



D103 SPB 0906

SUPPORT NOTES FOR TEACHERS

14 November 2006

Introduction

These notes should be read in conjunction with the Moderators' Report for D101 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 3 specification.

The D103 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 'Promoting a club' and for the 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 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 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 product. It is not, however, necessary for students to write long commentaries explaining how they achieved each task.

Students must ensure that they present the products 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.

The Moderator's Toolkit

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. It will be updated when necessary.

Legal requirements

Students must not include any elements for which they do not have permission and should also bear in mind that whilst the eportfolio is produced for education purposes, the individual products each have an audience and purpose. Even if permission can be gained for study/educational purposes, would it be acceptable bearing in mind the intended purpose e.g. display in a public place, distribution to individuals? Students should be aware that if they do not fully comply with legal requirements they restrict their marks as they are not demonstrating good awareness of audience and purpose.

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.

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 review.
- researching appropriate sources of information related to the scenario and products, keeping records of where information was found and how it could be used
- initial design of 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
- reviewing final products 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 products under development and this should be viewed as an ongoing process. Students should not wait until products 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 products 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

Come to the Fair! is designed to produce a range of products which are all linked by a common theme. It is important that students read the whole SPB before they start to produce any of the individual products.

Students need to be clear about the audience and purpose for each product. They should explore the examples given at various places in the SPB and other relevant sources before starting work on the design of individual products.

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/sub-tasks 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 products 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.

Gathering elements

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

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

In producing the products, students will use elements from both primary and secondary sources. As the products are related, some of the elements may be used in more than one product.

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.

They should be reminded that paper-based materials, such as books and leaflets, are secondary rather than primary sources.

Students will need to indicate how they have prepared elements for use in their products. For each element this might be achieved by annotation of the original or final version or by a commentary. However, we do not require a narrative description of the process itself.

Some websites are given as a starting point for secondary sources but those who are able to work more independently should be encouraged to find some other sources.

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

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.

Section 4 The Products

General

The graphic products required are a banner, a site plan, a CD cover and a web advert which are visually linked to the theme of Come to the Fair!

Students are required to show the development of a design from initial ideas to finished product and, although it is not necessary to include actual designs for each product, students should include enough evidence to show the progression of their designs starting with any research they did and how this may have influenced their designs. They should also show how testing, acting on feedback and refining their designs influenced the finished product. Students who only include the finished products in their eportfolios will limit their marks.

Logo

The logo is used on some of the products and must be suitable for use on the Welcome Fair website. Students should check the requirements for each product before they design the logo to make sure that it will work in all situations, for example it must work when scaled up to a large size for the banner.

Students should be encouraged to produce initial designs for more than one logo and they should keep a record of feedback so they have evidence of why the final design was chosen.

Annotation of the completed design should indicate how the logo meets the design brief, e.g. how each aspect of the design appeals to the target audience, what message it gives, why the colours are suitable etc.

Students should be clear that the logo must be scaleable without losing detail and they should test their logo to make sure this is the case, see page 106 of the specification.

Banner

Students can use the template provided for this task or produce their own drawing if they prefer, however, it is important that the design for the banner is a scale drawing and that the scale and dimensions are shown on the drawing.

The images that promote the school can be drawings, photographs, or any other kind of image but students should use this opportunity to demonstrate their ability to use graphical tools. Students should be discouraged from simply adding an unedited existing image to the banner.

The representation of the banner can be done in a variety of ways, for example a correctly sized banner could be added to a photograph of a school or college entrance. It is not necessary to make a full size banner although this can be done if the facilities are available.

Site Plan

The site plan must be designed to fit on A4 paper and printed in black ink. The site plan included in the eportfolio does not have to be actual size but, as it will also be used on posters, it must be resizable without losing detail.

The best way to check that the site plan meets all the criteria is to print it in sizes suitable for an A4 information sheet and an A3 poster and to get feedback from a member of the target audience. Students should record this process in a suitable place in their eportfolio, such as in the review or on the site plan page.

Students can produce a site plan of any relevant building provided they include all the necessary information.

CD Cover

The design for the front of the CD cover must be actual size, students should experiment with actual CDs to decide a suitable size for their cover. They should print their cover design to check that it will work.

The SPB specifies that students must take some photographs for use on the CD cover and web advert. It is not acceptable to use photographs or images taken from books, magazines or the internet. The photographs should be suitably edited and annotated thumbnails of the original photographs will show how this has been achieved. To access the higher mark bands for the use of bitmap tools students should be encouraged to do more than crop and position images.

Students should indicate which edited photograph appears on both the CD cover and the web advert. It is acceptable to use images in addition to the edited photographs on the CD cover and the web advert.

Web Advert

The web advert should promote the same club as the CD cover, it can be portrait or landscape and must be 400 x 300 pixels. The file size must not exceed 50KB. The moderator will want to check that the advert meets all these requirements.

The design must include at least one edited photograph which also appears on the CD cover and can also contain other photographs and/or images taken from other sources. As both the CD cover and the web advert are for the same club there should be some visual link between the two products, for example students could consider using the same colour scheme for both products.

Section 5: The eportfolio

The maximum size for the eportfolio has been increased to 25 MB for this SPB.

The eportfolio must be viewable in any common browser. Any suitable software may be used to construct the eportfolio - specialised web authoring software is not essential. However, students should be discouraged from using Powerpoint or other presentation software for this purpose. Those who do so must convert the eportfolio to html. The Powerpoint viewer in the Moderator's Toolkit is there to allow moderators to view evidence files within the eportfolio. Students should be encouraged to test their eportfolios in more than one browser.

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.