

Class act

D104 SPB 0909

SUPPORT NOTES

Issue 1

Introduction

These notes should be read in conjunction with the Chief Moderator's 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 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 linked from 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. 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 must ensure that their use complies with copyright.

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.

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 workload 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 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 sources table
- conducting research
- initial designs and feedback from others on these designs
- prototyping of 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?

At this level, it is expected that students will generally be given support and guidance by teachers. 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 can be peers (including other team members), teachers or other adults who can offer constructive feedback. 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.

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.

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.

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

Section 3: Tackling the SPB

The scenario

Students are required to work in teams to choose, obtain and market a souvenir to celebrate their year group.

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. A spreadsheet file is provided which includes an outline initial plan and a sources table. This file 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 initial 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 initial team project plan using the given template in the file 'Plan_Sources'.

Teams should include interim checkpoints on their plan when they will discuss progress-to-date with their teacher and make any adjustments that are necessary.

The final column must be used for the team log - see below.

Once the initial plan is agreed, a copy should be made to the worksheet 'Ongoing plan' for use during the project. No alterations should be made to it without agreement from other team members.

Using the ongoing plan (including the team log)

Teams are required to make use of the ongoing 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.

Teams are required to keep a log on the plan where they record details of all team discussions, decisions made and actions taken. This is a shared effort and it is essential that it is updated regularly (reminders are given throughout the brief).

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 comply with copyright.

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. The sources table is a worksheet within the file Plan_Sources and is a shared file. Students should be reminded that search engines such as Google must not be cited as sources.

Teams should be advised to update the sources table as they go along. 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 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, and layout.

Section 4: Investigating the enterprise idea

What do you want to do?

Students must work in their teams to explore ideas for the souvenir and come up with a shortlist. The souvenir can be something ready-made or something students plan to produce themselves. Each student must then investigate one of the ideas on the list.

The choice of souvenir should not be seen as a foregone conclusion 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 to explore their allocated item. This does not have to be done using specialist mind mapping software but must be viewable using only the Moderator's Toolkit.

What do you need to know?

Students are expected to use a range of sources to investigate their allocated item. For example, finding out about the availability of resources, likely costs etc. Market research might include 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. All potential sources should be included in the sources table, including an indication of which team member found each source.

Money matters

Each student must design and create a spreadsheet model for their allocated item using one of the given designs 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.

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 indicate how they found the necessary data for the model by completing a sources section. They must include evidence of their model in their eportfolio even if their idea is not chosen by the team.

Decision time

Each student must present their findings to their team. The team should discuss the options and decide which idea to take forward. It is very important that the team records details of this meeting in the team log.

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: Towards a proposal

Creating the look

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 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.

Students should be reminded to save evidence of their own design even if it is not the chosen one.

Documents

Each team must produce a complete set of four types of useful document and must decide who will produce each one. There is no definitive list of documents required although examples are given. The documents should be of genuine use to the enterprise. Students should be reminded that business documents are required and that posters and the like are not acceptable.

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 proposal folder.

The website

This task is to be completed as a team. There is no requirement for a storyboard but 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 promotional strategy and needs to be consistent with the promotional items when choosing colours etc.

Designing the website is a team activity and 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 should be reminded of the need to comply with copyright.

The complete website must be saved in the shared area. It must be clear who did what.

Promotional materials

The team must decide on a set of items to promote the enterprise and complete the items document provided. These items should help to promote the souvenir. Contact details should be included to allow people to get further information.

Each student must be allocated three items, at least one in each category. 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 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 of the need to comply with copyright.

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 as well as who produced it.

Section 6: The proposal

A proposal page is all that is required to present the proposal at level 1. It should include links that allow access to all the evidence.

This evidence must be completed as a team and saved in the shared area - each student will copy them for their eportfolio.

Students must make sure that it is clear who did what.

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.

In addition to the home page, there should be a proposal page which links to all the proposal contents shared by the team (rather than the standalone proposal required at level 2). Additional context pages will be required for supporting evidence.

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.

The proposal page should include an introduction to the team and link to:

- the updated spreadsheet model including all costs
- the complete set of business documents
- the promotional website
- the complete set of promotional items

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. Evidence should be links to actual files rather than embedded images of the evidence, in particular for the spreadsheet model.

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 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. However, this is an important process which should not be omitted. Students must make sure that all evidence can be viewed from the eportfolio.

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 should be guided to remove redundant and duplicated work before submission.

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