

SPB 2006 D202

SUPPORT NOTES FOR TEACHERS

Unit 2 Level 2

Issue 1

Introduction

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

Students must have access to a range of appropriate multimedia software (see pages 92/93 of the spec).


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 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 that they should make use of the interactive nature of the brief.

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 check off each item 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 left of the screen.


Helpful hints


In addition to Mark Alert checklists, the SPB now features short hints and tips denoted by the symbol . The symbol appears at the end of the sentence or paragraph to which the hint relates. Clicking on the symbol opens a popup window in the top left area of the screen. The window must be closed by the student. Those using Internet Explorer can also view the hints by rolling over the symbol.

All hints are also available in a separate document which can be accessed via the drop down menu at the top left 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 . There is also a summary document attached to the eportfolio page.

Where work needs to be done but evidence of the process is not required, this is indicated by the symbol . However, students should not be tempted to omit these tasks as they are crucial to success. A good example is the instruction to test the e-learning package - the evidence will be in the form of a working product 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.

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. Acceptable activities include:

- reviewing and updating the plan - this will change the focus of the plan for the candidates and they are more likely to view it as an ongoing process rather than a one off task
- 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 review
- 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

Who can help?

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

Test users should be asked to try out and comment on products under development. They can be peers, teachers or other adults. They should be chosen with care for their ability to offer constructive feedback. Time should be allocated on the plan to respond to this feedback.

Reviewers comment on final products, including the eportfolio, and these comments will be used in the end-of-project review. Reviewers should also be asked to comment on the student's work on the project as a whole.

Students should check when suitable test users and reviewers are available for comment before including them in their project plan.

Section 3 Tackling the SPB

The Scenario

Energise your Life is a fictitious charity working with young people to raise awareness of health and lifestyle issues.

Students need to be clear about the audience and purpose of each product. They should explore the example websites, movies and presentations given in the SPB (Investigating Requirements) and other relevant sources before starting work on the design of individual products.

Planning

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.

There is much that students can do outside of the controlled environment - for example, planning, research, design and prototyping. This should be built into their project plans. One possibility would be to create two columns, one for class work and one for homework.

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.

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 adjustments later.

We recommend that candidates identify interim checkpoints on their plan when they will discuss progress-to-date with their teacher and make any adjustments that are necessary.

The eportfolio checklist indicates that an initial plan should be included if necessary. If a student is able to provide a complete picture of all tracking, monitoring and adjustments on the final plan, then this might be sufficient. Interim plans should only be submitted if they are really needed for clarification. A comments column is a very good way of indicating decisions and changes made. Students might also consider using text boxes or a separate project.

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

Assets

In producing the three products for their eportfolio, students will use assets from both primary and secondary sources. As the products are related, some of the assets may be used in more than one product.

Students must use their assets table to acknowledge all sources and provide detailed information as listed in the brief.

The websites listed in the SPB allow students to use assets provided the terms and conditions are followed. The students must check what the conditions of use for each asset are and obtain permission for use where necessary or acknowledge copyright.

Students will need to indicate how they have prepared assets for use in their products. For each asset this might be achieved by annotation of the original or final version or by a commentary. However, we do not require a narrative description of the process itself.

To optimise file sizes, students should ensure that their images are not saved at a resolution that is too high (big file sizes) nor too low (pixelated images).

Review

Students should be reminded to keep notes of comments they receive on their products and the way they work to avoid having to rely on memory at the end. A document such as a project diary will aid this process.

Section 4 The Products

General

The products required are an e-learning package, a movie and a presentation.

Students should take careful note of the requirements for each product, paying particular attention to the audience and purpose.

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.

Storyboards should be sufficiently detailed to clarify ideas, allow constructive feedback and facilitate implementation. They may be produced on paper and scanned or produced electronically.

e-learning package

The package will be judged according to its fitness for purpose rather than what it demonstrates in terms of particular skills or expertise.

Students are expected to cover at least three topics. The SPB identifies five topics that students might consider. This is not a definitive list and they may choose other relevant topics if they wish.

Any suitable multimedia authoring software may be used to create this product. Presentation software is unlikely to provide sufficient functionality.

Students must ensure that they do not exceed the overall file size of 20MB for the eportfolio.

Movie

The movie must run for between 60 and 90 seconds. Any length within these parameters is acceptable.

Students should produce a timeline type storyboard for their movie. 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.

Students may use any software capable of producing a movie that is fit for audience and purpose.

Sound is often of poor quality when recorded using a digital camera or phone. Students might consider recording and editing the soundtrack separately.

As the three products are inter-related, students should consider whether assets used in the e-learning package could be used in or adapted for their movie.

Presentation

Students are not expected to produce more than six but may do so if they are confident that this enhances the quality of the product.

Students should not feel compelled to use the template provided but should in any case note the level of detail expected in their designs.

The designs should include the timings between transitions, as this presentation should run continuously throughout the day.

Within the presentation students should consider if assets used in the e-learning package and/or movie could be used in their presentation with or without modification.

eportfolio

Any suitable software may be used to construct the eportfolio. However, students are expected to use multimedia tools to showcase their achievements.

The eportfolio must be viewable in any common browser.

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 may be included.