

Centre name:	Centre number:
Candidate name: Miriam	Candidate number:

Strand	(a)	(b)	(c)	(d)	(e)	(f)	Total
Guidance	NG	LG	NG	NG	G	NG	
Centre							
Moderator	1	4	5	4	4	1	19

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

THE LOGO - a first look	
Is the logo suitable for all ages?	Yes.
Does it reflect the aim or purpose of the Get Set! campaign?	Yes.

THE MEDAL	
Requirements specified in the brief	
Is it a disc with diameter 70mm?	Miriam did not use the template and the medal does not appear to be the correct size
Does it have the Get Set! logo on the front?	Yes.
Does it have the date on the back?	It has the year 2012, not the date of the tournament.
Does it have a graphic of Olympic/Paralympic sport? How suitable is it?	Yes, javelin.
Expectations	
Is the logo clear and well-placed?	Yes.
Is the date in a suitable font and size?	Yes.
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 looks more like a badge than a medal, but the photo on the context page helps with visualisation.

<b>THE MEDAL</b>	
Would a young person be pleased to win it and happy to wear it?	Yes.
To what extent are the underlying processes of design, development, testing and preparation of elements reflected in this product?	There was clearly an underlying design process and there is some good evidence and annotation to support this. There is also evidence of feedback.

<b>THE T-SHIRT</b>	
<b>Requirements specified in the brief</b>	
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, it's very effective.
<b>Expectations</b>	
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 very good job of drawing attention to the campaign.
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.

<b>THE DRAWSTRING BAG</b>	
<b>Requirements specified in the brief</b>	
Does the 2D drawing include the Get Set! logo and name?	There is no 2D drawing; the link goes to the same image as the one to the representation.
Does the 2D drawing have a graphic representing the Wheelie Race?	N/A
Does the 2D drawing show the scale and dimensions?	N/A

<b>THE DRAWSTRING BAG</b>	
Is the 2D drawing scaled correctly?	N/A
Is it clear where the bag will be folded and glued/stitched?	Stitching is shown on the image.
Does the 2D drawing show where the string will be inserted?	This is shown on the image.
Will the 2D drawing make up into a drawstring bag?	N/A
Is there an image to show what the drawstring bag would look like? How effective is it? Is it an accurate representation?	Yes, there is a good image, based on a photo of a similar bag, which gives a good idea of what it would look like. It is impossible to tell whether this image reflects any design work.
<b>Expectations</b>	
Has the 3D image got all the elements shown on the 2D image and in the same places?	Impossible to tell.
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?	The visual links are very strong, not only the logo and text, but also the use of the coloured stars.
To what extent are the underlying processes of design, development, testing and preparation of elements reflected in this product?	There is clearly a misunderstanding of the requirements. A good test user should have spotted the lack of a 2D drawing as required.

<b>SCROLLING PRESENTATION</b>	
<b>Requirements specified in the brief</b>	
Does the presentation have five slides?	Yes.
Does the same banner 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?	No, it uses the five stars, not the logo.
Is the banner the full width of the slide?	As there is no outline around the banner it is hard to tell.
Is the banner free of other text and graphics?	Yes.

<b>SCROLLING PRESENTATION</b>	
Are the images derived from photographs taken by the student?	Yes, they are original photos of a friend.
Is each image suitable?	Yes.
Does slide 5 consist of a collage of the images on the other slides	Although it is quite effective, she hasn't actually used all the photos.
Does it change from one slide to the next every 8 seconds and automatically loop back to the start?	Yes.
<b>Expectations</b>	
Does it work as a scrolling presentation?	Yes.
Does the banner have a sensible height?	Yes.
How effectively have colours/fonts/patterns/texture been used?	Only basic effects used, shading on page and drop shadow on text, but still effective.
Are the images linked to the Wheelie Race?	Yes.
Are the images fit for purpose and audience?	Yes.
How successfully have elements been combined to create the presentation?	The presentation is quite effective, with good use of the elements.
How successfully does the presentation advertise/promote the Wheelie Race?	Very well.
To what extent are the underlying processes of design, development, testing and preparation of elements reflected in this product?	Good testing can be inferred from the outcome - a pity that a test user didn't notice the logo missing from the banner.

<b>And finally</b>	
How well does the logo work? In 3 colours? In different sizes?	The original logo works well in three colours and is resizable.
To what extent do the products work as a set to promote the Get Set! campaign?	The products work together very well.
Has the student shown what each product would look like?	It is possible to visualise them, although more representations would have been helpful.

<b>And finally</b>	
<b>To what extent has the student commented on their design decisions for each product.</b>	There are helpful comments on the context pages and some useful feedback.
<b>Has the student taken the intended purpose/context of each product into account and gained permission where necessary to use elements?</b>	In most cases, but the wheel on the T-shirt/bag and the flag in logo are not mentioned.
<b>Did the student work independently? If not, how much guidance was needed (limited or significant)?</b>	No significant guidance.
<b>What degree of SoAP is demonstrated (limited, some, reasonable)?</b>	Some.

Miriam worked independently and has demonstrated some awareness of audience and purpose by developing a set of products which meets most of the specified requirements and uses some appropriate combinations of elements. The only exception is the 2D drawing for the drawstring bag - Miriam clearly misunderstood what was required. However she has used an image to create an appropriate design for the bag.

She has commented on some of her design decisions and given an indication of what each product would look like.

The missing 2D drawing limits her marks and she achieves 4 marks for this strand.

