

On your marks!

D103 SPB 0909

SUPPORT NOTES

Issue 1

Introduction

These notes should be read in conjunction with the Chief Moderator's 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 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 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 document 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, 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 these publications 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 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 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 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 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 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 tournament to encourage people to prepare for the 2012 Olympics. Students may choose details of the tournament - venue, events, etc. They must produce a set of graphic products - a badge, T-shirt, money box and digital poster - all of which include an original logo.

Students need to be clear about the purpose for each product and should identify the target audience for each in their proposal. 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 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.

Using the ongoing plan

Students are required to make use of the ongoing plan 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 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 comply with copyright. This can be achieved by using only copyright-free material from primary and 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.

Project review

The project review has been split into two documents. The first is a Product Review which consists of a series of questions about each product 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.

Section 4 The Products and logo

General

The graphic products required are a badge, T-shirt, money box design, an image of the finished box and a digital poster.

Students should create an Olympics folder to store all the products as they go along. They should create additional folders for supporting evidence.

Students may wish to create initial designs by hand using pencil and paper, but must be clear that all the products must be created using digital tools. It is, of course, acceptable for students to use software and the mouse to draw freehand.

The proposal

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

Students must clearly identify their target audience for each product, taking account of the purpose in each case. They should be encouraged to think carefully about the age group for each product as this will affect their choice of images, colours, etc.

Design log

The design log is an essential part of the eportfolio and adequate time should be allocated to it on the plan. The information is particularly useful in the assessment of strands b and c.

Students are required to use the 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.

Students should also use the design log to record the software used in the development of each product and to identify the use of bitmap and vector tools.

Any suitable software may be used to create the log. The given outline is one possible format. Students are reminded to update it at various points in the project.

Logo

Since it is used on all products, it is essential that students design a logo which will reflect the purpose, appeal to the target audiences and work in different sizes. It must be original and comply with copyright. Students should not be tempted to use symbols from Olympics resources.

Annotation on the completed design should indicate how the logo meets the requirements e.g. what message it gives, why the colours are suitable etc.

Badge

Students may design a badge of any appropriate shape and dimensions. It must be created entirely using vector tools.

The design must include the On your marks! name and logo plus any realistic date. Students may use any suitable graphics software for this product.

T-shirt

The T-shirt should be appropriate for the target audience specified in the proposal.

It is only necessary to design the front of the T-shirt. It must be produced by using graphic tools to add elements to the given template, e.g. by opening the JPEG in a photo editing software or by importing it into a vector drawing program.

The image of an event may be from a secondary source provided that it complies with copyright.

Money box design

Students should be encouraged to unpick some boxes to see how they are made.

The finished money box must be a cube. The 2D drawing should be to scale; the scale must be included on the drawing. It should be suitably annotated to explain which line indicates a fold, which areas will be glued etc. A key to line types could be used.

The images must be bitmap and may be of any appropriate events from the Olympics or the tournament. There should be an image on each of the four vertical sides. There may also be an image on the top.

With the exception of the images, the drawing must be produced using only vector tools. It is not necessary to use a CAD package to produce this drawing, any suitable vector software is acceptable, although a package that shows the dimensions of the drawing will allow the student to show that the drawing is to scale.

Finished box

Students must produce an image to show what the money box will look like when it is assembled. They should print and assemble their finished 2D design and then photograph it. This will also prove that the design works and, if not, should encourage students to revise their design - an essential part of the development process.

Digital Poster

The digital poster must consist of 4 screens which follow the design in the outline storyboard. The screens should change every 8 seconds and should automatically loop back to the start after the last screen.

Students should look at the outline storyboard and be encouraged to design their own more detailed storyboard before they create the poster - such as images to be included, size of fixed area, font, colour, etc

The poster must be created by using graphics tools to combine elements, all of which must be from primary sources. There must be a fixed area which stays the same on all screens. Students may choose the exact proportions of the fixed area.

All images must be created by the students themselves. Some may be re-purposed but students should be encouraged to be creative in their use.

It is not necessary to include any text other than that shown on the outline storyboard.

The screens should change every 8 seconds and should automatically loop back to the start after the last slide.

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.

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 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.