£10 challenge

D204 SPB 0908

SUPPORT NOTES

Issue 1

Introduction

These notes should be read in conjunction with the Chief Moderator's 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 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 tick 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. It is not necessary for students to write long commentaries explaining how they achieved each task.

Students must ensure that they present the evidence as clearly as possible, remembering that moderators will view all evidence on screen and will not be expected to print paper-based publications/products.

Copyright
Students should use only 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 images 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.

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. Teachers should influence the membership of teams where necessary.

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 the log to note issues that arise and ways in which problems are resolved.

It is important that teams plan to work collaboratively. They should agree meeting protocol and set up a shared area and folders. For this SPB, the team is required to keep a team log – see the next section.

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 including:

- reviewing and updating the ongoing plan and team log – making sure that any changes are agreed by the team
- updating the sources table
- conducting research
- initial designs and feedback from others on these designs
- prototyping of own, or others’ publications and products – gathering feedback from test users so that they can be improved where appropriate
- 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!

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 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, members of the target audience or others 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.

The shared area
All evidence generated by teamwork must be stored in a shared area. Not only does this allow all team members to access it, it also ensures that there is one up-to-date version of each shared document/file. Within the shared area, there should be a folder for the final proposal.

Section 3: Tackling the SPB

The scenario
Students are required to work in teams to raise as much as possible for a worthy cause/purpose of their choice. Each team has £10 to start with which must be paid back at the end.

Planning
It cannot be emphasised too strongly that teams 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.

The plan 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.

On the planning page there is a link to a project summary which indicates most main tasks and sub-tasks. Students should use this to work out what is required and develop a detailed team project plan using the planning notes (also linked from the planning page) to help them.

Team work often involves sharing the workload so they will need to make sure that the timings correspond to avoid individuals holding up the process.

The plan must give an indication of time for sub-tasks. Teams 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. Teams should also build in some contingency time.

Teams should identify interim checkpoints on their plan when they will discuss progress with their teacher and make any adjustments that are necessary.

Many students find it helpful to create their plan using spreadsheet software. One column may be used for the team log – although this could be a separate worksheet or file.

Teams must discuss their initial plan with their teacher before continuing. Teachers should offer feedback at this stage to ensure that the plan is workable and is easy to view on screen.

Teams should expect to update the plan at regular intervals, for example when the promotional strategy is decided and tasks are allocated.

The eportfolio checklist indicates that each team member should include the initial plan as well as the final team 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 and a team log
Teams are required to make a copy of the initial plan for use throughout the project. They should make changes when necessary and add comments to explain these alterations. For example, "We were supposed to work on the business documents during this lesson but the school network was playing up which meant we couldn't do them. We have decided to do them next lesson instead and have changed dates on the plan".

Teams are required to keep a log where they record details of all team discussions, decisions made and actions taken. This is a shared effort and it is essential that it is updated regularly (reminders are given throughout the brief). As previously indicated, this may be a column on the plan, a second worksheet or a separate file.

Project Diary
This SPB does not require students to keep a separate project diary, although they may do so if they wish. They should make use of the plan, context pages and review to log comments on progress, problems, etc. Students do not need to duplicate the information recorded in the team log.

Gathering information
Students will need to carry out research and should take care to select information from valid sources.

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

A team sources table is required where, as in other units, students must fully acknowledge all sources, both primary and secondary. This includes those that provide information as well as elements such as images. This is a shared document. As with the log, this could be another worksheet along with the plan if spreadsheet software is used. Students should be reminded that the Internet and search engines such as Google should not be cited as sources.

Students should be advised to complete the first section of the sources table with details of all items they might use but that they only need complete the remaining details (columns shaded grey) for those they actually use in their eportfolio. Where more than one item is from the same source, they only need to record details of the source once and cross-reference. It should be clear who found each source.

Project review
Students should be reminded that both a team review and an individual review are required. The team review should be completed as a group activity. The team log will aid this process. A copy of the team review should be included in each team member's eportfolio.

For both the team and individual reviews, students should aim to produce a detailed evaluation of all aspects in the 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 and incorporate feedback from their teacher and other reviewers. Students should be reminded to address any copyright issues.

