

Cash 4 Kids

D204 SPB 0906

SUPPORT NOTES FOR TEACHERS

27 September 2006

Introduction

These notes should be read in conjunction with the Moderators' Report for D204 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 4 specification.

The D204 SPB 0906 is valid for moderation in May and December 2007 and in May and December 2008.



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 query 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.

Helpful hints


In addition to Mark Alert checklists, the SPB 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.


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.

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

Students must ensure that they present their work as clearly as possible.

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.

Teamwork

Team work requires students to work collaboratively and they should take the opportunity to share the work load by distributing tasks amongst the team.

Teamwork tasks are indicated by bars like this:



Tasks which must be carried out individually are indicated by:



The project summary document also indicates which tasks can be carried out as a team. This summary is based on a team of 3 but can be adapted for a team of 4.

It may be that a student is absent for a period of time during the project either through choice or illness. This is obviously unfortunate but needs to be addressed. The team must look at this as a 'real' situation and try to keep to the plan. This may mean that someone else has to complete the work for the absent team member. On their return they will need to be brought up to speed on progress. They will also need to ensure that they generate required evidence for their eportfolio even if this work is no longer required by the team. Students should use their project diaries to note issues that arise and ways in which problems are resolved.

Where does the work have to be carried out?

Work on the outcomes 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 - make sure that any changes to the group plan are discussed within the group
- 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.
- completing the project diary - students may not have time during the lesson to complete the diary so they should be encouraged to complete the day's activities at home while it is fresh in their minds
- conducting market research
- initial designs and feedback from others on these designs
- prototyping of own, or others' publications - gathering feedback from test users so that publications can be improved where appropriate
- writing the commentaries to introduce each item of evidence
- reviewing final outcomes 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 work under development and this should be viewed as an ongoing process. Students should not wait until outcomes 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 (including other team members), teachers or other adults who can offer constructive feedback.

Reviewers comment on final outcomes and the eportfolio, and these comments will be used in the end-of-project review. It is often helpful to gather reviewers' feedback as publications 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

Students are required to plan an enterprise which must be an event or series of events to raise money for a local children's charity of their choice.

Planning

A team plan must be produced for this unit and must show what each team member will be doing at any time, clearly indicating when collaborative working will take place. This team plan should be stored in a shared area so that all team members can access it. However, no alterations should be made to it without agreement from other team members.

Teams need a workable project plan that allows them to track and monitor progress throughout the project. Teachers should give as much guidance as necessary to achieve this. Although this may affect the marks for strand (a), benefits can be expected throughout the rest of the project.

The following two paragraphs, extracted from the Principal Moderator's Report, underline the importance of this:

In this unit planning is a team activity. To help them manage the project and meet the deadline, the team needs a workable, up-front plan that identifies the main tasks, breaks them down where appropriate into more manageable sub-tasks, puts them in a logical order, identifies who is responsible for what and divides up the available time between them, differentiating between work to be completed in class and work to be done elsewhere.

The plan is meant to be an evolving document that is in constant use during the project and - as such - provides a comprehensive project history.

Where teams had spent quality time planning their enterprise at the outset they were able to capitalise on this throughout the project.

Students should work in their teams to establish the requirements of the SPB and may find it helpful to write notes on what is required to help them understand what is required. They will need to work out what has to be done as a team and what must be done individually. Team work often involves sharing the workload so they will need to decide who will do what and make sure that the timings correspond to avoid individuals holding up the process.

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.

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. If students are giving times as lessons, eg, 1 lesson, they must indicate somewhere on their plans how long a lesson is.

Teams should discuss their initial plan with their teacher to ensure it is workable and that they have selected appropriate tasks for collaborative working and for homework. The aim is to formulate a workable team plan, bearing in mind that it is perfectly acceptable to make adjustments later.

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

Each team member should each include both the initial and final versions of the team plan in their eportfolio.

Project Diary

In addition to the team plan, each student must keep an individual project diary. This will be an ongoing record of what the student is doing throughout the project. It should be completed after every session - either in class or at home - and should contain detailed information about what happened during the session. This will help when carrying out the review at the end of the project and in producing commentaries. Experience has shown that, in the main, the more detailed the diary the better the quality of the review.

The project review

Students are reminded at every stage to gather evidence of feedback and problems for the project review. The project diary will aid this process.

Students should aim to produce a detailed evaluation of all aspects of the project listed in the review notes documents (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 should be reminded that both a team review and an individual review are required.

General

Students are free to make use of software features such as wizards. 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 publications are fit for purpose. For example, titles, column headings, layout.

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

Section 4: Investigating the enterprise idea

Students must work in their teams to explore ideas for an event and come up with a shortlist. Each student must then investigate one of the ideas on the list.

Research

The choice of event should not be seen as a foregone conclusion even before any research or modelling has been done. Students must remember that important decisions will be made on the basis of their research.

Each student must create a mind map for their allocated idea using any suitable software.

