

Centre name:	Centre number:
Candidate name: Derek	Candidate number:

Strand	(a)	(b)	(c)	(d)	(e)	(f)	Total
Guidance	NG	LG	LG	NG	LG	NG	
Centre							
Moderator	4	3	6	7	6	5	31

Strand (d) The project outcomes - a set of multimedia products

THE PROMOTIONAL MOVIE	
Requirements specified in the brief	
Will it capture the attention of 11-14 year olds?	Yes, the animated characters will attract their attention.
Does it explain what can be found on the web pages?	There is no mention of the web pages although it might raise interest in the topic.
Does it use a combination of multimedia assets?	No, it is produced in Kartouche.
Does it run without user interaction?	Yes.
Does it run for no longer than 2 minutes?	Yes, it's within the time limit.
Expectations	
Can users view the movie without help?	Yes, it only requires the user to click the link.
Will it persuade 11-14 year olds to look at the web pages?	No, there is nothing to suggest that they should.
Does it run using a common plug-in?	Yes, it plays in WMP.
To what extent are the underlying processes of design, development, testing and preparation of assets reflected in this product?	Difficult to ascertain. Designs are retrospective and assets selected within Kartouche. However, some underlying design process can be inferred. Timings and content indicate that some testing was carried out.

THE WEB PAGES	
Requirements specified in the brief	
Are there five web pages?	Yes.
Is there a clear home page?	Yes, it works wells.
Is there an introductory page that links to the other pages?	Yes and the text encourages the user to take a look at the other pages.
Are suitable thumbnails used for the links on the introductory page?	No, the links are text.
Are there three different topic pages?	Yes: fitness, drugs and healthy eating.
Does each topic page include <ul style="list-style-type: none"> • a link to an external website about the topic • a link to the home page • three facts about the topic • advice for young people • a suitable image 	Yes, Derek has clearly addressed the requirements on each topic page. The facts are good and the advice is sensible. Images are relevant.
Do the pages include two types of asset created by the student?	Yes: sound and animated text.
Expectations	
Does the home page persuade 11-14 year olds to look at the other pages?	Yes, it is quite persuasive.
Do you think the pages will encourage them to think about their wellbeing?	Yes, there is a good attempt to do this.
Is the language suitable for 11-14 year olds?	Yes, it is quite catchy.
Are the multimedia assets suitable?	Yes.
Are the pages easy to navigate? Do all the links go where they're supposed to?	Yes, it is easy to move around. The external links do not work.
Is the font and colour scheme conducive to on-screen viewing?	Mostly, with the exception of the text links which are very difficult to read.
Are the pages consistent?	Yes, both colours and font.

THE WEB PAGES	
To what extent are the underlying processes of design, development, testing and preparation of assets reflected in this product?	<p>Although the storyboard may have been completed retrospectively, there has clearly been an underlying design process.</p> <p>Very good, although a test user should have noted the colours used for the links, the fact that these should be thumbnails and that the links to other websites do not work.</p>

THE PRESENTATION	
Requirements specified in the brief	
Does it include 6 slides?	There are seven.
Does it include different types of multimedia assets?	Yes, it includes video, sound and images.
Does it include the topics specified? <ul style="list-style-type: none"> • you and your friends - what do you eat? is it healthy or unhealthy? • what makes a balanced diet? • how can students of your age improve their eating habits? 	Yes it covers all these very well.
Has a master slide been used?	Yes.
Expectations	
Does it work as a presentation?	Yes.
Is it suitable for the target audience - the student's peers?	Yes, it is clearly aimed at them.
Is it suitable for viewing on a laptop or projected onto a screen?	Yes.
Are the assets appropriate?	Yes, they are relevant and appealing. The original sound track is good.
Is the language suitable for the audience?	Yes.
Is the font and colour scheme conducive to on-screen viewing	Yes.

THE PRESENTATION	
To what extent are the underlying processes of design, development, testing and preparation of assets reflected in this product?	There is some good preparation of assets including the charts and the presentation is well designed. Good testing, although there are a couple of proofreading errors.

And finally	
To what extent do the products work as a set to promote the Energise Your Life campaign?	The common purpose is clear from the content.
Has the student taken the intended purpose of each product into account and gained permission where necessary to use assets?	Yes, there is nothing that would conflict with legal requirements if these products were used for their intended purposes.
How much guidance did the student need for this strand?	No significant guidance.
What degree of SoAP do they demonstrate (limited, some, reasonable, good)?	Good.

Although the movie does not explicitly persuade students to look at the web pages, there is an implicit intention to raise awareness and the set of products as a whole meets all other specified requirements. Derek worked independently and adhered to legal requirements.

He achieves 7 marks for this strand.

