

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

Strand	(a)	(b)	(c)	(d)	(e)	(f)	Total
Guidance	NG	NG	NG	NG	NG	NG	
Centre							
Moderator	2	3	3	3	4	3	18

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

THE NEWSLETTER	
Requirements specified in the brief	
Is it eight pages of A5?	Yes.
Does it have an attractive cover?	The front cover is quite 'text-heavy' and although the images are relevant they will only appeal to the sporty types.
Is there relevant information about the new Make Space Club?	Yes, there is good information about location and times as well as a contact number.
Are there details of the chosen activity? Times and costs?	There are details of three activities - ice hockey, kayaking and mountain biking. It is not clear that Alex understood that one activity must be chosen based on the survey results. If anything, there is too much detail making the newsletter more of an information booklet. Information about costs and equipment is included.
Does it tell readers what else is on offer?	Mentions the chill out zone and 'quite room'.
Is there an application form (with somewhere to send it)? Does it collect relevant information? If it is detached is any valuable information lost?	There's a form on page 8, and it is clear what new members should do with the form. Nothing valuable lost when detached.
Are there any other items of content likely to be of interest to the target audience?	Not really, it is mostly textual information about the three activities.

THE NEWSLETTER	
Expectations	
Does it look like a monthly newsletter?	No. There is nothing to indicate that it is a newsletter. It doesn't use columns, frames or other standard components of a newsletter.
Does the newsletter work as a printed publication? Does it fold correctly? Do the double page spreads work?	Yes.
Is it clear that this is the first edition? Is there a date?	No date or issue number. No indication that this is a first edition. Nothing to say who has produced it.
Are there page numbers?	Yes.
Does it have suitable images?	Images are suitable but are not a strong feature.
Are there any visual links to the Make Space campaign such as the logo or colour scheme?	The Make Space logo and colour scheme are not used.
How appealing to teenagers do you think the newsletter is?	Demonstrates limited sense of audience.
Is the language suitable for a teenage audience?	It's OK, but there is a lot of text and it is not really tailored to a teenage audience.
How successfully does it promote the new club and persuade young people to join?	It doesn't do a particularly good job of promoting the club or persuading people to join.
Has it been quality assured? What can you infer about the effectiveness of testing?	Apart from spell checking, there's nothing to suggest that any other testing made any appreciable difference to the quality of outcome. Proofreading would have picked up the incidences of lack of space between words. There is some good feedback on the reviewer's checklist but none of this has been taken account of.
To what extent are the underlying processes of information gathering and data analysis reflected in this publication?	Not a great deal. There is relatively little information in the newsletter which explains why the particular activities have been chosen.

THE NEWSLETTER	
Has the student chosen a suitable way of presenting this publication in the eportfolio?	It is not very helpful to present the eight pages in four separate files, making it more difficult to visualise what the leaflet will look like when printed out. The context page doesn't add anything extra to the overall picture.

THE DATABASE DEMO	
Requirements specified in the brief	
Are there four reports?	Yes.
Does each report include the URL of each organisation listed?	Yes.
Do the reports work as on-screen publications?	Yes.
Expectations	
Are there sensible titles and column headings?	Yes, the titles reflect the content and column headings are clear. There are also some helpful introductions.
Have unnecessary fields been omitted?	Some fields used in the search criteria are repeated unnecessarily in reports.
Has sorting or grouping been used where appropriate?	No.
Is there any truncated data?	No.
Has page numbering been used on long reports?	Yes.
Are reports date stamped?	Yes.
Does the collection of reports show the full potential of the database?	It is a reasonable attempt to show the type of information that can be generated.
Would the demo persuade anyone that the database might be useful?	Yes, there is sufficient range to give an idea of how it might be useful.
How effective do you think testing was?	Reasonably effective, since the reports are clear on screen.

THE DATABASE DEMO	
Has the student chosen a suitable way of presenting this publication in the eportfolio?	<p>It is not clear that Alex views the reports as final publications since they are included with all the supporting database work, but they are easily found.</p> <p>The context page includes unnecessary information about the process rather than an explanation of the choice of outcomes.</p> <p>The final report is two pages long, but instead of there being a next page link, he has put both pages on one long page.</p>

THE INFORMATION POINT	
Requirements specified in the brief	
Does it include information about the Make Space Campaign?	Yes.
Does it explain what the area needs and young people want (based on survey results and other research)?	It explains the need for more activities with evidence from the survey, but does not show what young people want.
Does it provide information about the new club? How relevant is it? Is it well presented?	No times, prices or location given.
Does it feature the chosen activity and include details of what else is on offer?	<p>Three activities are mentioned, but kayaking is strongly featured here.</p> <p>There is some information about the other areas.</p>
Can you move around by clicking the mouse?	It is a sequential presentation with an option to return to the first screen. It is not possible to move around freely. Mouse advance has not been disabled, so you can click anywhere on screen to advance making the buttons a bit redundant.
Are there relevant images, including two from primary sources?	The only images are a clipart photo of kayaking and a chart from the survey.
If there is any sound, is it suitable?	No.
Expectations	
Does it work as an information point? What do you think of the opening screen?	It doesn't really work as an information point. It is very text heavy and there is a lack of images. The first screen is not attractive. It's unlikely that anyone would know what it was or what they should do with it.

