

Out and About

D201 SPB 0908

SUPPORT NOTES

Issue 2

Introduction

These notes should be read in conjunction with the Chief Moderator's Report for D201 which offers feedback on the most recent moderation series.

Updates since the previous issue are indicated by a vertical line in the margin.

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 1 specification. They should be familiar with the format of a range of on screen and paper-based publications.

The D201 SPB 0908 is valid for moderation in May and December 2009 and in May and December 2010.



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 off each item 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 attached to 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. A good example is an instruction to test a publication. It is not necessary for students to write long commentaries explaining how they achieved each task.

Students must ensure that they present the publications as clearly as possible, remembering that moderators will view all evidence on screen and will not be expected to print paper-based publications.

Copyright

Students should use copyright-free materials in their publications. The review notes require them to consider whether they have fully met this requirement. If not, it is not sufficient to simply acknowledge the sources. They must demonstrate their understanding of copyright issues by explaining what would need to be done to make the publications fit for use in the public domain.

This SPB provides students with the opportunity to create all the publications using only primary sources.

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.

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 data items list for the database, students should save a copy to their user area before continuing.

Where does the work have to be carried out?

Work on the publications 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 after each session
- completing the project log - students may not have time during the lesson to complete the log so they should be encouraged to complete the day's activities at home while it is fresh in their minds
- researching appropriate sources of information related to the scenario and publications, keeping records of where information was found and how it could be used
- initial design of publications 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 publications and the eportfolio
- updating the sources table.

Who can help?

Although students must work independently at level 2, this does not mean that they are on their own!

For planning, the emphasis is on the use of the ongoing plan throughout the project. It is better for students to have any help they need to produce an initial workable plan which can be used effectively.

Test users should be asked to try out and comment on publications under development and this should be viewed as an ongoing process. Students should not wait until publications are complete when 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, teachers, members of the target audience or others who can offer constructive feedback.

Reviewers comment on final publications and the eportfolio, and these comments will be used in the end-of-project review. It is often helpful to gather reviewers' feedback as publications are completed but students must take care to record the feedback for later use. 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.

Section 3: Tackling the SPB

Scenario

This project focuses on plans for a group of foreign students visiting the area.

Students must prepare a set of publications to help organisers plan the visit and welcome the students. A database and spreadsheet will be used to decide on destinations for coach trips which will be offered. Information on these trips will form part of the content of a factfile leaflet. An invitation and digital poster are required for a welcome reception plus some e-cards which the visiting students can send home by email.

Students must identify a “test buddy” who will help to test their publications and offer feedback. This must be someone representative of the target audience.

Planning

It cannot be emphasised too strongly that students must start out with a workable plan which gives them a clear overview of timings and objectives and allows them to monitor their progress during the project. Teachers should give as much guidance as necessary to achieve this as benefits can be expected throughout the rest of the project.

As students are reading the SPB, they may find it helpful to write notes on what is required to help them understand what the objectives of the SPB are and what they are required to do. From these notes they will be able to generate their plan. Remind them that if it takes time, it should be in the plan.

Students must 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. If students are giving times as lessons, e.g. 1 lesson, they must indicate somewhere on their plans how long a lesson is. Students should also build in some contingency time.

Interim checkpoints should be included on the plan when students will discuss progress-to-date with their teacher and make any adjustments that are necessary.

Students must agree their initial plan with their teacher before continuing. Teachers should offer feedback at this stage that will enable the student to formulate a workable plan which is easy to view on screen.

The eportfolio checklist indicates that an initial plan should be included as well as a final plan (the result of completing the ongoing plan on a regular basis). Interim plans should only be submitted if they are really needed for clarification.

Using the plan

Students are required to make a copy of the initial plan for use throughout the project. They must use a project log to record their progress at the end of each session. This can be achieved by adding comments to a comments column on the ongoing plan or by keeping a separate document. This log will help when carrying out the review at the end of the project and in producing commentaries. Reminders to update the ongoing plan and log appear throughout the brief.

The target audience

It is crucial that students select an appropriate target audience. They must complete a student profile document with the details and ensure that this is included in the eportfolio. There must be 80 students, but they can be from any other country so long as English is not their first language. Students are free to select the age range and gender split of the group, and the dates and length of stay.

