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D104 SPB 0907

SUPPORT NOTES

Issue 1

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.

The D104 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. It is not necessary for students to write long commentaries explaining how they achieved each task.

Students must ensure that they present all evidence 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.

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.

Teamwork

Teamwork 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.

It is important that teams plan to work collaboratively. They should agree meeting protocol and by setting up a shared area and folders. For this SPB, the team is required to keep a team log - see the next section.

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 including:

- reviewing and updating the plan and team log- teams may not have time during the lesson to add comments and should be encouraged to do so while it is fresh in their minds
- updating the individual project diary
- updating the sources table
- conducting 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
- answering questions in the team and individual review documents

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

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 project review. It is helpful to gather reviewers' feedback as publications are completed.

Reviewers should also be asked to comment on the student's work on the project as a whole.

The shared area

All evidence generated by teamwork must be stored in a shared area. Not only does this allow all team members to access it, it also ensures that there is one up-to-date version of each shared document/file. Within the shared area, there should be a folder for the final proposal. Within the shared area, there should be a folder for the final proposal.

Section 3 Tackling the SPB

The scenario

Students are required to work in teams to plan a campaign. It is crucial that students understand that this enterprise is not about making money but about promoting awareness and encouraging people to take action. Selecting an issue that they care about and which needs to be addressed will be crucial to success.

The individual model has a different focus in this project. It is produced later, concentrating on promotional items for the campaign.

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.

Teachers should use the planning notes provided and work with each team to produce a workable up-front plan.

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.

The team should include 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 include both the initial and final versions of the team plan in their eportfolio.

Using the plan and a team log

Teams are required to make use of the plan throughout the project. They should make changes when necessary and add comments to explain these alterations. They should record the date each main task is finished.

For this SPB, teams are required to keep a meeting log where they record details of all team meetings and decisions made. This is a shared document and it is essential that a team member updates it regularly (reminders are given throughout the brief).

Students do not need to duplicate this information in their project diaries.

Gathering information

Students will need to carry out research and should take care to select information from valid sources.

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

A sources table is required where, as in other units, students must fully acknowledge all sources, both primary and secondary. This includes those that provide information as well as elements such as images. This is a shared document. 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 sources 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. It should be clear who found each source.

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

Project Diary

Each team member must keep an individual project diary. This is an ongoing record of what the student is doing throughout the project. It should be completed after every session - either in class or at home - and should contain detailed information about what happened during the session including progress, problems and other issues that arise. This will help when carrying out the review at the end of the project and in producing commentaries.

Students should take care to ensure that dates tally with those in the project plan. Experience has shown that, in the main, the more detailed the diary the better the quality of the review. Certainly, moderators find the diary helpful in understanding the student's contribution to the team.

It is not necessary to duplicate information recorded in the team log. Students are reminded to update their diaries at every stage, both on the page and in the mark alert.

The project diary template may be used or students may create their own.

Project review

An outline team review is provided. This consists of a series of questions about the campaign identity and promotional materials, the proposal and the work of the team. Teams should be guided to answer relevant questions at appropriate points and to complete the review by answering the End-of-Project questions. This approach enables teams 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.

A corresponding outline individual review is provided - again a series of questions to be answered at appropriate points during the project.

Wizards

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.

Section 4: Investigating the enterprise idea

Choosing a focus

Students must work in their teams to explore ideas for the campaign. They must come up with something which they really care about and may be given help with this. Some ideas are given but students are free to pick any appropriate topic, provided that it is acceptable to the centre and bearing in mind that the work (anonymised) may be published on the Edexcel website.

Researching the campaign idea

Once the focus of the campaign has been established, the team must investigate it in detail. This work must be shared amongst the team and must include the areas listed in the brief. Students should not underestimate the importance of this research stage, and not just because it is worth marks. They need to gather sufficient reliable information to allow them to develop their campaign materials.

The team must work out what they need to know by creating a detailed mind map. This does not have to be done using specialist mind mapping software but must be viewable using only the Moderator's Toolkit. It is a team activity, individual mind maps are not required but the contribution of each team member should be clear.

The team must share the workload and carry out individual research into the various aspects. All potential sources should be included in the sources table, including an indication of which team member found each source.

Each team member must present their findings to the team so that they can select reliable information to include in their campaign materials. This should be clearly documented in the team log and project diaries.

Section 5: Towards a campaign proposal

Creating the look

The team must discuss possible names and straplines for the campaign and come to an agreement.

Each team member must then design a logo and colour scheme for the campaign incorporating the agreed name and strapline. The complete design should be included in an appropriate 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. An explanation of this decision must be documented.

Campaign documents

Each team must produce one complete set of documents and must decide who will produce each one. The set must include the ID cards and letterhead as indicated plus two other useful documents.

Individuals should complete their allocated documents using the agreed identity and save them as supporting evidence for their eportfolio.

The team must then agree the final set of documents for the proposal, ensuring that they are consistent and that it is clear who produced each one (and who was allocated it if this differs). This set must be saved in the shared area.

The website

This is to be completed as a team. The pages should be consistent and reflect the agreed identity. The content must include the information listed in the brief. Teams should bear in mind that this product is part of the campaign strategy when choosing colours etc.

Designing the website is a team activity and the storyboard should be agreed by all team members. Tasks should then 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, test it, 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.

Costing items

The team must decide on a set of items to promote the campaign and complete the items document provided. Each student must be allocated three items, one in each group. There may be more than one item of the same type for different audiences or purposes, or different items for a similar audience or purpose.

Each student must design and create a spreadsheet model for their allocated materials using the given design to help them. It should take account of all relevant factors and use appropriate functions, formulae and formatting features to allow the team to try out a range of 'what if?' questions. A budget of £250 is available to each team member.

Students must indicate how they found the necessary data for the model to support their choices.

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.

Students must submit a working version of their model so that moderators can try it out. They must also ensure that moderators can view the formulae. Students using spreadsheet file formats that cannot be viewed using the Excel viewer must ensure that they provide a working version in another format that can be viewed using the Moderator's Toolkit. If necessary students must also supply a separate file displaying the formulae.

Producing items

The team should hold a meeting where team members try out all the models, allowing time for a discussion to take place. The team must agree a final set of items to be produced and must complete the cost summary.

Each student must produce the three items allocated to them but should always bear in mind that they are contributing to the team effort.

Students should be reminded to use only copyright-free materials in their promotional items.

Students should check their items for consistency with each other and with the rest of the set and that they are fit for purpose. The complete set of items should be checked by the team and then saved in the shared area. The intended audience and purpose of each item should be clear.

Section 6: The Enterprise Proposal

The 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 and what they stand for
- key factors from the research and why the idea for the campaign were chosen
- the final identity including agreed principles and the set of documents
- the cost summary to show viability
- the set of promotional items and the website

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.

Section 7: 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 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 team's campaign proposal should be the focal point of the eportfolio.

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 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.

Collaborative software

Some possible software for collaborative working.

docs.google.com - Users can share their documents and spreadsheets. Anyone can sign up.

www.aceproject.com - This site is quite involved but worked well when tested. You get 2MB of free space to upload documents and it keeps tracks of versions for you. The free version allows a maximum of 5 users per project/account. This might be good for a Year 12 group.

www.letspowwow.com - this is very similar to Adobe Breeze