

Small actions, big change

D202 SPB 0908

SUPPORT NOTES

Issue 2

## Introduction

These notes should be read in conjunction with the Chief Moderator's Report for D202 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 2 specification. Students must have access to a range of appropriate multimedia software (see pages 92/93 of the spec). Some suggestions can also be found at the end of this document.

The D202 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 product. It is not necessary for students to write long commentaries explaining how they achieved each task.

Students must ensure that they present the products as clearly as possible, remembering that moderators will view all evidence on screen.

### 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.

It is generally the case that suitable assets can be obtained from 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.

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

Work on the products 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 products, keeping records of where information was found and how it could be used
- initial design documents for the products and feedback from others on these designs
- prototyping of own, or others', products - gathering feedback from test users so that products can be improved where appropriate
- reviewing final products and the eportfolio
- updating the assets 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 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 products under development and this should be viewed as an ongoing process. Students should not wait until products are complete when it will be too late 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 or other adults who can offer constructive feedback.

Reviewers comment on final products and the eportfolio, and these comments will be used in the final review. It is often helpful to gather reviewers' feedback as work is 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

### The Scenario

Small actions, big change focuses on a community Action Event. This is based on the work of an organisation called **We Are What We Do** which encourages people to carry out small positive actions. Students will produce a set of products to promote one of the actions at the event. These products are a digital poster, a discovery board, a podcast and a web page. An original logo will be produced and used on all products.

Staff at **We Are What We Do** have kindly supported the production of this brief but it is a small organisation with limited resources. Students must be quite clear that all the information they need can be found on the website and they **must not** try to make contact with the organisation. "We Are What We Do is an independent organisation with no affiliation to Edexcel. Edexcel is not responsible for the content of this organisation's website."

Students need to be clear about the audience and purpose of each product. They should explore existing examples before starting work on their own designs.

### 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, eg, 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.

### **Gathering assets**

In producing the products, students will need to gather a variety of assets. Some of the assets may be used in more than one component of the product.

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

An assets table is required where students must give details of all assets from both primary and secondary sources. They should be reminded that search engines such as Google or 'The Internet' should not be cited as sources.

They should be advised to complete the first section of the assets table with details of all assets they might use but that they only need complete the remaining details (columns shaded grey) for assets they actually use in the products. As indicated on the example table, where more than one asset is from the same source, they only need to record details of the source once and cross-reference.

It is important that students indicate how they have prepared assets for use in their products. This can be achieved in the assets table. We do not require a narrative description of the process itself or a series of detailed screenshots.

### **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 products 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.

## Section 4: The Products

### General

The products are all related to a fictitious Action Event where there will be a stand for each action.

Students should create an Action folder (with sub-folders as required) to store all products. They should create additional folders for supporting evidence.

Storyboards should be sufficiently detailed to clarify ideas, allow constructive feedback and facilitate implementation. Students should also show how testing, acting on feedback and refining their designs influenced the finished products. Students should be reminded that retrospective designs will not gain credit.

As each product is designed and produced, students should make use of feedback from well-chosen test users at different stages in the process.

Any suitable software may be used to construct the products. Students are free to make use of software features such as wizards. However, they should be clear that wizards are only intended to help them, not do the job for them. They should customise the output from wizards to ensure that the products are fit for purpose. It must, of course, be possible to view the products using only the Moderator's Toolkit. Students should not assume that further readers will be added to the toolkit before their work is moderated although additions to the toolkit will be notified to centres registered for email alerts.

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

### The proposal

Students must complete the outline proposal to give an idea of their intentions. They must gain approval from the teacher before continuing.

Not all actions on the We Are What We Do website will be appropriate for students to select. Teachers should ensure that they are happy with the actions that candidates have selected before allowing them to proceed.

Since one of the actions on the website is 'Add your own action', students are in fact free to focus on any **appropriate** action of their choice. Any advice given at this stage does not constitute guidance for assessment purposes. They should choose an action which interests them and for which they feel able to create the four products.

The event must take place in a building such as a shopping centre or a leisure centre - it cannot be a school or college.

Students should consider how easy/difficult it will be to collect assets for their chosen action. Assets will need to be produced by the students themselves or derived from copyright-free resources and they should be reminded that **they must not use assets from the We Are What We Do website.**

### Design log

Students are required to use a design log to show the development of a design from initial ideas to finished product. They should also show how testing, acting on feedback and refining

their designs influenced the finished product. Annotated images should be used where appropriate to clarify designs and decisions.

Students should also use the design log to record the software used in the development of each product. They are reminded to update the design log at various points in the project.

### **Design**

Candidates who produce detailed up-front designs and use feedback from others to refine them are most likely to produce products that are fit for purpose.

