

Centre name:	Centre number:
Candidate name: Anna	Candidate number:

Strand	(a)	(b)	(c)	(d)	(e)	(f)	Total
Guidance	NG	NG	NG	NG	NG	NG	
Centre							
Moderator	2	3	3	2	4	2	16

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

THE NEWSLETTER	
Requirements specified in the brief	
Is it eight pages of A5?	It's debatable - looks like A4 on screen!
Does it have an attractive cover?	The cover is eye-catching but not very relevant and it doesn't look much like a newsletter.
Is there relevant information about the new Make Space Club?	Some relevant information, but not a great deal.
Are there details of the chosen activity? Times and costs?	No. There appear to be several activities. No times, days, etc given for any of them.
Does it tell readers what else is on offer?	Yes.
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 is a form which collects relevant details, but no address to send the completed form to.
Are there any other items of content likely to be of interest to the target audience?	There are two word searches, though it's questionable how interesting the target audience will find them!
Expectations	
Does it look like a monthly newsletter?	No.

THE NEWSLETTER	
Does the newsletter work as a printed publication? Does it fold correctly? Do the double page spreads work?	It would print OK and should fold. The double page spreads don't work particularly well and the positioning of some information could be improved, eg the heading about rooms is on a right hand page but you would have to turn over to read the information about the rooms.
Is it clear that this is the first edition? Is there a date?	No.
Are there page numbers?	No.
Does it have suitable images?	Yes.
Are there any visual links to the Make Space campaign such as the logo or colour scheme?	No.
How appealing to teenagers do you think the newsletter is?	It's brightly coloured. It's more likely to appeal to the younger end of the age range and to girls rather than boys!
Is the language suitable for a teenage audience?	Yes.
How successfully does it promote the new club and persuade young people to join?	Not very well. It's not clear what the club is, where or when it is.
Has it been quality assured? What can you infer about the effectiveness of testing?	No - testers should have picked up that some important information is omitted and that the newsletter does not meet all the requirements specified in the project brief.
To what extent are the underlying processes of information gathering and data analysis reflected in this publication?	<p>Anna has used some information from the Make Space website and appears to have found some images for the newsletter. However, the images she has used don't have anything to do with the sports survey respondents said they would prefer, ie music, dance and ice skating.</p> <p>The survey also asked how much people were prepared to pay, but this is not reflected in the newsletter nor has information about preferred days and times been used.</p>
Has the student chosen a suitable way of presenting this publication in the eportfolio?	Yes, although frames make it difficult to see the newsletter and it is hard to imagine what it would like printed out. (Anna could have printed a copy, folded it and taken a picture to help us visualise the finished product.)

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?	They function as on-screen publications, but they are not well designed.
Expectations	
Are there sensible titles and column headings?	No.
Have unnecessary fields been omitted?	No.
Has sorting or grouping been used where appropriate?	No.
Is there any truncated data?	Yes - much of the data is truncated.
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?	Anna has made some attempt to show different types of organisations. However, the poor design of the reports makes it difficult for the audience to grasp the full potential of the database.
Would the demo persuade anyone that the database might be useful?	Probably not.
How effective do you think testing was?	Testing was not effective - testers should have picked up the obvious shortcomings of the reports.
Has the student chosen a suitable way of presenting this publication in the eportfolio?	It's not presented as a database demonstration - even the menu bar is misleading.

THE INFORMATION POINT	
Requirements specified in the brief	
Does it include information about the Make Space campaign?	No.

THE INFORMATION POINT	
Does it explain what the area needs and young people want (based on survey results and other research)?	It does, although the chart included is different from the one in her spreadsheet, raising questions about the origin of this information.
Does it provide information about the new club? How relevant is it? Is it well presented?	It does provide information about the club and it is reasonably well presented.
Does it feature the chosen activity and include details of what else is on offer?	The chosen activity is forming a band,. Times, days and cost are given. It's not clear how and why this became the chosen activity since it's not a question asked in the survey!
Can you move around by clicking the mouse?	Although the buttons work, this is actually a timed show so once you are on the screen you have to wait for it to build.
Are there relevant images, including two from primary sources?	Yes. Anna has produced the chart herself (primary source).
If there is any sound, is it suitable?	N/A
Expectations	
Does it work as an information point? What do you think of the opening screen?	It's fairly eye-catching, though visitors to the launch may not realise that it's an information point.
Is it suitable for a general audience - adults and teenagers - attending the club launch?	It's not particularly appropriate for an adult audience and is very 'girlie'.
Is it suitable for self service on a stand-alone PC?	Not really as it has automatic timings. Visitors can't self-select the information they want to view.
Does it provide instructions for users?	No.
Is it easy to navigate? Do all the links go where they're supposed to?	You can navigate but within the confines of the timed show. It is quite confusing.
Is it consistent?	Mostly.
Are the font and colour scheme conducive to on-screen viewing?	Yes.
How effective do you think testing was? Did it go beyond testing functionality?	Even functionality testing appears not to have been very effective. There is nothing to suggest that it was tested for usability.

