

Centre name:	Centre number:
Candidate name: Alex	Candidate number:

Strand	(a)	(b)	(c)	(d)	(e)	(f)	Total
Guidance	LG	LG	LG	LG	NG	NG	
Centre							
Moderator	2	6	4	5	6	3	26

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

THE LOGO - a first look	
Is the logo suitable for all ages?	Yes, definitely.
Does it reflect the aim or purpose of the Get Set! Campaign?	Yes, it does it very well by making use of the Olympic rings and there is some good explanation of the design.

THE MEDAL	
Requirements specified in the brief	
Is it a disc with diameter 70mm?	Not in the pdf document, but the design is resizable and the student is clearly aware that the product must be 70mm.
Does it have the Get Set! logo on the front?	Yes.
Does it have the date on the back?	It has 2012 on the back, not the date of the Get Set! Tournament.
Does it have a graphic of a Olympic/Paralympic sport? How suitable is it?	Yes, and it is suitable.
Expectations	
Is the logo clear and well-placed?	Yes, it is well placed.
Is the date in a suitable font and size?	Yes.

THE MEDAL	
Can you visualise what the medal would look like? Is there a representation? Do the images look embossed?	There is no representation and the drawings have no depth. It is possible to visualise the simple design, although it looks more like a badge than a medal.
Would a young person be pleased to win it and happy to wear it?	Yes, we think so.
To what extent are the underlying processes of design, development, testing and preparation of elements reflected in this product?	The logo has obviously been through a design process and elements are well placed. A good test user should have spotted the error with the date, but otherwise some effective testing can be inferred.

THE T-SHIRT	
Requirements specified in the brief	
Is there a design for a T-shirt?	Yes.
Does it have the Get Set! logo and name on it?	Yes.
Does it have a graphic representing the Wheelie Race on it? How suitable is it?	Yes, a suitable clipart image has been used.
Expectations	
How easy is it to visualise what the T-shirt would look like?	The outlines of front and back make it possible to visualise the product.
Do you think the T-shirt will appeal to people taking part in the Wheelie Race? Both males and females?	Yes, it should appeal to different ages and both genders.
How well does it advertise the Get Set! campaign?	It does a good job by attracting attention to the race and featuring the campaign name and logo.
Is there a visual link to the gift bag? How effective is it?	Yes, the images provide a strong link.
To what extent are the underlying processes of design, development, testing and preparation of elements reflected in this product?	Some thought has clearly gone into ensuring that this product works and that it is part of the set. There is little indication of preparation of elements, apart from the logo.

THE DRAWSTRING BAG	
Requirements specified in the brief	
Does it have the Get Set! logo and name on it?	Yes.
Does it have a graphic representing the Wheelie Race?	Yes.
Does the 2D drawing show the scale and dimensions?	Yes.
Is the 2D drawing scaled correctly?	Yes.
Is it clear where the bag will be folded and glued/stitched?	The stitching is not entirely clear from the 2D drawing, but it can be worked out using other information and images in the eportfolio.
Does the 2D drawing show where the string will be inserted?	Yes.
Will the 2D drawing make up into a drawstring bag?	Yes.
Is there an image to show what the drawstring bag would look like? How effective is it? Is it an accurate representation?	There is an image of a similar bag which makes it possible to visualise the final product. There is also a print out of the front design on coloured paper.
Expectations	
Has the 3D image got all the elements shown on the 2D image and in the same places?	There is no 3D image showing what the finished bag will look like.
Do you think the bag will appeal to people taking part in the Wheelie Race? Both males and females?	Yes.
Is there a visual link to the T-shirt? How effective is it?	Yes, the links are strong.
To what extent are the underlying processes of design, development, testing and preparation of elements reflected in this product?	There is a clear attempt to design this product as part of the set and to repurpose elements. The 2D drawing has been prepared accurately to scale. Some testing can be inferred.

SCROLLING PRESENTATION	
Requirements specified in the brief	
Does the presentation have five slides?	Yes.
Does the same banner appear on slides 2, 3 and 4? (Doesn't matter whether it is on slide 1 or not)	Yes.
Does the banner include the Get Set! logo and name?	Yes.
Is the banner the full width of the slide?	Yes.
Is the banner free of other text and graphics?	No, 2012 has been added.
Are the images derived from photographs taken by the student?	Yes.
Is each image suitable?	Yes, they are good.
Does slide 5 consist of a collage of the images on the other slides?	Yes it does.
Does it change from one slide to the next every 8 seconds and automatically loop back to the start?	Yes it does.
Expectations	
Does it work as a scrolling presentation?	Yes, it works well.
Does the banner have a sensible height?	Yes.
How effectively have colours/fonts/patterns/texture been used?	They have been used effectively to make the presentation attractive.
Are the images linked to the Wheelie Race?	Yes, they are clearly linked.
Are the images fit for purpose and audience?	Yes, generally the images work well.
How successfully have elements been combined to create the presentation?	They have been combined successfully, with good animations.
How successfully does the presentation advertise/promote the Wheelie Race?	It does a good job, but it should include the date as well as the start time.

SCROLLING PRESENTATION	
To what extent are the underlying processes of design, development, testing and preparation of elements reflected in this product?	Some thought has gone into the sequence and the repurposing of elements. Testing can be inferred.

