

SPB 2006 D104

SUPPORT NOTES FOR TEACHER

Unit 4

Level 1

Issue 1


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 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 website. Where more than one page relates to a main task (such as the investigations section), the additional pages are only accessible via the first page for the task.


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.

Each Mark Alert can also be accessed via the drop down menu at the top right 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  and there is a summary document attached to the eportfolio page.

Where work needs to be done but evidence is not required, this is indicated by the symbol . A good example is the instruction to test the spreadsheet model to make sure that the formulas are correct and that it is easy to use – the evidence will be in the form of a working spreadsheet so we do not require explicit evidence of the testing itself, but omission of this step could be disastrous!

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

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.

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 such a file, a copy should be saved to their user area before continuing.

Teamwork

Within the SPB students are told when to work as a team and when to work individually. This is indicated by the use of bars across the pages with the word 'Team' or 'Individual' on each.

When team work is indicated this is an opportunity to students to share the workload. Tasks should be distributed within the team.

The project summary also indicates which tasks can be carried out as a team. The 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 within the SPB timescale 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 no matter how annoying it is they must keep to the plan. This may mean that someone else has to complete the work for the absent team member. When the absent team member eventually returns they should be kept up to speed on progress and put back on the tasks. They will need to complete tasks which generate evidence for the eportfolio even if this work is no longer required by the team. Students should be encouraged to keep their diaries up to date, as well as the plan, to comment on these issues. This will help when they are completing the review.

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.

- researching appropriate sources of information, keeping records of where information was found and how it could be used.
- gathering primary sources of evidence – eg photographs
- conducting the initial research for your idea
- 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
- reviewing final outcomes and the eportfolio

Students should ask for feedback on their plans, you can act as a critical reviewer even at this stage. Encourage them to check that they have covered all the main tasks, broken these down into sub-tasks in a sensible order.

Remind them that many tasks can be carried out at home and that this should be shown on their plan. Check that their timings are reasonable, bearing in mind that they can be changed later.

One of the lessons learned so far is the value of well-chosen reviewers. These can be peers, teachers or other adults but they should be chosen with the task in mind.

Agree the checkpoints that indicate when you will review progress with them – an essential stage to keep them on track!

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 work under development. They can be peers, teachers or other adults. They should be chosen with care for their ability to offer constructive feedback.

Reviewers comment on final outcomes, 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.

Test users and reviewers should be identified in the project plan, having established when they are available for comment.

Section 3 Tackling the SPB

Introduction

The class of 2006 is the end of the year that the students are in now. Students are requested to organise an event to celebrate the end of the school/college year. The students will be working in teams of ideally 3 or 4 and will share the workload for some tasks – more information on teamwork can be found in the 'Teamwork' section of these notes.

Planning

The **mind map** is intended to help students work out what is required. They should either complete this one or create a new version of their own. Some students should work in their groups with large sheets of paper for planning their mind map.

To ensure that everything is covered, students might take each main task and create a mind map for each which breaks the task down into manageable sub-tasks.

The **plan template** can be used to prepare the detailed team project plan. Alternatively, students may use different designs and methods but should refer to the column headings on the template for guidance on 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 and it is often an adjustment of some sub-tasks that needs to be carried out to stay on track.

A team plan must be produced for this unit – students must include what each team member is doing as well as what they are doing. The team plan should be updated while the project is ongoing - if necessary. The 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 discussing it with the rest of the team.

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. Teachers should offer feedback at this stage 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 teams identify interim review checkpoints on their plan when they will discuss progress-to-date with their teacher and make any adjustments that are necessary – remember that any adjustments must be agreed with the rest of the team. Progress should be discussed with other team members throughout the project.

Candidates should include both the initial version of their team plan and the final version in their eportfolio together with evidence of monitoring if this is not incorporated into the plan itself.

Interim plans should only be submitted if they are really needed for clarification. Students should use their project diaries to indicate decisions and changes made.