Students should be encouraged to use the notes provided for the review as this often improves the quality. They should be clear about who contributed what to the team review as well as completing their individual reviews.

Wizards
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. Tools which allow students to track progress may be used to identify who updated shared documents at each stage.

Section 4: Investigating the enterprise idea

What do you want to do?
Students must work in their teams to explore ideas for the enterprise and come up with a shortlist. This can be any worthy purpose such as raising money for a charity or funds for a youth football club but should be something which interests them. Each student must then investigate one of the ideas on the list.

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

Each student must create a mind map to explore their allocated idea. This does not have to be done using specialist mind mapping software but must be viewable using only the Moderator's Toolkit.

What do you need to know?

Students are expected to use a range of sources to carry out research into their allocated enterprise idea. For example, finding about the availability of resources, likely costs etc. Market research might include 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. All potential sources should be included in the sources table, including an indication of which team member found each source.

Money matters
Each student must design and create a spreadsheet model for their allocated idea. It should take account of all relevant factors and use appropriate functions, formulae and formatting features to allow the team to try out a range of 'what if?' questions. The model should consider all costs and expenses associated with the idea.

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.

Students must indicate how they found the necessary data for the model to support their choices and must include evidence of their model in their eportfolio even if their idea is not chosen by the team.

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

Decision time

Each student must present their findings to their team. The team should discuss the options and decide which idea(s) to take forward. Although they may decide to concentrate from the start on just one idea, teams may use their start-up fund to run more than one idea or run one idea first in order to fund a second, bigger idea. It is very important that the team records details of this meeting in the team log.

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

Section 5: Towards a proposal

Creating the look - principles
The team must agree some basic principles – what impression they want to give, style, type of name and strapline, etc.

Each team member must design and create an original logo, name, strapline and colour scheme for the enterprise incorporating the agreed principles. Students should carefully annotate their design to explain their ideas.

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. An explanation of this decision must be documented.

Creating the look - documents
Each team must produce a complete set of five types of useful document and must decide who will produce each one. Individuals should complete the documents using the agreed 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 and that it is clear who produced each one (and who was allocated it if this differs). This set must be saved in the shared area.

The strategy – going global
This task is to be completed as a team. The web pages should be consistent and reflect the agreed identity. Teams should bear in mind that this product is part of the promotional strategy when choosing colours etc.

Designing the website is a team activity and should be agreed by all team members. Tasks should then 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, test it, etc.

The complete website must be saved in the shared area with information about who did what.

The strategy – choosing items
The team must decide on a set of items to promote the enterprise and complete the items document provided. Each student must be allocated three items, at least one from each category. There may be more than one item of the same type for different audiences or purposes, or different items for a similar audience or purpose.

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.

The strategy - play your part
Each student must produce the three items allocated to them but should always bear in mind that they are contributing to the team effort. These items should help to promote the service or product, therefore contact details should be included to allow people to get further information.

Students should check their three items for consistency with each other and with the rest of the set and that they are fit for purpose. The complete set of items should be checked by the team and then saved in the shared area. The intended audience and purpose of each item should be clear as well as who produced it.

Students should be reminded to use only copyright-free materials in their promotional items.

Section 6: The Proposal

The 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 to their eportfolio.

The proposal should include:

- an introduction to the team and what they stand for
- key factors from the research and why the ideas for the enterprise were chosen
- the chosen identity including agreed principles and the set of documents
- the promotional strategy including a set of promotional items and a website
- the final spreadsheet model and other evidence to show the enterprise is viable

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.

Section 7: The eportfolio

The maximum size for the eportfolio is 25 MB. Students must ensure that their eportfolios conform to the technical specification.

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 aim to produce detailed commentaries contextualising the evidence. Each student should include a copy of the team's proposal. The team's campaign proposal should be the focus of the eportfolio and students should aim to draw the moderator's attention to it 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, items that should be included. 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.

Collaborative software
Some possible software for collaborative working:

> Google Docs- Users can share their documents and spreadsheets. Anyone can sign up.
>
> www.aceproject.com - This site is quite involved but worked well when tested. You get 2MB of free space to upload documents and it keeps tracks of versions for you. The free version allows a maximum of 5 users per project/account. This might be good for a Year 12 group.
>
> www.letspowwow.com - this is very similar to Adobe Breeze