

It's a Small World

D203 SPB 0907

SUPPORT NOTES

Issue 2

Introduction

These notes should be read in conjunction with the Moderators' Report for D203 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 3 specification.

The D203 SPB 0907 is valid for moderation in May and December 2008 and in May and December 2009.



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 check 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 summary document attached to the 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, however, 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 and will not be expected to print paper-based publications. However, the centre assessor may wish to include comments relating to the effectiveness of such documents in their record sheets.

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 elements 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.

Acceptable activities include:

- 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 designs 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 elements 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 up-front 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 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 products and the eportfolio, and these comments will be used in the final review. It is often helpful to gather reviewers' feedback as products 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

The scenario

This project focuses on a kit consisting of flat-pack characters and a backdrop, plus packaging. An on-screen product is also required. It allows students to be creative without requiring artistic flair. All products are linked by a common theme which is chosen by the student, as is the target audience.

Students need to be clear about the purpose for each product. They should explore the examples given at various places in the SPB and other relevant sources before starting work on the design of individual products.

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.

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. 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. Interim plans should only be submitted if they are really needed for clarification.

Using the plan

Students are required to make use of the plan 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 the 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 plan and log appear throughout the brief.

Gathering elements

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

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

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

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

Project review

Students should aim to produce a detailed evaluation of all aspects of the project listed in the review notes document (now 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 graphic products required are two 2D designs and images of the 3D characters which can be made from them, a backdrop, a design for a packaging top, a representation of the packaging and an on-screen product consisting of still images.

The proposal

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

Students must clearly identify their target audience. This may be children in a particular age range or it may be identified individuals - siblings, friends, etc. They should bear in mind the need to get feedback from test users able to represent the target audience.

Since it runs through the entire project, it is essential that students identify a theme which interests them and will appeal to the target audience. This really can be anything that will allow them to tell a simple story using their 3D characters and backdrop.

An indication of the characters is required at this stage - they must fit in with the theme but can be based on people, animals, fantasy creatures or objects.

A brief description of the backdrop is required.

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 wherever possible to clarify designs and decisions.

Students are reminded to update the design log at various points in the project.

2D character designs

The design for each character may consist of one or more drawings, drawn to actual size on one A4 sheet. Students **MUST** use vector tools to create the outlines. Other elements may be created using any suitable graphic tools.

Students are advised to research similar folded characters. The designs do not have to be complicated.

The drawing should clearly indicate folds, cut lines and areas to be glued. A key to line types could be used. Paper fasteners may be used to attach parts together - these should be indicated on the designs.

Instructions on how to assemble the characters must also be included - these could be added around the drawing or placed on the reverse of the sheet.

It is important that students follow the instructions to observe a test user using the drawings to make the characters.

Students should be discouraged from designing more than two characters at the expense of the quality.

3D characters

It is not essential to print the characters on card, ordinary printer paper should allow students to make up characters which will withstand minimal use. The priority is to ensure that the characters actually work.

The images should clearly show what each character will look like when it is assembled. These must be produced in colour and students should spend some time ensuring that the images do their characters justice. Some advice is given in the brief.

No credit will be given for more than four images of each character.

Backdrop

The backdrop must be in colour and created from scratch using graphic tools. It can be any suitable size. It should allow stories to be told using the characters and reflect the chosen theme but does not need to be complicated.

It is important that students ensure that their backdrop works with their characters. Some advice is given in the brief.

Students should be quite clear that their designs must not include any hand-drawn elements. The backdrop must be created by combining digital elements but does not have to be complicated.

Tell the tale

This is an open-ended task which should allow students to be imaginative.

The product must be a scrolling sequence of the first three scenes of a story plus a final screen. The 'script' can be very simple but must leave the viewer in suspense and encourage them to use the kit to finish the story. The outline storyboard shows the sequence required.

Each scene must be a still image which is created by using image editing software to combine elements including their characters and backdrop, props, text and effects. It is perfectly acceptable for students to include other characters they have created themselves or borrowed from other students.

It is very important that students understand that this is an opportunity to make use of their image editing skills and that they must not create the scenes using images of a made up kit.

Any suitable software may be used to create the product.

Packaging top

Students should be encouraged to research similar packaging to find out what kind of information is printed on it e.g. safety information, age range, use of images etc.

The design must be an accurate drawing using the template supplied. It can be created using any suitable graphic tools.

Packaging representation

The representation of the assembled package is an opportunity not only to show off the design for the top but also to show how it would work with a clear bag containing their kit. They can choose whether to create and photograph the finished product or to use graphics tools to create a representation.

Section 5: The eportfolio

The maximum size for the eportfolio is 25 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 graphic 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.