

Chillout here!

D203 SPB 0908

SUPPORT NOTES

Issue 3

Introduction

Updates since the previous issue are on page 7, indicated by a line in the margin.

These notes should be read in conjunction with the Chief Moderator's 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 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 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 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, 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 anything.

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, 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 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 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 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 the design of a 'chillout' zone - a room or area of a room where individuals and groups can take time out. As well as an initial floor plan and elevation, students must produce designs for wallpaper, a cushion cover and a screensaver. They must also show how their zone would look by producing a papered elevation, an updated floor plan and a visualisation. The project 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.

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.

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 to 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 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 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 a floor plan and elevation, designs for wallpaper (pattern design and papered elevation), cushion cover and screensaver, a visualisation of the zone and an updated floor plan which includes the furniture in the visualisation.

NB THE EPORTFOLIO CHECKLIST INCLUDES THE INITIAL FLOOR PLAN AND ELEVATION. HOWEVER, TO COMPLY WITH THE ASSESSMENT REQUIREMENT FOR A COMPLETE SET OF PRODUCTS (3+ marks), THESE MAY BE OMITTED AND ONLY SIX PRODUCTS ARE REQUIRED.

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 a peer group or a group from another age range. Students 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 will appeal to the target audience. This really can be anything that will allow them to produce creative designs for their zone.

The zone may be a complete room or take up one area of a room. It must include at least one door or window and should be big enough to accommodate furniture and the target audience.

An indication of the proposed designs is required at this stage.

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 should also use the design log to record the software used in the development of each product and to identify the use of bitmap and vector tools.

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

Draw it

IF THE INITIAL PLAN IS MISSING, ASSESS USING THE UPDATED FLOOR PLAN.

IF THE INITIAL ELEVATION IS MISSING, ASSESS USING THE PAPERED ELEVATION

The floor plan and elevation must be drawn accurately using the same scale. Students **MUST** use vector tools to create the outlines.

The floor plan should clearly indicate all doors and windows and show the scale and dimensions.

The elevation must show one of the walls in the zone and must include at least one window or door. It is not necessary to draw any other walls.

Pattern design

It is crucial that students understand that the pattern must be designed to repeat horizontally and vertically and that it must work on standard wallpaper strips (530 mm wide). They are advised to research existing wallpaper designs before designing their own repeat pattern. There are links to a number of examples and tutorials on this subject.

Students should be clear that the pattern must be created using only digital tools (vector and/or bitmap). Students may wish to create initial designs using pencils and paper but it is not acceptable to scan these drawings and use them in the final product. No credit will be given for hand-drawn designs or elements.

It is crucial that the pattern is produced as an accurate scaled design so that it can be reproduced and repeated to 'paper' the elevation in the subsequent task. Students should expect to spend some time ensuring that the pattern design is fit for purpose. They may do this by printing copies or by viewing it onscreen, but must produce a digital image showing how four pattern repeats fit together in a 2 x 2 grid.

Paste it

The pattern design **MUST** be the same scale as the elevation for this task. Students should paste repeats of the pattern onto the elevation, cutting to fit where necessary.

It should be clear how the paper fits around the door or window. This can be achieved by cutting the design around the opening, or by placing the door/window on top of the 'paper'.

It is important that students are happy with the overall effect. They may need to move the 'strips' up, down or sideways, just as with real wallpaper, to create the best result.

Cushion

This design does not have to be to scale but the shape and cover design should be clear. As with the other products, the design should reflect the theme of the zone. Approximate dimensions should be shown.

Screensaver

This will require some careful thought if it is to be effective on a large screen (at least 100cm wide). The three photos must be original, taken and edited by the student. The images must reflect the theme of the zone.

Any suitable software may be used to create the scrolling sequence, which could be a movie, an animation or a slideshow. It should be 'implemented' so that the moderator can view the scrolling sequence.

The annotated thumbnails are required in order to give students credit for their use of graphic tools to edit and prepare the images.

Visualisation

This is a good opportunity for students to be creative and to make good use of their image editing skills. The final still image should show how the zone would look when in use.

The backdrop will be the 'papered' wall. The scene must include a screen (at least 100cm, drawn to scale) which displays any one of the images from the screensaver. There must be at least one cushion, although students may wish to include more, possibly of different sizes.

In order to complete the scene effectively, students should add other furnishings, people and/or lighting.

The brief states 'You MUST create this visualisation using graphics tools to combine elements.' It is very important that students understand that this visualisation is not a real-life model and must be created using graphic tools - it is not acceptable to make the items and photograph them.

Any suitable software may be used.

Updated floor layout

The floor layout must be updated to show an aerial view of the zone in use, as represented in the visualization. This updated version should be saved in addition to the original layout.

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.