THE INFORMATION POINT	
Is it suitable for a general audience - adults and teenagers - attending the club launch?	There is nothing inappropriate, but it does not demonstrate much thought about the needs of the audience.
Is it suitable for self service on a stand-alone PC?	Yes, it is simple to use. No links to material on the web which wouldn't work on a stand-alone PC.
Does it provide instructions for users?	No.
Is it easy to navigate? Do all the links go where they're supposed to?	It is easy to navigate because it is sequential. The link to the home page is in the same location on each screen and the forward/back buttons work. Because Alex has not disabled the mouse click an extra click on the last slide takes you to the end of the presentation instead of back to the first slide.
Is it consistent?	Yes.
Are the font and colour scheme conducive to on-screen viewing?	Yes, the text is all legible.
How effective do you think testing was? Did it go beyond testing functionality?	It is unlikely that test users imagined themselves in the role of a visitor to the launch! Had they done so they might have been able to make some useful suggestions about the design and navigation. Usability testing is important here - no evidence of it.
To what extent are the underlying processes of information gathering and data analysis reflected in this publication?	The survey results indicate that kayaking is marginally more popular than mountain biking and kayaking is more strongly featured here. There is nothing to suggest that the survey results were inconclusive or to explain why all three activities were offered anyway.
Has the student chosen a suitable way of presenting this publication in the eportfolio?	It is easily accessible but presented in *.ppt format rather than *.pps. The context page adds little value as it concentrates on process.

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?	Not really, the styles of presentation are inconsistent. One image has been used in both the information point and the newsletter.

And finally	
Has the student taken the intended purpose/context of each publication into account and gained permission where necessary to use images and other information?	Images are from clipart and are acknowledged.
Did the student work independently?	Yes.
What degree of SoAP do they demonstrate (limited, some, good, sound, astute)?	Some.

Alex has produced the complete set of publications and has shown some sense of audience and purpose throughout. He has not understood that he is supposed to be encouraging teenagers to come along to the Make Space club on his newsletter and informing different people using his information point. He has shown slightly better understanding with his database.

Strand (b) Select and capture information	
Information gathering	
Has some useful information been collected?	Yes, some. Alex has made use of information from Make Space.
Has a range of sources - both primary and secondary - been used? Does the student know the difference?	Apart from the survey there is little evidence of the use of primary sources. There are two primary images (photographs) in the newsletter but these do not add a great deal to the publication. Alex has found a couple of local newsletters and has used some relevant websites.
Is there evidence of selection of sources, ie choosing between sources and deciding on the best one to use based on accuracy, currency etc?	No, there is one website for each of the three activities.
Is there evidence of selection of information?	Some.
Have sources - both primary and secondary - been acknowledged?	Mostly. However, Make Space has not been acknowledged.
Survey	
Will the questionnaire collect useful information that can be analysed in a spreadsheet?	Yes, although the first question on gender requires a yes/no response. It's not obvious how the healthy eating question is relevant. What is the point of asking respondents what activities they would like to be involved with and then offering them three completely different ones?
Do you think that the questionnaire was adequately tested?	There is some evidence of feedback.
How reliable is the data that has been collected? Is it safe to make decisions based on it? Do you think the student has given any thought to this?	The sample is representative of both boys and girls and the questions are sensible.

Strand (b) Select and capture information	
And finally	
What has information gathering contributed to the final outcomes (the publications)?	<p>Not a great deal. The fact that the activity results are inconclusive is not acknowledged and there is no evidence of use of much of the survey results.</p> <p>Most of the questions have not been used to make decisions or drive the publications. There is a sense that the club will offer kayaking, mountain biking, etc, regardless of the outcome of the survey.</p>
What degree of awareness of intended purpose is demonstrated (limited, some, good, sound)?	Some.
Did the student work independently?	Yes.

Alex has gathered some relevant 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.
Has the data from the survey been collated in the spreadsheet?	Yes.
Are formulae correct?	Yes.
Is the analysis purposeful? Is it simple or complex?	There is some simple analysis of the data collected involving gender comparisons for each question.
Have charts been used? Are they clear?	Yes - but only to present the above information.
How has the information gleaned from the spreadsheet contributed to the project outcomes? Has it impacted on the content of the newsletter/information point?	There is little evidence that information from the survey has impacted on the publications, other than a brief focus on kayaking in the information point.
The database	
Is the database structure suitable?	Yes.
Has the database structure (field names, lengths, data types etc) been customised to match the data?	There is little evidence of this.
Has validation been used? If so, is it appropriate?	Yes.
Is there a reasonable explanation for any rejected records?	Yes. An explanation of the rejected record is given.
Has the data entry form been customised? Are there any instructions/features to help the user? Is there any attempt to 'trap' incorrect data?	Only limited customisation. There is a drop down menu but no attempt to restrict field sizes.

