

Centre name:	Centre number:
Candidate name: Alec	Candidate number:

Strand	(a)	(b)	(c)	(d)	(e)	(f)	Total
Guidance	LG	LG	LG	LG	G	LG	
Centre							
Moderator	4	3	4	3	4	3	21

Strand (d) The project outcomes - a set of publications

THE LEAFLET	
Requirements specified in the brief	
Is it four pages of A5?	No - there are 4 pages of A4 length.
Does it have an attractive front page?	No.
Is there relevant information about the new Make Space Club, eg location, opening times, purpose?	No information about location or purpose of the new club and only indication of timings appear to be for the club (9am - 8pm).
Is there sufficient information about the three chosen activities, including times and fees?	No, there are three activities with a bit of information about each but they appear to be one-off trips - although there is the general opening time and costs it doesn't say when they are happening.
Is there an application form? Can you fill it in? Does it ask the right questions? When the form is detached, is any valuable info lost? Is it clear what you should do with it?	Yes, but details of an activity are lost when detached. Not clear that it is a form to apply for membership.
Expectations	
Does the leaflet work as a printed publication? Does it fold correctly into four A5 pages? Does the double page spread work?	Probably, there is some extra text on one spread but the four non-A5 pages would work together.

THE LEAFLET	
Does it look like an information leaflet?	No.
Does it have suitable images?	It doesn't have any images apart from the logo.
Are there any visual links to the Make Space campaign such as the logo or colour scheme?	No, apart from the fact that a version of the Make Space logo is included on the front page although the colours have been altered to suit the rest of the leaflet.
Is the font and style consistent?	Yes.
How appealing to teenagers do you think the leaflet is?	The content might appeal but not the design.
Is the language suitable for a teenage audience?	Yes.
How successfully does it advertise the new club and persuade young people to join?	It doesn't.
How effective do you think testing was?	Not very, good test users would have spotted that it does not meet the specified requirements.
To what extent are the underlying processes of information gathering and data analysis reflected in this publication?	They don't - the survey comes up with Monday as the best day and £1 for the popular cost but neither of these is reflected.
Has the student chosen a suitable way of presenting this publication in the eportfolio?	It's ok, possible to visualise.

DATABASE REPORTS	
Requirements specified in the brief	
Are there at least two reports from the list?	Yes, there are two.
Does each report include contact details for each member listed?	Only one of them.
Do the reports work as printed publications?	Yes.

DATABASE REPORTS	
Expectations	
Are there sensible titles and column headings?	Yes.
Have unnecessary fields been omitted?	Yes, in one report but 'Times per week' has been included in the first report.
Have columns been adjusted to avoid truncation?	Yes, apart from the last column heading in the first report.
Has page numbering been used on long reports?	Yes.
Are reports date stamped?	No.
Are the reports suitable for the club organisers?	Yes.
How effective do you think testing was?	Generally effective.
Has the student chosen a suitable way of presenting the reports in the eportfolio?	Yes.

PRESENTATION	
Requirements specified in the brief	
Does it have six slides (or more)?	No it has 4.
Does it include info about the Make Space campaign?	A little about Make Space.
Does it introduce the new club?	Not really.
Does it include adverts for the three chosen activities?	Only two of them.
Can you move from slide to slide by clicking the mouse?	Yes.
Does clicking the last slide take you back to the first one?	No, the forward button doesn't work and clicking on the slide ends the show.

PRESENTATION	
Are there relevant images, including two from primary sources?	Don't know, images are not documented.
Does it attract attention to the club and persuade young people to join?	First slide might attract attention but there isn't enough information to persuade people to join.
Expectations	
Does it work as a presentation?	It's not complete.
Is it suitable for teenagers aged 11-16?	Yes, directed at the audience.
Is it suitable for use in schools and colleges?	What there is would be ok.
Does it provide instructions for users?	No.
Is it consistent?	Yes.
Are the font and colour scheme conducive to on-screen viewing?	Yes.
How effective do you think testing was?	Not very, there are a number of proofreading errors and a good test user would have spotted that the presentation is incomplete. Although there are buttons for navigation the advance on mouse click has not been disabled.
To what extent are the underlying processes of information gathering and data analysis reflected in this publication?	Very little. Picks up on two of the activities but doesn't have enough information.
Has the student chosen a suitable way of presenting this publication in the eportfolio?	Yes.
And finally	
Is there anything to suggest that the publications are a set, have a common purpose - to promote the new Make Space Club? Represent the outcomes of the project?	No, colour schemes and content are completely different, no images in the leaflet.

PRESENTATION	
Has the student taken the intended purpose of each publication into account and gained permission where necessary to use images and other information?	No evidence of this.
How much guidance did the student need for this strand?	Limited guidance.
What degree of SoAP do they demonstrate (limited, some, reasonable, good)?	Limited.

Alec needed limited guidance. He has produced a complete set of publications, but they only meet some of the specified requirements.

Strand (b) Select and capture data and information	
Information gathering	
Has some useful information been collected?	A little, including some relevant images.
Has the student used the specified sources?	Yes.
Has the student used any sources of their own?	Some secondary sources listed for information but not really been used.
Is there evidence of selection of relevant information?	No.
Have most sources - both primary and secondary - been acknowledged?	No, can't find images.
Data collection	
Has the student included the given questions?	Yes, but has changed 'Which evening do you prefer to 'What day do you want to do the activity?'
Has the student asked further questions that can be analysed?	No.
Is the order of questions sensible?	Yes.
Do you think the questionnaire was adequately tested?	Yes.
How reliable is the data that has been collected? Is it safe to make decisions based on it?	19 females, 21 males so good even sample.
And finally	
What has information gathering contributed to the final outcomes (the publications)?	Apart from the images, not very much. Has swimming and quadding as activities but swimming not mentioned on questionnaire. Paintballing is, but this has disappeared.
How much guidance did the student need for this strand?	Limited guidance.