Students are expected to use a range of both primary and secondary sources to carry out market research into their allocated enterprise idea. For example, finding out the availability of resources, likely costs etc, asking people what they think of the idea and how much they would pay, etc.

Students should be quite clear about the need to acknowledge sources they use, both primary and secondary. They should provide evidence to show which sources they have used and why, what information they have selected from their chosen sources, where they have used it and why it is appropriate.

We do not require the information itself stored separately or descriptions of how the students obtained it.

Money matters

Each student must design and create a spreadsheet model for their allocated event which takes account of all relevant factors. This should use appropriate functions, formulae and formatting features to allow the team to try out a range of 'what if?' questions.

Evidence of testing of the spreadsheet is not required, but students should be aware that moderators will be looking at their use of spreadsheet tools to generate relevant information and facilitate use of the model by other team members.

Once the final enterprise has been selected the spreadsheet model for the event must be updated with the costs for any promotional materials. This spreadsheet model must be saved in the shared area.

Each student should include their model in their eportfolio even if their event is not chosen so they should take care to save it in their user area.

Decision time

Each student must present their findings to their team. How they do this is up to them but their presentation should be clear and concise and help the team to reach a decision. The team should hold a meeting - where all team members present their findings, allowing time for a discussion to take place and a decision to be reached. Formal minutes must be taken at this meeting. This is the only formal set of minutes required by the SPB although a record of all meetings should be kept, perhaps in the project diary.

Once a decision is reached, the relevant spreadsheet model should be copied to the shared area so that it can be accessed and updated later.

Section 5: The Enterprise Proposal

The enterprise proposal should be the focus of the entire project. It must be completed as a team activity and saved in the shared area - each student will copy it for their eportfolio.

The proposal should include:

- an introduction to the team
- the updated spreadsheet model including all costs
- key factors from the market research, why the enterprise was chosen
- the corporate identity including sample business documents
- a promotional website
- a set of marketing materials

Although the proposal is a team effort, students must take care to identify who did what so that this information is clear in their individual eportfolios.

Corporate identity

The team should decide on some basic principles - what impression they want to give, suitable colours, etc.

Each team member must design and create a logo, name and strapline for the enterprise incorporating the agreed principles. (A strapline is a slogan that will be associated with the product. An example of a slogan is “A Mars a day helps you work rest and play”). Students should carefully annotate their design to explain their decisions.

The team must hold a meeting to decide on the final design - this may be one student’s complete design or a combination of elements from different designs.

Business documents

Each team must produce a complete set of five types of document and must decide who will produce each one. Individuals should complete the documents using the agreed corporate identity, offering feedback to one another.

The team must then agree the complete set of documents for the enterprise proposal, ensuring that they are consistent. This set must be saved in the shared area.

The team must then agree the complete set of documents for the enterprise proposal, ensuring that they are consistent. This set must be saved in the shared area.

Promotional website

This is to be completed as a team. The pages should be consistent and reflect the corporate identity.

Tasks should be allocated to individuals. They might create a page each or they might decide to split tasks according to skills - gather information or images, create pages, create a template, build the site, etc.

Students must take care to follow the storyboard agreed by the team. The complete storyboard and website must be saved in the shared area with information about who did what.

Promotional Materials

The team must decide on a marketing strategy to promote their enterprise. This should be a coordinated, targeted promotional campaign. This is summed up in the Principal Moderator's Report:

Candidates who performed best in this strand produced a set of effective promotional materials that targeted a clearly defined audience, making them keen to purchase the product. Some created a series of items to be used at different stages in the marketing campaign. Collaborative working came into its own when team members worked together to produce materials for a coherent marketing strategy.

It must include sufficient materials for each student to produce three items. Some examples of materials have been given but students are encouraged to come up with some ideas of their own and try to 'think outside the box'.

Teams should ensure that they share the workload in a way that enables each student to produce a range of different items.

Students should work out the costs of their promotional materials and update the spreadsheet model.

Again, the final set of materials should be saved in the shared area.

Section 6: The eportfolio

The maximum size for the eportfolio has been increased to 25 MB for this SPB. Students must ensure that their eportfolios conform to the technical specification.

There is no longer a list of acceptable file formats. This has been replaced by a Moderator's Toolkit which 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. Please draw attention to the fact that Excel (.xls) files are now acceptable but that Access files (.mdb) are not. The Moderator's Toolkit will be published on the DiDA micro-site. It will be updated when necessary.

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. This means that .ppt and .pps formats are not acceptable and candidates who use Powerpoint to build their eportfolios must convert them to html.

Students should be encouraged to test their eportfolios in more than one 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.

Students should aim to produce detailed commentaries contextualising the evidence. Each student should include a copy of the team's enterprise proposal. The proposal should be the focal point of every eportfolio.

Students should ensure that they provide working links to all the specified items of evidence even when the eportfolio is transferred from the network. One possibility would be to allow students access to a standalone computer for testing purpose. If this only has the Moderator's Toolkit installed then students will also be able to check that their eportfolio conforms to the technical specification.

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.