should also show how testing, acting on feedback and refining their designs influenced the finished products. Students should be reminded that retrospective designs will not gain credit.

As each product is designed and produced, students should make use of feedback from well-chosen test users.

Any suitable software may be used to construct the products. Students are free to make use of software features such as wizards. However, they should be clear that wizards are only intended to help them, not do the job for them. They should customise the output from wizards to ensure that the products are fit for purpose. It must, of course, be possible to view the products using only the Moderator's Toolkit. Students should not assume that further readers will be added to the toolkit before their work is moderated although additions to the toolkit will be notified to centres registered for email alerts.

Students should not underestimate the importance of accuracy and suitability and should remember that credit is not given for demonstration of skills but rather for producing products that meet the requirements of the brief and are suitable for the intended audience and purpose.

The proposal

Students must complete the outline proposal and gain approval from the teacher before continuing.

Not all actions on the We Are What We Do website will be appropriate for students to select. Teachers should ensure that they are happy with the actions that candidates have selected before allowing them to proceed.

Since one of the actions on the website is 'Add your own action', students are in fact free to focus on any **appropriate** action of their choice. Any advice given at this stage does not constitute guidance for assessment purposes. Students should choose an action which interests them and for which they feel able to create the four products.

The event must take place in a building such as a shopping centre or a leisure centre - it cannot be a school or college.

Students should consider how easy/difficult it will be to collect assets for their chosen action. Assets will need to be produced by the students themselves or derived from copyright-free resources and they should be reminded that **they must not use assets from the We Are What We Do website.**

Design

Students who produce detailed up-front designs and use feedback from others to refine them are most likely to produce products that are fit for purpose.

Students need to be clear that a storyboard will enable them to develop their ideas about the 'look and feel' of the products, e.g. colour schemes, fonts, placement of assets, number and types of asset to be used, navigation etc.

Students may use any method to produce their storyboards; the quality of content is what matters. For example they may create a digital template, use an existing one or scan in hand-drawn designs.

For the movie, the script and storyboard may be combined - this could be by adding the script on, or adjacent to, each storyboard or by adding links to sections of the script.

Retrospective 'designs' are totally unacceptable. Students should be aware that it is not necessary to include the actual images/thumbnails on the storyboards.

The logo

The logo must not include a school/college badge or anything else to do with the student's centre. The template must be used and the image must be created by the student. This image can be re-purposed for use in other products.

The logo should not be submitted as a separate product. It should appear on all products and be fully acknowledged in the assets table.

Digital poster

The digital poster will be displayed at the event, the aim being to attract attention to the stand, promote the chosen action and show why it is necessary.

The digital poster must have at least two screens. All screens must have a fixed border area which can follow any of the five outlines given. This fixed area must include the student's logo for the action in any appropriate position.

Students are free to choose appropriate content but the poster should promote the chosen action. They should bear in mind that the poster will run on a large screen at the action event and will be viewed by a broad audience. They may use different assets on the two screens or re-purpose the same one(s).

Students must complete a detailed storyboard. The poster must run continuously so students should give some thought to timings.

Students may use any appropriate software.

Movie

The movie will be shown on the stand at the event. It must be aimed at teenagers.

Students should be reminded that the movie must be constructed from a series of still images and a voiceover. Video is unacceptable.

Students are required to produce and submit a script for the voiceover. This could be an integral part of the timeline storyboard. An example is given to assist students.

Students must gather and prepare appropriate images, taking care to adhere to legal requirements. The voiceover needs to be of reasonable quality - sound is often of poor quality when recorded using a digital camera or phone.

The movie must run for between 40 and 60 seconds. Any length within these parameters is acceptable. Students should not underestimate the importance of the timeline storyboard, both in terms of development and in terms of assessment. If a timeline is constructed as part of the design process, students are more likely to create a product that is within the acceptable limits.

Students may use any suitable software to create the movie. They should be reminded that presentation software does not produce movies. The movie must work with a common plug-in.

Information point

This product requires one main screen with the logo, a link to the We Are What We Do website and five links to other assets. These five links must be graphical, using original images. Hotspots are not required at this level.

Each of the five links will take the user to information about the chosen action. Students should take the opportunity to demonstrate their skills by using a variety of multimedia assets to present this information. However, some of the information might be presented in simple text bubbles/popups.

If the information point is produced in Powerpoint or similar software, it is vital that students check that all assets work correctly, particularly videos. They should test the product using the Powerpoint viewer.

Web page

The web page should promote the stand for the chosen action. It must include an asset from each of the other three products plus the logo. There is a danger of this product becoming cluttered and students should take time to think about the design.

Section 5: The eportfolio

The maximum size for the eportfolio is 30 MB.

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

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.

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 try to create a showcase for their products, incorporating multimedia assets where appropriate. They should, however, avoid inappropriate assets which are not relevant to the audience and purpose.

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.

Some possible software choices

Movie Maker, Producer, Flash, Matchware Mediator, Adobe Premier Elements, Ulead Mediator, SWiSHmax, Sothink SWF Quicker, Dreamweaver, Fireworks, Freehand, FrontPage, Photoshop or Photoshop Elements

Dance EJ, Audacity, Magix Music Maker, Garage Band