

**Cash 4 Kids**

**D104 SPB 0906**

**SUPPORT NOTES FOR TEACHERS**

**27 September 2006**

## Introduction

These notes should be read in conjunction with the Moderators' Report for D104 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 4 specification.

This SPB for Unit D104 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 that 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. 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 query 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.

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

Students must ensure that they present their work 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 do so and to include comments relating to the effectiveness of the document in their record sheets.

### Teamwork

Team work requires students to work collaboratively and they should take the opportunity to share the work load by distributing tasks amongst the team. Teachers should influence the membership of teams where necessary.

Teamwork tasks are indicated by bars like this:



Tasks which must be carried out individually are indicated by:



The project summary document also indicates which tasks can be carried out as a team. This summary is based on a team of 3 but can be adapted for a team of 4.

It may be that a student is absent for a period of time during the project either through choice or illness. This is obviously unfortunate but needs to be addressed. The team must look at this as a 'real' situation and keep to the plan. This may mean that someone else has to complete the work for the absent team member. On their return they will need to be brought up to speed on progress. They will also need to ensure that they generate required evidence for their eportfolio even if this work is no longer required by the team. Students should use their project diaries to note issues that arise and ways in which problems are resolved.

## **Where does the work have to be carried out?**

Work on the outcomes 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 - make sure that any changes to the group plan are discussed within the group
- 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 evaluation.
- completing the project diary. Students may not have time during the lesson to complete the diary so they should be encouraged to complete the day's activities at home while it is fresh in their minds.
- conducting market research
- initial designs and feedback from others on these designs
- prototyping of own, or others' publications - gathering feedback from test users so that publications can be improved where appropriate
- writing the commentaries to introduce each item of evidence
- reviewing final outcomes and the eportfolio

## **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 teamwork element of this project will almost certainly require support if the collaborative working is to be successful. The amount of guidance must be taken into account when applying the mark scheme.

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 work under development and this should be viewed as an ongoing process. Students should not wait until something is complete, at which point they will be unable to take advantage of any suggestions for improvements.

There is no doubt that students who take careful account of feedback from reliable test users improve their chances of higher marks. Test users can be peers (including other team members), teachers or other adults who can offer constructive feedback.

Reviewers comment on the final outcomes, including the eportfolio, and these comments will be used in the final end-of-project review. Reviewers should also be asked to comment on the student's work on the project as a whole.

## Section 3 Tackling the SPB

### The Scenario

Students are required to plan an enterprise which involves selling something to raise money for the national charity Children in Need.

### Planning

A team plan must be produced for this unit and must show what each team member will be doing at any time, clearly indicating when collaborative working will take place. This team plan should be stored in a shared area so that all team members can access it. However, no alterations should be made to it without agreement from other team members.

Teams need a workable project plan that allows them to track and monitor progress throughout 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:

*In this unit planning is a team activity. To help them manage the project and meet the deadline, the team needs a workable, upfront plan that identifies main tasks, puts them in a logical order, identifies who is responsible for what and divides up the available time between them, differentiating between work to be completed in class and work to be done elsewhere.*

*Most candidates achieved some marks in this strand. Using the template provided in the SPB, they produced an initial team plan that listed tasks and some subtasks in a reasonably logical order. The amount of time allocated to tasks was not always sensible.*

*Some teams failed to complete a plan or produced one which was unworkable or impossible to follow. This meant that they had to tackle the rest of the project without a clear overview of timings and objectives. These candidates would undoubtedly have benefited from receiving more help from their teacher with this aspect of the project.*

On the planning page there is a link to a project summary which indicates most main tasks and sub-tasks. Students should use this to work out what is required and develop a detailed team project plan using the given template (also linked from the planning page) to help them.

Teams must include all the tasks and sub-tasks listed in the summary together with additional sub-tasks agreed with the teacher. The tasks are not stand-alone. Some tasks relying on the prior completion of others. Team work often involves sharing the workload so they will need to decide who will do what and make sure that the timings correspond to avoid individuals holding up the process. Students may wish to re-order the tasks in the summary. 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 are important sub-tasks and should be included in the plan.

Teams should agree their initial plan with their teacher and check that they have selected appropriate tasks for teamwork and homework. These tasks should be clearly shown on the plan. Teachers should ensure that plans are workable before allowing teams to proceed.

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.

Each team member should each include both the initial and final versions of the team plan in their eportfolio.

## **Project Diary**

In addition to the team plan, each student must keep an individual project diary. This will be an ongoing record of what the student is doing throughout the project including progress, problems and other issues that arise. There is no need to duplicate this information on the project plan.

The diary should be completed at the end of every session - either in class or at home and should contain information about what happened during the session. This will help when carrying out the review at the end of the project and in producing commentaries.

Experience has shown that, in the main, the more detailed the diary the better the quality of the review.

The **project diary template** can be used or students can create their own, using any method which enables them to quickly and easily keep a record as they go along.

Students should be prompted at every stage to gather evidence of feedback and problems and to update their project plan and log.

