

SPB 2006 D203

SUPPORT NOTES FOR TEACHER

Unit 3 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 3 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 graphics software (see pages 134 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 onscreen 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 **tick 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  and there is a summary document attached to the eportfolio page.

Where work needs to be done but evidence 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 produce initial designs for the logo, medal and T-shirt - the evidence will be inferred from the fitness for purpose/effectiveness of the finished designs, but omission of this step could be disastrous!

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

Moderators will view eportfolios on screen and will not be expected to print paper-based publications. However, the centre assessor may wish to do so and to include comments relating to the effectiveness of the document in their record sheets.

Where does the work have to be carried out?

Work on the graphics and graphic 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 evaluation.
- researching appropriate sources of information related to the scenario and products, keeping records of where information was found and how it could be used.
- producing initial designs for graphics and finished products and feedback from others on these designs
- taking photographs for primary sources
- 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 test and comment on graphic 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 graphic products, including the eportfolio, and these comments will be used in the final 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

Introduction

Students can find a list of sports for 2008 Olympics on the official Olympic website. They need to be clear about the audience and purpose of each product. They should explore examples of similar products before starting work on their own designs.

Any suitable graphics software can be used to produce the elements and graphic 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 MS Excel will not be visible if the spreadsheet is converted to pdf.

Gathering Elements

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

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

Students will need to indicate how they have prepared elements for use in their products. However, we do not require a narrative description of the process itself.

Students should take particular care to indicate use of primary sources in order to gain credit for this.

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

Review

Students should be reminded to keep notes of comments they receive on their graphic 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 Graphic Products

General

The graphic products required are a medal, T-shirt, gift bag and web page.

Students should take careful note of the requirements for each graphic product - dimensions, required elements, colours, etc- as well as audience and purpose.

Students are free to make use of software features such as wizards or filters. 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 graphic products are fit for purpose.

Logo

Students should be encouraged to produce more than one initial design for the logo and keep a record of feedback so that they have evidence of why the final design was chosen. The initial designs are not required in the eportfolio but could be scanned in as evidence for the review.

Annotation on the completed design should indicate how the logo meets the design brief, eg how each aspect of the design appeals to target audience, what message it gives, why the colours used are suitable etc.

Medal

Students should be encouraged to choose a shape where the dimensions can be clearly measured so that they match the specification.

It is not necessary for the students to attempt to make the medal look as though it is made of gold, a flat golden colour is sufficient.

T-shirt

The T-shirt design can be produced in a variety of ways:

- the student could draw an outline using suitable software and add the individual elements
- a photograph of a T-shirt could be used provided all the required elements can be clearly seen
- the elements could be added digitally to the photograph.

The design should be annotated to indicate the elements included.

It is not necessary to show the back and front of the T-shirt if all the required elements are on the same side.

Gift bag

2D drawing

Students are advised to collect and 'unpick' several types of gift bag to enable them to choose a suitable design. The design does not have to be complicated, most gift bags are made out of a rectangle and this is acceptable. The drawing should be suitably annotated to explain which line indicates a fold, which areas will be glued etc. A key to line types could be used.

It is not necessary to use a CAD package to produce this drawing, any suitable vector software is acceptable, although a package that shows the dimensions of the drawing will allow the student to show that the drawing is to scale.

It is not necessary to use layers for this task but if the chosen software supports layers the student should be encouraged to use them. For example, the dimensions, annotations and key, if used, could be on different layers, perhaps in different colours.

3D drawing

The 3D drawing is intended to show what the bag will look like when it is assembled. It is not necessary to produce a 3D CAD drawing. A freehand drawing produced by the student is sufficient provided it includes all the required elements. Alternatively, the student could use a manipulated photograph of the assembled bag with graphics added digitally.

Web graphics

The photographs for the web page must be taken by the students. There are a variety of ways this could be achieved by:

- use a digital camera or a mobile phone
- using video stills
- scanning in a photo from a non-digital camera

If photographs or sections of photographs are combined to create a montage, all sources must be acknowledged on the elements table.

The text banner and the graphic images should be the focus of the web page; any other text should be kept to a minimum.

eportfolio

Any suitable software may be used to construct the eportfolio - specialised web authoring software is not essential. However, the eportfolio must be viewable in any common browser.

Students should aim to produce eportfolios that meet the criteria, including an appropriate user interface. Good design plays a crucial part in this process.

There must be an easily recognisable home/index page giving key information including: student name and candidate 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.

