

Think, click

D201 SPB 0909

SUPPORT NOTES

Issue 3

Introduction

These notes should be read in conjunction with the Chief Moderator's Report for D201 which offers feedback on the most recent moderation series.

Changes since the first issue are indicated by a vertical line in the left margin. There are additional updates on pages 7 and 8 indicated by a double line.

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

The D201 SPB 0909 is valid for moderation in May and December 2010 and in May and December 2011.



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 each box 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 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. A good example is an instruction to test a publication. It is not necessary for students to write long commentaries explaining how they achieved each task.

Students must ensure that they present all evidence 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 include comments relating to the effectiveness of the document in their record sheets.

Copyright

Students MUST comply with copyright. 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.

This SPB provides students with the opportunity to create all the publications using only 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 Edexcel website. It will be updated when necessary.

What additional resources are provided?

There are a number of files provided with the SPB, accessed via links within the brief. Where a task requires use of a file, for example the data items list for the database, students should save a copy to their user area before continuing.

Where does the work have to be carried out?

Work on the publications 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 publications, keeping records of where information was found and how it could be used
- initial design of publications 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
- reviewing final publications and the eportfolio
- updating the sources 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 ongoing 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 publications under development and this should be viewed as an ongoing process. Students should not wait until publications 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 publications 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, the teacher being the primary reviewer in this case.

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

Scenario

This project focuses on issues related to e-safety.

Students must prepare a set of publications to help raise awareness of working safely online. A spreadsheet will be used to analyse some survey results and establish what parents/guardians know about their children's online activities. Information from the survey will be used in a leaflet for parents/guardians. Reports listing online resources will be extracted from a database and some of this information will be used in a web page. A screensaver for young children completes the set.

Students must identify a "test buddy" who will help to test their publications and offer feedback.

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 log their progress at the end of each session by adding comments to this ongoing plan. They should also record the date each main task is finished.

Reminders to update the ongoing plan and to add comments appear throughout the brief.

The target audience

It is crucial that students are clear about the target audience for each publication.

Gathering information

Students should carry out research that is likely to produce useful information and should not feel compelled to investigate further just for the sake of it. If they follow the brief and ensure that their publications are fit for audience and purpose, they will have gathered and selected sufficient relevant information.

Students should take care to use reliable and accurate information from valid sources and should be reminded that search engines such as Google should not be cited as sources. Supporting evidence of their selection and use of appropriate sources may be added to the sources table and/or in commentaries.

Students should be quite clear about the need to comply with copyright. They should be encouraged to create original material using primary sources wherever possible.

A sources table is required where students must give details of all items, from both primary and secondary sources.

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 publications 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 encountered during the project.

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.

What do they know?

Questionnaire

Students must carry out a survey of parents/guardians. They must design and create a questionnaire, following the given instructions. Data must be collected from at least 15 people. The questionnaire should allow individual respondents to answer questions by selecting from a limited number or range of responses.

Three questions are specified although students may choose the method of response for each one. They need to carefully consider what other questions they should ask and what responses they should allow; bearing in mind that some of the results will be used in an information leaflet. They should ask questions that allow some purposeful analysis, perhaps making comparisons between ages or genders. The questions may be on any of the topics listed in the instructions document.

Group data collection

For the purpose of collecting data, students may either work on their own or in a group of up to four.

If working in a group, there should be a shared introductory section with the specified three questions and other generic questions such as gender, to avoid repetition. Each member of the group must independently construct a section with their five additional questions on their chosen topic(s) from the given list. The group must then collate the introductory section with the individual sections to create one questionnaire.

Each student must contribute to the data collection, e.g. working in a group of 3 each student will need to gather data from five people. This can be achieved by a variety of methods – email, interview, telephone, etc.

Each student must design and create their own spreadsheet to analyse data from the introductory section and from their individual section.

Results

A spreadsheet must be used to analyse the survey data and to create relevant charts to illustrate the findings.

Information generated by the spreadsheet will be used in an information leaflet for parents. This may involve comparisons and reasoned judgements as well as the use of formulae. Students might consider comparing responses to more than one question to produce more meaningful results.

Students should aim for an accurate and efficient spreadsheet. They should be made aware that there is no extra credit for the use of complex spreadsheet tools and formulae for the sake of it.

Students using spreadsheet file formats that cannot be viewed using the Excel viewer must ensure that they provide a version in another format that can be viewed using the Moderator's Toolkit. Moderators need to see the formulae and if necessary students must supply a separate file.

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 a publication that is fit for purpose.

Resources Database

The data set stores details of web-based e-safety resources. Students should study the structure carefully to ensure they understand the contents of each field. Every effort has been made to ensure reliability of the data at the time of publication. However, some information may change during the lifetime of the SPB. It is not necessary to amend the data and students may use the data as given. Additional records are not required.

There is no need to analyse the data set in detail prior to students creating the database. Students should be working independently to create a structure based upon the information given in the data items list. They are required to validate the audience field as they think appropriate. They should fully test the validated structure using test data, comment on the results of their validation and rejected records, if any, in their eportfolio.

Students/teachers should not attempt to identify and remove invalid data before importing the data set. Neither should they worry about whether they all have the same results. The important thing is that they demonstrate ability to reduce invalid data entry using appropriate techniques. There is a danger of a disproportionate amount of time being spent on attempting to find the 'right answer' at the expense of quality data handling and presentation.

Section 4: The Publications

General

The publications required are database reports (3), an information leaflet, a screensaver and a web page.

Students should take careful note of the requirements for each publication as well as the audience and purpose.

Prototyping and testing is essential, involving suitable test users. In addition to the test buddy, other test users should be selected for their ability to offer constructive feedback.

Reports

Students must use the database to generate a report listing e-safety resources for each of three specified purposes. They should make every effort to refine their searches so that only relevant information is generated.

Students should be aware that many of the sites in the 'General' category of Target Audience include relevant topics for particular age groups.

The reports must be produced using database software and students should aim for clearly presented publications, omitting non-essential information.

Leaflet

The leaflet is for parents/guardians and should consist of 8 A5 pages. The requirements for each page are given in the brief. In particular, pages 3-6 must be a removable insert which converts to an A4 poster and the remaining outer pages must form a four page leaflet worth keeping.

Students may find it helpful to sketch their design to check that the leaflet will work when printed and folded.

Students who take time to design the leaflet before creating it are likely to produce a higher quality publication.

Screensaver

Students are expected to produce a scrolling sequence of at least four screens. They should check their timings and transitions carefully.

The screensaver must feature an original e-safety 'friend' that would appeal to the target audience of 5-7 year olds. This allows for a little creativity but does not require artistic or graphics skills. It does not need to be a complex graphic product - a simple image is sufficient.

Any suitable software may be used to create the screensaver, using images, text and other assets. The final product does not have to be saved in screensaver format but students should ensure that it loops continuously to demonstrate how it would work.

Web page

The web page must focus on one aspect of e-safety and be suitable for 11-12 year olds. Students may choose any relevant topic from the database. Students should pay attention to the content and layout to ensure that the publications will be attractive and appealing as well as informative.

Section 5: The eportfolio

The maximum size for the eportfolio is 20 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 publications 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.