And finally	
How well does the logo work? In 3 colours? In a single colour? In different sizes?	It works very well on all products, in different sizes and media.
To what extent do the products work as a set to promote the Get Set! campaign?	They work extremely well.
Has the student given an indication of what each product would look like?	Yes, although the appearance of the bag is not well illustrated.
Has the student commented on their design decisions?	No, there is very little comment on the product designs.
Has the student taken the intended purpose/context of each product into account and gained permission where necessary to use elements?	Some are from primary sources. For others, the student claims to have gained permission, although this is an area that will require more careful attention in future.
How much guidance did the student need for this strand?	Limited guidance.
What degree of SoAP do they demonstrate (limited, some, reasonable)?	Reasonable.

Alex has demonstrated reasonable awareness of audience and purpose by developing a complete set of products which meets most of the specified requirements and uses some appropriate combinations of elements. There is an indication of what each product would look like, but very little comment on designs. He was given limited guidance.

He achieves 5 marks for this strand.

Strand (b) Use vector tools	
How well have vector tools been used to create the logo? Lines/shading/patterns/text, etc?	Some good use of the tools to create an effective and relevant logo.
How well have vector tools been used to show features of the 2D drawing of the gift bag including folds, areas to be glued/stitched and where the string will be inserted? Lines/shading/patterns/text, etc?	Some good use of the tools to work accurately and use line types/thickness sensibly.
What other evidence of use of vector tools is there? How effective is it?	The T-shirt outline, banner and medal all make some use of vector tools.
How effective do you think testing was?	Reasonable testing can be inferred.
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.

Alex has used vector tools to develop elements that meet most of the requirements and demonstrate reasonable awareness of audience and purpose. He was given limited guidance. He achieves 6 marks for this strand.

Strand (c) Use bitmap tools	
Requirements in the brief	
Have bitmap tools been used to develop images from original photographs for the presentation?	Yes. Although editing is very limited, some rough tyres have been created from the photos, the rest appear to be as taken using the camera.
How well have bitmap tools been used to create the images?	Not very well.
What other evidence is there of the use of bitmap tools? Is it appropriate?	None, apart from manipulation of the Wheelie Race graphic for use on a slide.
Where a student has combined bitmap and vector graphics, how effective is it?	N/A
Do you think testing was effective? Has the student taken feedback into account?	Little evidence of testing.
How much guidance did the student need for this strand?	Limited guidance.
What degree of awareness of intended purpose is demonstrated (limited, some, reasonable)?	Some.

Alex has made only limited use of bitmap tools to develop some elements that demonstrate some awareness of audience and purpose. He was given limited guidance.

He achieves 4 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?	No, the sub-tasks are simply lists of the project requirements.
Are tasks/sub-tasks in a logical order?	What there is, yes.
Are timings given and are they sensible?	For main tasks timings are reasonably sensible.
Does the plan differentiate between tasks to be done in class and tasks to be done elsewhere?	No, these columns are empty.
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'?	Unlikely.
Tracking and monitoring	
Has the plan/diary been used to track progress?	Yes.
Is there any evidence of monitoring (identifying and dealing with problems)?	A little.
Has the plan/diary been altered to take account of changing circumstances?	No.
Has the plan/diary been used throughout the project?	Yes.
How well does the plan/diary 'tell the story' of the project?	Not very well.
And finally	
How much guidance did the student need to create the initial plan?	Limited 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?	Limited guidance.

Despite having limited guidance, Alex did not produce a workable initial plan. He has made some use of the plan to track progress.
He achieves 2 marks for this strand.

Strand (e) The eportfolio	
How easy is it to find the way in?	Very easy.
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?	It's OK.
Does it conform to the technical specification - size and file formats?	Yes.
Is the layout clear?	Yes.
Do all the links work?	Yes.
Are there links to all the required evidence?	Yes.
Is the evidence appropriately presented?	In the main.
Do the context pages include some appropriate comments to introduce the evidence?	Not really.
Are the font and colour scheme conducive to on-screen viewing?	Yes.
What can you infer about the extent and effectiveness of testing?	There are some obvious spelling errors, so testing could have been more thorough. However, it is functional and consistent.
And finally	
How much guidance did the student need for this strand?	No significant guidance.
What degree of SoAP is demonstrated (limited, some, reasonable, good)?	Reasonable.

Alex worked independently and has produced a basic eportfolio that allows access to most of the required evidence using the Moderator's Toolkit. He hasn't used the context pages of his eportfolio to introduce the evidence, nor - with the exception of the front page - has he included any graphic elements.

He achieves 6 marks for this strand.

Strand (f) End of project review	
Does the review include some relevant comments about the products? Are there suggestions for improvement?	Yes, there are some helpful, if limited, comments.
Does the review include comments on the underlying processes and on their own performance?	Yes, there is some good feedback. The suggestions for improvement are limited.
Is it realistic? How close is it to your view of the project?	In the main, the review is realistic. Alex has taken limited account of some feedback. However, he failed to recognise that his work would have benefited from more thorough testing.
And finally	
How much guidance did the student need for this strand?	No significant guidance.

Alex worked independently and has made some comments about the products and the underlying processes, including some limited suggestions for improvement. Alex has recorded some useful feedback.

He achieves 3 marks for this strand.