Strand (b) Select and capture data and information	
Has the student independently gone beyond the basic requirements of the brief in order to enhance the outcomes?	No.
What degree of awareness of intended purpose is demonstrated (limited, some, reasonable)?	Some.

Alec needed limited guidance for this strand. He has gathered some information and data for use in the publications.

Strand (c) Collate & analyse data	
The spreadsheet	
Has the student produced a spreadsheet that can be used to collate and analyse the survey data?	Yes.
Are formulae correct?	Yes.
Is the analysis purposeful?	Yes.
Has the given results document been completed?	Yes, except for the question referring to boys and girls preferring the same things which he explains he didn't know how to do.
Has the student added value to the document by explaining the findings?	No.
The database	
Has the given database been used?	Yes.
Has the data entry form been customised? Are there any instructions/features that facilitate data entry?	No.
Has a test user completed the feedback form?	Yes.
Do you think testing was effective?	No, the test user has not given much useful feedback, referring to a title that doesn't appear on the form.
Are there at least two searches from the list?	Yes.
And finally	

Strand (c) Collate & analyse data	
How has information derived from the spreadsheet and database impacted on the content of the publications?	Yes, the database reports are useful. However the survey has little impact on the outcomes.
How much guidance did the student need for this strand?	Limited guidance.
Has the student independently gone beyond the basic requirements of the brief in order to enhance the outcomes?	No.
What degree of awareness of intended purpose is demonstrated (limited, some, reasonable)?	Some.

Alec needed limited guidance and has demonstrated some awareness of audience and purpose by carrying out simple analysis of data and retrieving some information for use in the publications, although the database work is much stronger than the spreadsheet.

Strand (a) Plan and manage the project	
Initial Plan	
Have all the main tasks been identified? Do main tasks relate to project outcomes?	Yes.
Have main tasks been broken down into sub-tasks?	Some of them, no testing or time for improvements.
Are tasks/sub-tasks in a logical order?	Reasonably sensible - would have been better to do the leaflet and presentation straight after the survey rather than doing database in between.
Are timings given and are they sensible?	Not always - eg 25 mins to add new records.
Does the plan differentiate between tasks to be done in class and tasks to be done elsewhere?	Yes.
Has any time been allowed in case things go wrong?	No.
Have interim checkpoints been identified and have they been used?	No.
Do you think that the initial plan was agreed with the student's 'line manager'?	Not sure.
Tracking and monitoring	
Has the plan/diary been used to track progress?	Yes, there are some helpful comments.
Is there any evidence of monitoring (identifying and dealing with problems)?	Yes, there is some evidence of dealing with time issues.
Has the plan/diary been altered to take account of changing circumstances?	No.

Strand (a) Plan and manage the project	
Has the plan/diary been used throughout the project?	Yes.
How well does the plan/diary 'tell the story' of the project?	It's reasonably clear.
And finally	
How much guidance did the student need to create the initial plan?	Limited guidance.
How much guidance did the student need to use the plan to help them manage the project?	Limited guidance.

Alec would have benefited from more guidance to ensure that his initial plan was fully workable. However, he has used the plan to track progress and to carry out some limited monitoring.

Strand (e) The eportfolio	
Is it easy to find the 'way in'?	Yes.
Do the project outcomes 'hit you in the face' when you open it?	No.
Does it have a logical structure? How easy is it to navigate and locate items of evidence?	Yes.
Does it conform to the technical specification - size and file formats?	Yes.
Is the layout clear?	It's basic but clear.
Do all the links work?	Yes.
Are there links to all the required evidence?	Yes.
Is the evidence appropriately presented?	Yes.
Do the context pages include appropriate comments to introduce the evidence?	No.
Are the font and colour scheme conducive to on-screen viewing?	Yes.
What can you infer about the extent and effectiveness of testing?	It's fully functional so some testing can be inferred however he would have benefited from a test user who pointed out that comments on the context pages were needed.
Does it make some use of the medium to present achievements?	Not really.
And finally	
How much guidance did the student need for this strand?	Significant guidance.

Strand (e) The eportfolio	
What degree of SoAP is demonstrated (limited, some, reasonable, good)?	Some.

Alec needed guidance to produce a basic eportfolio that demonstrates some awareness of audience and purpose and allows access to all of the required evidence using the Moderator's Toolkit.

Strand (f) End of project review	
Does the review include some relevant comments about the publications? Are they evaluative? Are there suggestions for improvement?	Yes, and Alec has picked up on several areas that would improve the outcomes. There is good feedback.
Does the review include comments on the underlying processes and on their own performance? Are there suggestions for improvement?	There are some comments on processes and performance but the review lacks evidence of suggestions for improvements.
Is it realistic? How close is it to your view of the project?	In the main, yes.
And finally	
How much guidance did the student need for this strand?	Limited guidance.

Alec needed limited guidance to produce an end-of-project review. He has made some relevant comments about the publications and on other aspects of the project.