## **The project review**

Students should be reminded that both a team review and an individual review are required and there are templates included to aid the process. They should be encouraged to complete the sections in detail.

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 documents (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.

## **General**

Students are free to make use of software features such as wizards. However, they should be clear that wizards are intended to help them, not do the job for them. They should customise the output from wizards to ensure that publications are fit for purpose. For example, titles, column headings, layout.

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

## **Section 4: Investigating the enterprise idea**

Students must work in their teams to explore ideas for a product to sell and come up with a shortlist. Each student must then investigate one of the ideas on the list.

### **Research**

The choice of item should not be seen as a foregone conclusion even before any research or modelling has been done. Students must remember that important decisions will be made on the basis of their research.

Each student must create a mind map for their allocated idea using any suitable software.

Students are expected to use a range of both primary and secondary sources to carry out market research into their allocated enterprise idea. For example, finding out the availability of resources, likely costs etc, asking people what they think of the idea and how much they would pay, etc.

Students should be quite clear about the need to acknowledge sources they use, both primary and secondary. They should provide evidence to show which sources they have used and why, what information they have selected from their chosen sources, where they have used it and why it is appropriate.

We do not require the information itself stored separately or descriptions of how the students obtained it.

### **Money matters**

Each student must design and create a spreadsheet model for their allocated event which takes account of all relevant factors. This should use appropriate functions, formulae and formatting features to allow the team to try out a range of 'what if?' questions.

Evidence of testing of the spreadsheet is not required, but students should be aware that moderators will be looking at their use of spreadsheet tools to generate relevant information and facilitate use of the model by other team members.

Once the final enterprise has been selected the spreadsheet model for the item must be updated with significant costs for promotional materials. This spreadsheet model must be saved in the shared area.

Each student should include their model in their eportfolio even if their event is not chosen so they should take care to save it in their user area.

### **Decision time**

Each student must present their findings to their team. The team should then hold a meeting allowing time for a discussion to take place and a decision to be reached. Formal minutes must be taken at this meeting. This is the only formal set of minutes required by the SPB although a record of all meetings should be kept, perhaps in the project diary.

Once a decision is reached, the relevant spreadsheet model should be copied to the shared area so that it can be accessed and updated later.

## **Section 5: The Enterprise Proposal**

The enterprise proposal should be the focus of the entire project. It must be completed as a team activity and saved in the shared area - each student will copy it for their eportfolio.

The proposal should include:

- an introduction to the team
- the updated spreadsheet model including all costs
- key factors from the market research, why the enterprise idea was chosen
- the corporate identity including sample business documents
- a promotional website
- a set of marketing materials

Although the proposal is a team effort, students must take care to identify who did what so that this information is clear in their individual eportfolios.

### **Corporate identity**

The team must decide on a name and strapline for the enterprise. A strapline is a slogan that will be associated with the product. An example of a slogan is “A Mars a day helps you work rest and play”.

Each team member must design a logo and colour scheme for the enterprise incorporating the agreed name and strapline. The complete design should be produced on a document and annotated to explain the logo and choice of colours.

The team must hold a meeting to decide on the final design - this may be one student’s complete design or a combination of elements from different designs.

### **Business documents**

Each team must produce a complete set of four types of document and must decide who will produce each one. Individuals should complete the documents using the agreed corporate identity, offering feedback to one another. The team must then agree the complete set of documents for the enterprise proposal, ensuring that they are consistent. This set must be saved in the shared area.

### **Promotional website**

This is to be completed as a team. The pages should be consistent and reflect the corporate identity.

Tasks should be allocated to individuals. They might create a page each or they might decide to split tasks according to skills - gather information or images, create pages, create a template, build the site, etc.

Students must take care to follow the storyboard agreed by the team. The complete storyboard and website must be saved in the shared area with information about who did what.

## Promotional Materials

The team must decide on a marketing strategy to use to promote their enterprise. It must include sufficient materials for each student to produce three items. Some examples of materials have been given but students are encouraged to come up with some ideas of their own and try to 'think outside the box'. When allocating items, teams should ensure that each student is able to produce a range of different items requiring different skills and possibly for different audiences. Teams should ensure that they share the workload in a way that enables each student to produce a range of different items.

Students should update the spreadsheet model to include significant costs incurred in the production of the promotional materials.

The final set of materials should be saved in the shared area.

## Section 6: The eportfolio

The maximum size for the eportfolio has been increased to 25 MB for this SPB. Students must ensure that their eportfolios conform to the technical specification.

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. Please draw attention to the fact that Excel (.xls) files are now acceptable but that Access files (.mdb) are not. The Moderator's Toolkit will be published on the DiDA micro-site. It will be updated when necessary.

Any suitable software may be used to construct the eportfolio - specialised web authoring software is not essential. However, the eportfolio must be viewable in any common browser. This means that .ppt and .pps formats are not acceptable and students who use Powerpoint to build their eportfolios must convert them to html.

Students who do not use the given structure should ensure that their own is logical and complete.

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 and the enterprise proposal should be the focal point of the eportfolio.

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 ensure that links work 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.