The emblems

All publications must include two emblems, one to represent the student's country and one for the visiting students' home country. These emblems may be country flags or other images that represent the countries. The two emblems may be combined in one design.

Students may create the images themselves or find existing copyright-free images. This task requires a little research and will contribute towards a consistent set of publications but does not require graphic/artistic skills. Students should be discouraged from spending a disproportionate amount of time on it.

Gathering information

Students should carry out research that is likely to produce useful information and should not feel compelled to investigate further just for the sake of it. If they follow the brief and ensure that their publications are fit for audience and purpose, they will have gathered and selected sufficient relevant information.

Students will need to find out about possible destinations for trips as well as information about the local area. They will also need to gather images from primary and secondary sources.

Students should take care to use reliable and accurate information from valid sources and should be reminded that search engines such as Google should not be cited as sources. Supporting evidence of their selection and use of appropriate sources may be added to the sources table and/or in commentaries.

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

A sources table is required where students must give details of all items, from both primary and secondary 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. As indicated on the template, where more than one item is from the same source, they only need to record details of the source once and cross-reference.

Project review

Students should aim to produce a detailed evaluation of all aspects of the project listed in the review notes document (linked from the review page), avoiding long narratives of what they did and how they did it. They should make specific and valid suggestions for improvement.

Students are expected to incorporate feedback from their teacher and other reviewers. This feedback should be sought once publications are finalised and should help to identify improvements that might be made another time. This should not be confused with interim feedback received from test users during development.

Students should be reminded to address any copyright issues.

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.

Trips Database

The data set stores details of possible destinations for coach trips. Students should study the structure carefully to ensure they understand the contents of each field. Every effort has been made to ensure reliability of the data at the time of publication. However, some information such as times and costs may change during the lifetime of the SPB. It is not necessary to amend the data and students may use the data as given. Students will need to visit the relevant websites for group rates and further information.

There is no need to analyse the data set in detail prior to students creating the database. Students should be working independently to create a structure based upon the information given in the data items list. They are required to validate the three specified fields as they think appropriate. They should fully test the validated structure using test data, comment on the results of their validation and rejected records, if any, in their eportfolio.

Students/teachers should not attempt to identify and remove invalid data before importing the data set. Neither should they worry about whether they all have the same results. The important thing is that they demonstrate ability to reduce invalid data entry using appropriate techniques. There is a danger of a disproportionate amount of time being spent on attempting to find the 'right answer' at the expense of quality data handling and presentation.

Students are required to customise the database by adding some attractions in their local area. They should use their research to identify data for new records. They should ensure that data is obtained from reliable sources. There should be at least one for each category and at least five in all. The name field allows duplication as some venues/attractions may be entered under more than one category or type and/or may have multiple locations in the UK. Students may add more than five new records if they wish. They should take care to include evidence of the new records in their eportfolio.

Data entry form

A data entry form is not required in the eportfolio, although students may wish to create one.

Trips

Introduction

Students must use the database to generate information about possible destinations for each of four specified trips. They should make every effort to refine their searches so that most, if not all, results are realistic possibilities. However, they should remember that the lists are a starting point to allow further research to be carried out - for example, searches for the day in the open air require consideration of likely types of destination but results may include some inappropriate destinations. They should not be too concerned with distances at this stage. The category field (Educational or Leisure) is a guide but some destinations may be suitable for both. It is acceptable to include more than one destination in the same trip.

If students produce particularly long lists, they should consider going back to refine their searches. Although regions are the obvious starting point for searches, students should be encouraged to consider other useful fields such as postcode and location, which may require a little research, and the use of wildcards.

The trip lists must be reports produced using database software.

Shortlist

Students must complete a data collection table for possible destinations which includes important additional information, such as group rates and extras on offer, which will help make a decision. They will need to estimate the time needed at each destination.

Students may find it useful to paste data from the trip lists into a table/spreadsheet. If a trip

list has more than six records, students may select at least six from the list to take forward but should provide some justification for their decisions (e.g. age inappropriate).

Students may use any suitable method to find distances and travel times (e.g. an online route finder or a sat-nav) for possible trips.