Strand (b) Design	
To what extent did the storyboard and structure chart inform the development of the web pages?	It's difficult to be sure, but the level of detail suggests that they may have been produced retrospectively, at least in part.
To what extent did the storyboard inform the development of the movie (timings, scenes, assets)?	It's difficult to tell. It is a screen shot and the text is illegible.
To what extent did the storyboard inform the development of the presentation?	It's difficult to be sure, but the level of detail suggests that they may have been produced retrospectively, at least in part.
Overall, are any up-front designs detailed enough to give an indication of what the final products will be like?	Yes, but see comments above.
How well has the student commented on their design decisions?	Not well and there is no evidence that Derek has acted upon feedback.
And finally	
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?	Yes, Derek has found additional sources and built the information into the designs.
What degree of awareness of audience and intended purpose is demonstrated?	Some.

Derek has produced some partially up-front designs, demonstrating some awareness of audience and purpose.

He achieves 3 marks for this strand.

Strand (c) Collect, edit and create assets	
Has the student provided some information about the assets used and their sources? Is it relevant?	Yes, it is very detailed.
Has the student respected copyright and gained permission where necessary?	Yes, Derek has used copyright-free secondary sources.
Is there a good variety of appropriate multimedia assets in the eportfolio?	Derek has used a wide range of different types of assets.
Have the assets been prepared appropriately for use in the products?	Yes, he has edited them appropriately.
And finally	
How much guidance did the student need for this strand?	Limited guidance.
What degree of awareness of intended purpose is demonstrated (limited, some, reasonable)?	Reasonable.

Derek has gathered and prepared some assets for use in the products and provided detailed information about the assets used, demonstrating reasonable awareness of audience and purpose.
 He achieves 6 marks for this strand.

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?	Yes.
Are tasks/sub-tasks in a logical order?	Yes.
Are timings given and are they sensible?	Some are very large chunks, eg 280 minutes.
Does the plan differentiate between tasks to be done in class and tasks to be done at home?	Yes.
Has any time been allowed in case things go wrong?	Difficult to tell because of the large chunks of time.
Have interim checkpoints been identified and have they been used?	Yes.
Do you think that the initial plan was agreed with the student's 'line manager'?	Yes, it says so.
Tracking and monitoring	
Has the plan/diary been used to track progress?	Yes, there is clear tracking.
Is there any evidence of monitoring (identifying and dealing with problems)?	Yes, there are some good comments, but monitoring is limited because of the lack of detailed timings.
Has the plan/diary been altered to take account of changing circumstances?	Dates have been altered.
Has the plan/diary used throughout the project?	Yes.
How well does the plan/diary 'tell the story' of the project?	It is a clear account of progress.
And finally	
How much guidance did the student need to create the initial plan?	No guidance.

Strand (a) Plan and manage the project	
How much guidance did the student need to use the plan to help them manage the project?	No guidance.

Derek worked independently to produce an initial plan that is largely workable and has used it to track and communicate progress. There is some limited monitoring.
He achieves 4 marks for this strand.

Strand(e) The eportfolio	
Do the project outcomes ‘hit you in the face’ when you open it?	No, but there is a good home page.
How easy is it to navigate and locate items of evidence?	Yes, very easy.
Is the layout clear?	Yes, very clear.
Does it conform to the technical specification - size and file formats?	Yes.
Are there links to all the required evidence? Do all the links work?	Yes.
Are the font and colour scheme conducive to on-screen viewing?	Yes.
Do the context pages include appropriate comments to introduce the evidence?	Not really. There’s a very brief narrative about process.
How well have multimedia assets been used to present achievements?	Derek has made limited use of multimedia tools to present his evidence.
What can you infer about the extent and effectiveness of testing?	Very good.
And finally	
How much guidance did the student need for this strand?	Limited guidance.
What degree of SoAP is demonstrated (limited, some, reasonable, good)?	Reasonable.

Derek needed limited guidance but has demonstrated reasonable awareness of audience and purpose, by producing a basic eportfolio that allows access to most of the required evidence using the Moderator’s Toolkit. Context pages include some brief comments introducing the evidence and some appropriate multimedia assets.

He achieves 6 marks for this strand.

Strand (f) End of project review	
Does the review include some relevant comments about the multimedia products? Are they evaluative? Are there suggestions for improvement?	Yes and there are some very good suggestions for improvement.
Does the review include comments on the underlying processes and on their own performance? Are there suggestions for improvement?	Yes, and there are some very good suggestions for improvement
Is it realistic? How close is it to your view of the project?	Close, it highlights some of the problems.
And finally	
How much guidance did the student need for this strand?	No guidance.

Derek has made some evaluative comments about the multimedia products and commented on the contribution of the underlying processes and the effectiveness of their own performance. He achieves full marks for this strand.