

SPB 2006 D204
TEACHER SUPPORT NOTES

Unit 4

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 4 specification. They should be familiar with the format of a range of on-screen and paper-based publications.

The 2006 SPB for Unit D204 is valid for moderation in May and December 2006.


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. Where more than one page relates to a main task (such as the eportfolio), the additional pages are only accessible via the first page for the task.

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 each box 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 test the spreadsheet model to make sure it is accurate and that it is possible to find answers to the 'what if' questions – the evidence will be in the form of a working spreadsheet so we do not require explicit evidence of the testing itself, but omission of this step could be disastrous!

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

Students must ensure that they present the publications as clearly as possible. For example, even though the promotional website is a group task any pages that are prepared by individual team members must be linked together.

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

Horizontal bars are used to distinguish between team and individual activities. 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.

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

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 no matter how annoying it is they must 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 were 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.
- researching appropriate sources of information, keeping records of where information was found and how it could be used.
- gathering primary sources of evidence – e.g. photographs
- conducting the initial research for the idea
- 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. 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 outcomes, 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. Any changes to any materials should be made in light of the feedback given.

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

The Scenario

Students are required to plan an enterprise to commemorate their school/college year group. The end product does not necessarily have to be ICT based, for example it might be a souvenir mug. However, it must be a product rather than event. The students will be working in teams of 3 or 4 and will share the workload for some tasks – more information can be found in the 'Teamwork' section of these notes.

Planning

Students should work in their teams to establish the requirements of the SPB. 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.

A team plan must be produced for this unit and must show what each team member is doing at any time, clearly indicating when collaborative working is taking 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.

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.

Teams should discuss their initial plan with their teacher to ensure it is acceptable and check that they have selected appropriate tasks for collaborative working and for homework. Teachers should offer feedback at this stage that will enable the students 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.

Students should each include both the initial and final versions of the team plan in their eportfolio together with their project diary (see next page).

Interim plans should only be submitted if they are really needed for clarification. Students should use their project diaries to indicate decisions and changes made.

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, comments in Excel will not be visible if the spreadsheet is converted to pdf.

Project Diary

In addition to the team plan, students must keep an individual diary. This will be an ongoing record of what the student is doing throughout the project. This will help when carrying out the review at the end of the project.

Investigating the enterprise idea

The students must get together in teams of 3 or 4 to work on the project. In their team they need to brainstorm a list of ideas. From the list each student must choose one of the ideas and research it. They should take into account how much it would cost to make so that they can decide how much to sell it for to break even.

Students should be quite clear about the need to acknowledge sources they use, both primary and secondary. Where appropriate they should acknowledge sources within the publications and should create a bibliography giving details of sources and an indication of where the information has been used. Students should take particular care to indicate use of primary sources in order to gain credit for this.

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

Carrying out research

Students will use their year group for the survey. When collecting data, students can either work in their teams or find a suitable way to collect data that does not inconvenience staff. Primary and secondary sources of information should be used. Secondary sources should be used to find out what materials are needed, the availability of resources, likely costs etc and whether similar products have been produced before. Primary resources will be the other students they ask about the product.

Modelling finances

Each student will design and create a spreadsheet model for the financial research that they have found for the idea they are researching.

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.

Making a decision

Once they have gathered the research together they should put it into a format that can be delivered to the rest of the team. The team should then hold a meeting – this meeting will not take very long but will have minutes taken. It is the only 'formal' set of minutes that will be taken although a record of all meetings should be taken, perhaps in the project diary. At the end of the meeting the team will have decided what product they are going to take through the project.

Review

Students should be reminded to keep notes of comments they receive on the outcomes and the way they work to avoid having to rely on memory at the end. Their project diaries will aid this process.

Section 4 The Outcomes

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 etc.

Corporate identity

The team must decide on some basic principles – what impression does the team want to give. Once the principles have been decided each team member must design and create a logo, name and strapline for the enterprise and include it on a letterhead template. 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”.

The team must get together to decide on the final logo design – this could be one complete logo that a team member has designed or a combination using different elements from each.

Document Templates

Each team must decide who will produce what - if the team is using someone's complete logo (including therefore the letterhead) it may be a good idea not to allocate the letterhead to the same person. Once the templates have been allocated they should then be completed individually.

Promotional website

This is to be completed as a team. One page per individual team member is sufficient – see the hint and tip on the SPB. The pages should be consistent and should link together. The complete set of web pages should be submitted in each eportfolio. The students should make sure they are sticking to designs discussed in their team.

Promotional Pack

Each student is to design and create three items from the list given in the SPB. They should seek feedback from other members of the group. Each student may have a different target audience. Students aiming for higher grades must ensure that they have produced a range of materials that are fit for purpose.

The Enterprise Proposal

It should be stressed that this is **not** an extra piece of work but merely a way of putting all the evidence for the final enterprise proposal in one place in the eportfolio so that it can be shown to the moderator as a whole. Ideally a link should be created on the eportfolio which takes the viewer to this proposal, which should include:

- Team collection of document template(s)
- Complete set of web pages (with indication of who did which) plus storyboard
- 3 item promotional pack
- Supporting financial information and research for the 'final enterprise' idea (not for other ideas investigated)

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 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.