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, comments in Excel will not be visible if the spreadsheet is converted to pdf.

Project Diary

In addition to the team plan, students must keep an individual diary. This will be an ongoing record of what the student is doing throughout the project. This will help when carrying out the review at the end of the project.

Investigating the enterprise idea

The students must get together in teams of 3 or 4 to work on the project. In the team they need to brain storm a selection of ideas. From the list each student must choose one of the ideas and research it. They must use a mind map to explore what needs to be done and include this in their eportfolio.

Students should be quite clear about the need to acknowledge sources they use, both primary and secondary. Where appropriate they should acknowledge sources within the publications and should create a bibliography giving details of sources and an indication of where the information has been used.

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

Carrying out research

Students will use their year group for the survey. When collecting data, students can either work in their teams or find a suitable way to collect data that does not inconvenience staff. Primary and secondary sources of information should be used. Secondary sources should be used to find out what resources are needed e.g. a venue, the availability of resources, likely costs etc and whether similar events have been produced before. Primary resources will be the other students they ask about the event.

Modelling finances

Each student must create a spreadsheet model using appropriate functions and formulae. An outline design is supplied which they may use or adapt if they wish.

Evidence of testing of the spreadsheet is not required, but moderators will be looking at their use of spreadsheet tools to generate relevant information.

Making a decision

Once they have gathered the research together they should put it into a format that can be delivered to the rest of the team. The team should then hold a meeting to discuss the final choice. A record of this, and any other meetings, must be kept in the individual project diary. At the end of the meeting the team will have decided which event they are going to take through the project.

Review

Students should be reminded to keep notes of comments they receive on the outcomes and the way they work to avoid having to rely on memory at the end. Their project diaries will aid this process and they may also wish to fill in relevant sections of the REVIEW document as they go along.

4 The Outcomes

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

Corporate identity

The team must decide on a name and strapline for their enterprise (a strapline is a slogan. An example of a slogan is "A Mars a day helps you work rest and play". Once the name and strapline have been agreed each team member must design and create a logo for the enterprise and include it on a sample letterhead template.

The team must get together to decide on the final logo design – this could be one complete logo that a team member has designed or a combination using different elements from each.

Document Templates

Each team must decide who will produce what - if the team is using someone's complete logo (including therefore the letterhead) it may be a good idea not to allocate the letterhead to the same person. Once the templates have been allocated they should then be completed individually. Each team member must produce at least one template.

Promotional website

This is to be completed as a team. The pages should be consistent and should link together. The complete set of web pages should be submitted in each eportfolio. The students should make sure they are sticking to designs discussed in their team. The storyboard can be hand drawn and scanned or designed electronically.

Promotional Pack

Each student is to design and create three items from the list given in the SPB. At least one should be suitable for print and one suitable for screen. They should seek feedback from other members of the group. The target audience will be the school year group.

The Enterprise Proposal

It should be stressed that this is **not** an extra piece of work but merely a way of putting all the evidence for the final enterprise proposal in one place in the eportfolio so that it can be shown to the moderator as a whole. Ideally a link should be created on the eportfolio which takes the viewer to this proposal, which should include:

- Team collection of document template(s)
- Complete set of web pages (with indication of who did which) plus storyboard
- 3 item promotional pack
- Supporting financial information and research for the 'final enterprise' idea (not for the other ideas investigated)

Any suitable software may be used to construct the eportfolio – specialised web authoring software is not essential.

eportfolio

Students should aim to produce eportfolios that meet the criteria, including an appropriate user interface. Good design plays a crucial part in this process.

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.

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, .js may be included.

List of evidence required

Initial team plan

Final team plan

Project diary

Research

- Mind map for individual research
- Results of initial research
- Individual spreadsheet model
- Letterhead with individual corporate identity

The Proposal

- Team collection of document template(s)
- Complete set of web pages (with indication of who did which) plus storyboard
- 3 item promotional pack
- financial information

Review