Strand (c) Collate & analyse data	
Have queries been used to retrieve information? Do they work?	There are some simple queries on one or two fields which work.
Do you think testing was effective (structure, form, queries)?	Not sure that much has taken place.
And finally	
How has the information contributed to the project outcomes? Has it impacted on the content of the publications?	There is a limited impact on the outcomes. Some is very superficial, eg 9 people wanted Saturday for the club which was more than for any other day. However, 31 didn't want Saturday and Alex has not understood the significance of this.
What degree of awareness of intended purpose is demonstrated (limited, some, good, sound)?	Some.
Did the student work independently?	Yes.

Alex has produced some relevant information from both the database and the spreadsheet for use in the publications.

Strand (a) Plan and manage the project	
Initial plan	
Have all the main tasks been identified? Do main tasks relate to project outcomes?	Main tasks relate to project outcomes.
Have main tasks been broken down into sub-tasks?	Yes, but some important ones such as database queries and reports and spreadsheet design are missing.
Are tasks/sub-tasks in a logical order?	Mostly. It might have been more sensible to do newsletter/information point after survey instead of database reports.
Are timings given and are they sensible?	Missing sub-tasks mean that some timings are as big as 120 or even 180 mins.
Does the plan differentiate between tasks to be done in class and tasks to be done elsewhere?	Indicated in comments.
Has any contingency time been built into the plan?	No.
Have interim checkpoints been identified and have they been used?	No.
Do you think the initial plan has been agreed with 'line manager'?	No.
Tracking and monitoring	
Has the student tracked progress?	Yes.
Is there evidence of monitoring (looking ahead, anticipating and dealing with problems before they happen)?	No.
Has the plan been altered to take account of changing circumstances?	No.
Has the plan been used throughout the project?	Little information other than time taken.

Strand (a) Plan and manage the project	
How well does the plan/diary 'tell the story' of the project?	Not very well.
Is there anything to suggest that the student has managed his/her time efficiently?	No.
And finally	
Did the student work independently to create the initial plan?	Yes.
Did the student work independently to use the plan to help them manage the project?	Yes.

A simple plan which contains much 'after the event' information, but little evidence of actual planning and there are some important sub-tasks missing. However, it would appear that Alex has made some use of the plan. There is insufficient use of the plan to monitor progress to warrant the award of 3 marks.

Strand (e) The eportfolio	
How easy is it to find the way in?	Very easy.
Do the project outcomes 'hit you in the face'?	No.
How easy is it to navigate and locate items of evidence?	Very easy.
Is the layout clear? Does it make the most of available screen space?	A very simple layout, but clear.
Does it conform to the technical specification - size and file formats?	Yes.
Do all the links work?	Yes.
Are there links to all the required evidence?	Yes.
Is the evidence well presented? Has the student chosen the best way to showcase it, used the medium effectively?	It's OK, but there is no attempt made to show the work off to its best advantage. The newsletter is particularly hard to visualise.
Are the font and colour scheme conducive to on-screen viewing? Are the fonts resizable?	They're OK.
Do the context pages include appropriate commentaries - 'fill in the gaps', i.e. tell us things we can't infer from looking at the evidence?	Alex has added some comments to his eportfolio which are appropriate and provide some useful additional information. However, this information is limited and tends not to say much that we don't know already from the SPB or his evidence. Gap filling is minimal.
What can you infer about the effectiveness of testing? Did it go beyond checking functionality?	All links work, so functional testing was clearly effective. However, there is no evidence that appropriate test users have commented on the design. There are spelling errors which should have been picked up by quality assurance testing.
And finally	
Did the student work independently?	Yes.

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

Alex has produced a clear, but basic eportfolio with some spelling errors. He has included appropriate comments, but these do not always add information. The eportfolio links to all evidence and conforms to the technical specification. He has also shown a reasonably good sense of audience in avoiding too much clutter or unnecessary animations and demonstrating that he understands the eportfolio is for an adult audience.

Strand (f) End of project review	
Does the review cover all three aspects of the project (outcomes, process, own performance)?	There is a lot of unnecessary narrative, but there are some good comments about the outcomes and some self-evaluation.
Is it evaluative or merely a narrative 'I did this, then I did that.....'?	There is some attempt to make evaluative comments, eg on the questionnaire section, but it is essentially narrative.
Is it realistic? How close is it to your view of the project?	The limited sense of audience and purpose (SoAP) is apparent in some of the comments about the publications which are not as good as Alex seems to think.
Is feedback from reviewers included? And, if so, does the student reflect on what was said?	Some - mostly in the process stage. None seen from reviewers at the end of the project.
Are suggestions for improvement specific or vague? Are they valid?	There are some, but it is doubtful whether they are all valid, eg adding more text to the information point.
And finally	
Did the student work independently?	Yes.

Alex has made evaluative comments about the publications and commented on the contribution of the underlying processes and the effectiveness of his own performance.