Students need to be clear that storyboards will enable them to develop their ideas about the 'look and feel' of the products, e.g. colour schemes, fonts, placement of assets, number and types of asset to be used, navigation etc. Storyboards should be sufficiently detailed to clarify ideas, allow constructive feedback and facilitate implementation.

Students may use any method to produce their storyboards; the quality of content is what matters. For example they may create a digital template, use an existing one or scan in hand-drawn designs.

For the podcast, the script and storyboard may be combined - this could be by adding the script on, or adjacent to, each storyboard or by adding links to sections of the script.

Retrospective 'designs' are totally unacceptable. Students should be aware that it is not necessary to include images/thumbnails on the storyboards.

### **The logo**

The logo must not include a school/college badge or anything else to do with the student's centre. The template must be used and the animation must be created by the student. This animation may be re-purposed for use in other products. For the level 2 brief the template has been supplied as a .gif image, as students may want to use this as the basis for an animated .gif. The animation should be related to the chosen action but need not be complicated.

The logo should not be submitted as a separate product. It should appear on all products and be fully acknowledged in the assets table.

### **Digital poster**

The digital poster will be displayed at the event, the aim being to attract attention and promote the chosen action.

The digital poster must have at least two screens. All screens must have a fixed border area. This fixed area must include the student's logo for the action. It can be placed in any appropriate position.

The poster must include an asset from the podcast and another from the discovery board. Other than this, students are free to choose appropriate content. They should bear in mind that the poster will run on a large screen and will be viewed by a broad audience.

Students must complete a detailed storyboard. The poster must run continuously so students should give some thought to timings.

Students may use any appropriate software to create the digital poster.

## **Discovery board**

This product is for 5-12 year olds. It requires one main screen with the logo, and five hotspots which link to other multimedia assets. These five hotspots must be linked from an original image that the student has created. This image should be appropriate for the action chosen but could be a montage of several images relating to the action.

Each of the hotspots must take the user to a fact about the chosen action. Students should take the opportunity to demonstrate their skills by using a variety of multimedia assets to present this information and must include the three types specified in the SPB.

## **Podcast**

The podcast will be available for teenagers to download.

The podcast must start with the logo and include a voiceover but students are free to choose the types of asset they use to create the product. For example, they may wish to use a movie of still images or video.

Students are required to produce a detailed timeline storyboard and a script for the voiceover. The script could be an integral part of the timeline storyboard.

Students must gather and prepare appropriate assets, taking care to adhere to legal requirements. The voiceover needs to be of reasonable quality - sound is often of poor quality when recorded using a digital camera or phone.

The podcast must run for no more than 60 seconds. Students should not be tempted to produce something that is too short as this is unlikely to do a good job of persuading someone to carry out the action.

Students should not underestimate the importance of the timeline storyboard, both in terms of development and in terms of assessment. If a timeline is constructed as part of the design process, students are more likely to create a product that is within the acceptable limits and fit for purpose.

Students may use any suitable video-editing software to create the podcast but we would expect candidates to produce the final version in a size which would render it viewable in a portable device such as an MP4 player, PDA or mobile phone. For example a PDA running Windows mobile and Media Player mobile would play a .wmv file of an appropriate size.

For the purposes of assessment, the podcast only has to be a working in that it must be playable from the eportfolio using the Moderator's toolkit. If it can be viewed in the eportfolio then it could be downloaded.

## **Web page**

The web page should promote the chosen action and allow teenagers to download the podcast. It must include the logo and a link to the We Are What We Do website. Students should take time to think about the design, as a detailed storyboard which has been developed using feedback will invariably produce a better product in terms of layout and functionality.

## Section 5: The eportfolio

The maximum size for the eportfolio is 30 MB

Any suitable software may be used to construct the eportfolio but it must be viewable using the Moderator's Toolkit.

Students MUST specify on the home page which browser it is best viewed in.

Students should ensure that they provide working links to all the specified items of evidence and that each item of evidence is in the web folder. This can only be done effectively 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. It is often the case that absolute links are not picked up until moderation with a resulting disagreement of marks.

Students should try to make the eportfolio a showcase for their products, incorporating multimedia assets where appropriate. They should, however, avoid inappropriate assets which are not relevant to the audience and purpose.

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 products 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.

### Some possible software choices

*Movie Maker, Producer, Flash, Matchware Mediator, Adobe Premier Elements, Ulead Video Studio, Mediator, SWiSHmax, Sothink SWF Quicker, Dreamweaver, Fireworks, Freehand, FrontPage, Photoshop or Photoshop Elements*

*Dance EJ, Audacity, Magix Music Maker, Garage Band*

*IClone, Stop Motion Pro, Toon Boom Studio, Tales Animator 2.0 (free), Pivot Stick Figure Animator (Free)*