

On your marks!

D203 SPB 0909

SUPPORT NOTES

Issue 2

Introduction

These notes should be read in conjunction with the Chief Moderator's Report for D203 which offers feedback on the most recent moderation series.

Changes since the last issue are indicated by a vertical line in the left margin.

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.

The D203 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 on-screen 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.


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

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

Copyright

Students MUST comply with copyright in their products. 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 elements 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 area of the Edexcel website. It will be updated when necessary.

Where does the work have to be carried out?

Work on the 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, 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 products, keeping records of where information was found and how it could be used
- initial designs and feedback from others on these designs
- 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
- updating the elements 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 products under development and this should be viewed as an ongoing process. Students should not wait until products 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 products and the eportfolio, and these comments will be used in the final review. It is often helpful to gather reviewers' feedback as products 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

This project focuses on a tournament to encourage people to prepare for the 2012 Olympics. Students may choose details of the tournament - venue, events, etc. They must produce a set of graphic products, all of which include an original logo.

Students need to be clear about the purpose for each product. They must also identify the target audience for each product. They should explore the examples given at various places in the SPB and other relevant sources before starting work on the design of individual products.

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 use a project log to record their progress at the end of each session. This can be achieved by adding comments to a project log column on the ongoing plan or by keeping a separate document. This log will help when carrying out the review at the end of the project and in producing commentaries. Reminders to update the ongoing plan and log appear throughout the brief.

Gathering elements

In producing the products, students will need to gather a variety of elements. Some of the elements may be used in more than one product.

Students should be quite clear about the need to comply with copyright. This can be achieved by using only copyright-free material from primary and secondary sources.

It is particularly important that they do not use any copyright material from the Olympics or London 2012.

An elements table is required where students must give details of all elements from both primary and secondary sources. They should be reminded that search engines such as Google should not be cited as 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 products 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.

Section 4 The products and logo

General

The graphic products are a medal design and representations in bronze, silver and gold, a running vest and representation, a gift bag and a digital poster. These are the only products required for strand (d) and should be saved in the Tournament folder.

Students must produce an original logo for use on all products. They must also produce representations of the medal in use and the finished gift bag, but these are not required for the assessment of strand (d).

The proposal

Students must complete the outline proposal to give an idea of their intentions. They must gain approval from the teacher before continuing.

Students must clearly identify the target audience for each product. They should bear in mind the need to get feedback from test users able to represent the target audience.

Design log

Students are required to use a design log to show the development of a design from initial ideas to finished product. They should also show how testing, acting on feedback and refining their designs influenced the finished product. Annotated images should be used wherever possible to clarify designs and decisions.

Students should also use the design log to record the software used in the development of each product and to identify the use of bitmap and vector tools.

Any suitable software may be used to create the log. The given outline is one suggested format. Students are reminded to update it at various points in the project.

The logo

Since it is used on all products, it is essential that students design a logo which will reflect the purpose, appeal to the target audiences, work in different sizes and on different materials, and in both colour and monochrome.

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

Medal

In addition to the vector drawing, the medal must be reproduced in gold, silver and bronze (front and back). However, it is not necessary for the students to attempt to make the medals look as though they are made of metal - flat colours are sufficient. They should be clear that each medal must be a single colour, including the logo.

The medal representations in gold, silver and bronze provide an opportunity for students to be creative, using effects such as rollovers.

Students must also produce a representation showing a medal being worn. This will be used in the digital poster but is NOT required for the assessment of strand (d).

Running vest

The running vest (and gift bag) will be given to all tournament participants, as identified in the proposal. Students must produce a design for both sides of the vest. It must be produced by using graphic tools to add elements to the given template - e.g. by opening the JPG in photo

editing software and adding elements on layers, or by importing it into a vector drawing programme.

All elements must be from primary sources. There must be at least one visual link with the gift bag, in addition to the logo. The design should be annotated to indicate the elements included.

Students must also produce a representation to show what the running vest would look like when worn. Please note that this representation is required as a product in the assessment of strand (d). It could be achieved in a variety of ways, such as:

- the student could manipulate a photograph of a runner wearing a plain vest with the same shape by adding the new design (secondary sources must be referenced and permission sought)
- the vest could be produced by printing the design onto a cheap vest using iron-on T-shirt transfer paper and taking a photograph of someone wearing it

Gift bag

The assembled gift bag must be 3D - having sides and a base.

2D design drawing

Students are advised to collect and 'unpick' several types of gift bag to enable them to choose a suitable design. 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.

The drawing must be produced using only vector tools. 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 demonstrate 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.

Finished bag

Students must produce an image to show what the bag will look like when it is assembled. This image will be used in the digital poster but is NOT required for the assessment of strand (d).

They should print and assemble their finished 2D design and then photograph it. This will also prove that the design works and, if not, should encourage students to revise their design - an essential part of the development process.

Digital poster

The poster must be created by using graphics tools to combine elements, all of which must be from primary sources including representations of the other products. There must be a fixed area which stays the same on all screens. Students must choose one of the five layouts given but may alter the proportions of the fixed area.

Appropriate text should be included, including suitable details of the tournament.

Section 5: The eportfolio

The maximum size for the eportfolio is 25 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.

Students should aim to make the eportfolio a graphic showcase for their products, incorporating graphic elements where appropriate. They should, however, avoid inappropriate elements which are not relevant to the audience and purpose.

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 graphic products 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.