<b>Elements table - a first look</b>	
<b>Is there an elements table? Is there detailed information about elements and sources?</b>	The elements table contains details for all elements and sources, except the wheel, flag and T-shirt outline.

<b>Strand (b) Use vector tools</b>	
<b>How well have vector tools been used to create the logo? Lines/shading/patterns/text, etc? How effective was testing?</b>	The tools have been used well to create an effective logo which is resizable.  The flag in the logo is probably a bitmap but the logo is effective.
<b>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? How effective was testing?</b>	There is no 2D drawing.
<b>What other evidence of use of vector tools is there? How effective is it?</b>	The graphics on the back of the medal and on the T-shirt.
<b>Did the student work independently? If not, how much guidance was needed (limited or significant)?</b>	Limited guidance.
<b>What degree of awareness of intended purpose is demonstrated (limited, some, reasonable, good)?</b>	Some sense of audience but limited sense of purpose. The point of the vector drawing of the bag has not been appreciated.

Miriam has used vector tools to produce some elements, but would have benefited from receiving more guidance.  She achieves 4 marks for this strand.
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Strand (c) Use bitmap tools	
Have bitmap tools been used to develop images from original photographs for the presentation? How effective is the use?	Miriam has created some images which look good. However, she has only made limited use of the tools - cropping and positioning etc.
What other evidence is there of the use of bitmap tools? How effective is it??	The representation of the gift bag which goes some way towards helping to visualise the finished product.
Did the student work independently? If not, how much guidance was needed (limited or significant)?	No significant guidance.
What degree of awareness of intended purpose is demonstrated (limited, some, reasonable, good)?	Some.

Miriam has made very limited use of the tools to produce rather than develop elements, although most of the specified requirements have been met and she demonstrates some awareness of audience and purpose.

She achieves 5 marks for this strand.

<b>Strand (a) Plan and manage the project</b>	
<b>Initial plan</b>	
Have all the main tasks been identified? Do main tasks relate to project outcomes?	No, there is only an elementary Gantt chart showing some of the tasks.
Have main tasks been broken down into sub-tasks?	No. There are some separate flowcharts but these are not reflected in the plan.
Are tasks/sub-tasks in a logical order?	Insufficient detail to comment.
Are timings given and are they sensible?	Insufficient detail.
Does the plan differentiate between tasks to be done in class and tasks to be done elsewhere?	No.
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.
<b>Tracking and monitoring</b>	
Has the plan/diary been used to track progress?	No.
Is there any evidence of monitoring (identifying and dealing with problems)?	No.
Has the plan/diary been altered to take account of changing circumstances?	No.
Has the plan/diary been used throughout the project?	No.
How well does the plan/diary 'tell the story' of the project?	It doesn't tell the story.
<b>And finally</b>	
Did the student work independently to create the initial plan? If not, how much guidance was needed (limited or significant)?	No significant guidance.

Strand (a) Plan and manage the project	
Did the student work independently to use the plan to help manage the project? If not, how much guidance was needed (limited or significant)?	No significant guidance.

Miriam would have benefited from more help at the outset to create a fully workable plan, so that she could then use it to track and communicate progress through the project.  
She achieves 1 mark for this strand.

<b>Strand (e) The eportfolio</b>	
<b>Do the project outcomes 'hit you in the face' when you open it?</b>	No.
<b>How easy is it to find the way in? Does it have a logical structure? How easy is it to navigate and locate items of evidence?</b>	It is very easy; the structure is logical and consistent.
<b>Does it conform to the technical specification - size and file formats?</b>	Yes.
<b>Is the layout clear?</b>	Yes.
<b>Do all the links work? Are there links to all the required evidence?</b>	The links work, although the one to the 2D drawing is incorrect and there is no link on the testing page.
<b>Are the font and colour scheme conducive to on-screen viewing?</b>	Yes, it works well.
<b>Is the evidence appropriately presented?</b>	Yes, although it would have helped to include representations of the products.
<b>Do the context pages 'fill in the gaps', i.e. tell us things we can't infer from looking at the evidence?</b>	There are some helpful comments on the context pages.
<b>What can you infer about the extent and effectiveness of testing?</b>	Good testing can be inferred, a pity a test user did not spot the incorrect and missing links.
<b>And finally</b>	
<b>Did the student work independently? If not, how much guidance was needed (limited or significant)?</b>	Significant guidance.
<b>What degree of SoAP is demonstrated (limited, some, reasonable)?</b>	Some.

Miriam needed guidance but has produced an eportfolio that allows access to most of the required evidence using the Moderator's Toolkit.

Context pages include some appropriate comments introducing the evidence and some appropriate graphic elements.

She achieves 4 marks for this strand.

Strand (f) End of project review	
<p><b>Does the review include some relevant comments about the products?</b></p> <p><b>Are there any evaluative comments/valid suggestions for improvements?</b></p>	<p>Miriam has ticked boxes for the products.</p> <p>There are vague comments about the T-shirt and medal plus more specific comments about the logo.</p> <p>Her review is not always realistic.</p>
<p><b>How well has the student reviewed the underlying processes and their own performance?</b></p>	<p>Miriam has only ticked the boxes without commenting.</p>
And finally	
<p><b>Did the student work independently? If not, how much guidance was needed (limited or significant)?</b></p>	<p>No significant guidance.</p>

Miriam would have benefited from more guidance. She has not commented to any extent on the products or on the underlying processes.

She achieves 1 mark in this strand.