SPB 2006 D103

SUPPORT NOTES FOR TEACHERS

Unit 3 Level 1

Issue 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 3 specification. They should be familiar with the format of a range of on-screen and paper-based products.

Students must have access to a range of appropriate graphics software (see pages 134 of the spec).

The 2006 SPB for Unit D103 is valid for moderation in May and December 2006.

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 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 that they should make use of the interactive nature of the brief.

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 tick each item 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  . There is a summary document attached to the eportfolio page.

Where work needs to be done but evidence of the process 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.

It is not necessary for students to write long commentaries explaining how they achieved each task.

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 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 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
- taking photographs or scanning materials for primary sources
- 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
- reviewing final products 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 the products 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 the final products, 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

Introduction

Students can find a list of sports for 2008 Olympics on the official Olympic website. They need to be clear about the audience and purpose of each product. They should explore examples of similar products before starting work on their own designs.

Any suitable graphics software can be used to produce the elements and graphic products.

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 create a separate mind map for each main task, breaking it 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 the 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. Often an adjustment to the timing of sub-tasks can help a student stay on track with deadlines.

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. At this stage teachers should offer feedback that will enable the student to formulate a workable plan, bearing in mind that it is perfectly acceptable to make changes 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 a project diary or text boxes.

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.

Gathering Elements
In producing the four products for their eportfolio, 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 use their elements table to acknowledge all sources and provide detailed information as indicated in the template.

Students will need to indicate how they have prepared elements for use in their products. However, we do not require a narrative description of the process itself.

Students should take particular care to indicate use of primary sources in order to gain credit for this.

The websites listed in the SPB allow students to use graphics provided that the terms and conditions are followed. The students must check what the conditions of use for each element are and obtain permission for use where necessary or acknowledge copyright.

Review
Students should be reminded to keep notes of comments they receive on their products 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 Graphic Products

General

The products required are a medal, T-shirt, drawstring bag and scrolling presentation.

Students should take careful note of the requirements for each product, paying particular attention to the audience and purpose.

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.

Logo

Students should be encouraged to produce more than one initial design for the logo and keep a record of feedback so that they have evidence of why the final design was chosen. The initial designs are not required in the eportfolio but could be scanned in as evidence for the review.

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

Medal

Students must check they have used the correct shape and dimensions for the medal.

The design for the front consists of their Get Set! Logo, while the design for the back should consist of the date and a graphic image of an Olympic or Paralympic sport. The date could be in any format, but will have to fit on the medal - month and year is sufficient. The graphic can be from an existing secondary source, providing the instructions regarding copyright are followed, or it can be an original graphic created by the student.

Students may use any suitable graphics software for this product.

T-shirt

As the two products are connected, students should read the instructions for the drawstring bag before they create the design for the T-shirt. It is not necessary to provide designs for the front and back of the T-shirt if all the required elements are included on one side.

Students can draw the outline of a T-shirt, or use a photograph of a T-shirt. It is not acceptable to use a template provided by the teacher.

Students should make sure that each of the required elements is clearly shown on both initial and final designs. The initial design should also be annotated to show feedback from test users.

Students may use any suitable graphics software for this product.

Drawstring Bag
Students should be encouraged to unpick some drawstrings bags, examples are shown in the SPB on the drawstring bag page.

The 2D drawing should be to scale and the scale must be included on the drawing, e.g. 1cm = 4cm.

Students should check they have included all the required elements on the design. The graphic element representing the "Wheelie Race" should be the same or similar on both the bag and the T-shirt, although it could be edited to adapt it for the different designs.

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.

Scrolling Presentation
Students should look at the outline storyboard and be encouraged to design their own more detailed storyboard before they create the presentation. If they make any changes to the design of the presentation they should record these changes and the reason for making them in their review.

The banner is only required for slides 2, 3 and 4 and must contain all the elements specifed in the SPB. The photographs should be taken by the students themselves and the subject should be appropriate for the presentation, which will be used to advertise the 'Wheelie Race'. It is not necessary to include any text other than that shown on the outline storyboard.

The presentation must consist of 5 slides which follow the design in the outline storyboard. The slides should change every 8 seconds and should automatically loop back to the start after the last slide.

Students may use any suitable software to create the presentation, although the final product must be in an acceptable file format for the eportfolio.

eportfolio

Any suitable software may be used to construct the eportfolio – specialised web authoring software is not essential. However, students are expected to use graphic tools to showcase their achievements and the eportfolio must be viewable in any common browser.

Students who do not use the suggested 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.

In the SPB 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.