Once they have eliminated any destinations which involve too much travelling, they must find out more about the remaining destinations. In order to gain credit for their research, they should add key notes to the table which will help to make a valid decision. For example, there may be several destinations offering outdoor pursuits but one may offer canoeing and rafting, another mountain biking and abseiling. If you go to a safari park, some are better than others, what does it need to include? Which is better value for money?

It is very important that students save the data collection table for their eportfolio.

Decision

Students should now have a shortlist of three destinations for each trip, for which they can investigate costs.

A spreadsheet must be used to compare the three destinations in each shortlist by showing appropriate information. It must incorporate the given coach costs and appropriate variables. It should also check whether the total cost per student falls within budget.

In addition to the 80 students there are 8 teachers. It is not necessary to include their entrance costs as these will be covered by the local council. However, they will travel free so the total cost of coach hire must be shared by the students.

Information generated by the spreadsheet will be used to decide on a final list of four trips.

Once the spreadsheet is up and running, students might have to go back and re-think their decision in relation to the budget. They might have to go back and forth looking for the right trip to match the price.

Students should aim for an accurate and efficient spreadsheet. They should be made aware that there is no extra credit for the use of complex spreadsheet tools and formulae for the sake of it.

Students using spreadsheet file formats that cannot be viewed using the Excel viewer must ensure that they provide a version in another format that can be viewed using the Moderator's Toolkit. Moderators need to see the formulae and if necessary students must supply a separate file.

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 a publication that is fit for purpose.

Section 4: The Publications

General

In addition to the trip lists, the publications required are digital posters, a welcome leaflet, some e-cards and an invitation.

Students should take careful note of the requirements for each publication as well as the audience and purpose.

Prototyping and testing is essential, involving suitable test users. In addition to the test buddy, other test users should be selected for their ability to offer constructive feedback.

Welcome

Students are expected to produce a scrolling sequence of four digital posters for a large screen. They should check their timings and transitions carefully.

The posters should welcome the students to the local area. Each poster must include an original image created by the student which is relevant to the required content. This could be a photo, drawing or collage, but they must use ICT skills to collate images rather than just copy and paste. They must not simply manipulate someone else's work.

Any suitable software may be used to create the posters using images, text and other assets, so long as the final presentation of the posters is fit for purpose, bearing in mind that they are to be shown on a large screen.

Leaflet

The leaflet is for the visiting students and students should be careful to use simple English.

Students should use the information gathered about the chosen destinations to help them prepare adverts for the trips, adding a realistic schedule for each one which is likely to include:

- where and when to meet
- packed lunch information
- duration of trip
- meeting time / place
- mode of transport

The competition requires the visitors to answer questions about the places they visit. Students will need to carry out research to identify suitable facts/features which will interest the visitors and which can be found during the trips. They may invent details of a competition prize if they wish.

Further research will be required to find suitable phrases. There should be at least two and probably not more than five.

Students who take time to design the leaflet before creating it are likely to produce higher quality publications.

E-cards

Two electronic cards (e-cards) are required. Students should be clear that these are not printed postcards and should be designed to be viewed on-screen. They should include images and information which are appropriate for adults. Students should pay attention to the content and layout to ensure that the publications will be attractive and appealing. They may add appropriate animation if they wish.

Students may use any suitable software to create the e-cards but must save them as two separate publications. It must be possible for users to add a personal message in the space provided. For example, they might be created as single page files which can be opened to add a message before attaching to an email. Another possibility might be a simple Flash file to which a message can be added in a layer. Students should bear in mind that each e-card must be designed to be emailed and viewed onscreen using freely available software (as in the Moderator's Toolkit).

Invitation

The invitation is an A6 print publication. It should include all the listed information and students should be reminded that it is a formal invitation for staff, governors and local VIPs. Any suitable time, date and venue may be used.

Section 5: The eportfolio

The maximum size for the eportfolio is 20 MB.

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.

Students should aim to produce detailed commentaries contextualising the evidence. The publications should be the central focus of the eportfolio and students should aim to draw the moderator's attention to them from the outset.

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 are expected to remove redundant and duplicated work before submission.