

**It's a small world**

**D103 SPB 0907**

**SUPPORT NOTES**

**Issue 1**

## Introduction

These notes should be read in conjunction with the Moderators' Report for D103 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 3 specification.

The D103 SPB 0907 is valid for moderation in May and December 2008 and in May and December 2009.



## 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 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.

### Copyright

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

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

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

### 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 and should be encouraged to do so while it is fresh in their minds
- researching appropriate sources of elements, keeping records of where each 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
- answering questions in the review document
- updating the elements table

**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. It is helpful to gather reviewers' feedback as products 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

This project focuses on a kit consisting of flat-pack characters and a backdrop, plus packaging. A series of digital posters is also required. It allows students to be creative without requiring artistic flair. All products are linked by a common theme which is chosen by the student, as is the target audience.

Students need to be clear about the 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

Teachers should use the planning notes provided and work with the students to produce a workable up-front 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 the final plan. Interim plans should only be submitted if they are really needed for clarification.

### Using the plan

Students are required to make use of the plan throughout the project. They must log their progress at the end of each session by adding comments to the plan (or keeping a separate project log). They should also record the date each main task is finished.

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

### Gathering elements

Students will need to gather a variety of elements for use in their products. Some of the elements may be used in more than one product.

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

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

They should be advised to complete the first section of the elements table with details of all items they might use but that they only need complete the remaining details (columns shaded grey) for those they actually use in publications. 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 products that are fit for purpose.

### Project review

An outline project review is provided. This consists of a series of questions about each product and other areas of the project. Students should be guided to answer relevant questions about products at appropriate points and to complete the review by answering

the End-of-Project questions. This approach enables students to work on their review throughout the project rather than leaving it all until the end. Students should be encouraged to answer each question as fully as possible.

## **Section 4 The Products**

### **General**

The graphic products required are two 2D designs for characters, a backdrop, a design for a packaging top and a series of digital posters.

Students should create a kit folder (with sub-folders as required) to store all the products as they go along. They should create additional folders for supporting evidence.

### **The proposal**

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

Students must clearly identify their target audience. This may be children in a particular age range or it may be identified individuals - siblings, friends, etc. They should bear in mind the need to get feedback from test users able to represent the target audience.

Since it runs through the entire project, it is essential that students identify a theme which interests them and will appeal to the target audience. This really can be anything that will allow them to tell a simple story using their 3D characters and backdrop.

An indication of the characters is required at this stage - they must fit in with the theme but can be based on people, animals, fantasy creatures or objects.

A brief description of the backdrop is required.

### **Design log**

Students are required to use a design log to show the development of a design from initial ideas to finished product. They should also show how testing, acting on feedback and refining their designs influenced the finished product. Annotated images should be used wherever possible to clarify designs and decisions. Any suitable software may be used to create the log. Students are reminded to update it at various points in the project.

### **Characters**

The design for each character may consist of one or more drawings, drawn to actual size on one A4 sheet. Students **MUST** use vector tools to create the outlines. Other elements in the design may be created using any suitable graphic tools.

Students are advised to research similar folded characters. The designs do not have to be complicated.

The drawing should clearly indicate folds, cut lines and areas to be glued. A key to line types could be used. Paper fasteners may be used to attach parts together - these should be indicated on the designs.

Instructions on how to assemble the characters must also be included - these could be added around the design or placed on the reverse of the sheet.

It is important that students follow the instructions to observe a test user using the drawings to make the characters.

Students should be discouraged from designing more than two characters at the expense of the quality.

**Backdrop**

The backdrop must be A4, in colour and created from scratch using graphic tools. It should allow stories to be told using the characters and reflect the chosen theme but does not need to be complicated.

Students should be quite clear that their designs must not include any hand-drawn elements. The backdrop must be created by combining digital elements but does not have to be complicated.

**Make It**

It is not essential to print the characters on card, ordinary printer paper should allow students to make up characters which will withstand minimal use. The priority is to ensure that the characters actually work.

The images should clearly show what each character will look like when it is assembled. These must be produced in colour and students should be encouraged to spend some time ensuring that the images do their characters justice.

No credit will be given for more than two images of each character.

**Picture It**

This is an open-ended task which should allow students to be imaginative. Each of the digital posters must show a scene designed to persuade members of the target audience to make and use the kit.

Each scene must be a still image which is created by using image editing software to combine elements including their characters and backdrop, props and effects. It is perfectly acceptable for students to include other characters they have created themselves or borrowed from other students.

It is very important that students understand that this is an opportunity to make use of their image editing skills and that they must not create the scenes using images of a made up kit.

Any suitable software may be used to create the digital posters.

**Package it**

Students should be encouraged to research similar packaging to find out what kind of information is printed on it.

The design must be an accurate drawing using the template supplied. It can be created using any suitable graphic tools.

## Section 5: The eportfolio

The maximum size for the eportfolio is 25MB.

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 candidate 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 graphical elements where appropriate. They should, however, avoid inappropriate elements 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 which includes all of the items 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.