THE INFORMATION POINT	
To what extent are the underlying processes of information gathering and data analysis reflected in this publication?	Anna has used information from Make Space and some relevant images. However, she seems to have made up information about times, and prices, rather than use the information she collected from the survey. Furthermore, the idea of forming a band doesn't come from the survey either nor is the chart used from the survey.
Has the student chosen a suitable way of presenting this publication in the eportfolio?	Yes, although the label on the navigation bar says presentation rather than information point!

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?	Text/content of the information point and newsletter is similar, but that's all. There's nothing that connects the database demonstration with the other two publications.
Has the student taken the intended purpose/context of each publication into account and gained permission where necessary to use images and other information?	Anna has used images but has not said where they have come from and has not shown that she had permission.
Did the student work independently?	Yes.
What degree of SoAP do they demonstrate (limited, some, good, sound, astute)?	Limited.

<p>Anna has produced all three publications but only the information point really promotes the club. She has not used information from her survey to inform her publications and the database demonstration is very weak.</p> <p>Her newsletter has clearly been designed with teenagers in mind (although it's more likely to appeal to girls than boys) but provides very little useful information about the new club.</p> <p>She achieves 2 marks for this strand.</p>
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Strand (b) Select and capture information	
Information gathering	
Has some useful information been collected?	Yes - some useful information from the Make Space site and some relevant secondary images have been found. Anna also found out by looking at websites and leaflets.
Has a range of sources - both primary and secondary - been used? Does the student know the difference?	As well as the questionnaire, Anna used one other primary source - she apparently interviewed a student to find out which questions to ask. She does appear to know the difference between primary and secondary sources.
Is there evidence of selection of sources, ie choosing between sources and deciding on the best one to use based on accuracy, currency etc?	She has not provided any evidence of selection of sources.
Is there evidence of selection of information?	There is some evidence of selecting information from the Make Space site.
Have sources - both primary and secondary - been acknowledged?	She has acknowledged Make Space and other sites she used for research, but has not acknowledged the sources of her secondary images.
Survey	
Will the questionnaire collect useful information that can be analysed in a spreadsheet?	The questionnaire is capable of collecting some useful information. However, several key questions are missing and some irrelevant ones are included. There is some duplication, with several questions seeming to ask the same thing.
Do you think that the questionnaire was adequately tested?	No - testers should have noticed omissions on choices of days, times, costs, etc.
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?	Anna only asked 21 people and these were all girls. She has not said why this is or acknowledged that it will effect the validity of her findings.

Strand (b) Select and capture information	
And finally	
What has information gathering contributed to the final outcomes (the publications)?	Information gathered from secondary sources has been used as 'raw material' for the newsletter and the information point. Anna has made some attempt to use information from the survey to explain the choice of activity in the information point.
What degree of awareness of intended purpose is demonstrated (limited, some, good, sound)?	Some.
Did the student work independently?	Yes.

Anna has gathered some relevant information from secondary source for use in her publications. However, her questionnaire is not entirely fit for purpose and is only capable of collecting some of the information she needs to inform her decision-making.

She achieves 3 marks for this strand.

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?	Some simple, but purposeful analysis has been carried out.
Have charts been used? Are they clear?	Yes - on the whole.
How has the information gleaned from the spreadsheet contributed to the project outcomes? Has it impacted on the content of the newsletter/info point?	Information generated by the spreadsheet does not appear to have been used to any real effect in the publications.
The database	
Is the database structure suitable?	Yes.
Has the database structure (field names, lengths, data types etc) been customised to match the data?	Yes.
Has validation been used? If so, is it appropriate?	Yes.
Is there a reasonable explanation for any rejected records?	Yes.
Has the data entry form been customised? Are there any instructions/features to help the user? Is there any attempt to 'trap' incorrect data?	No form has been included in the eportfolio.
Have queries been used to retrieve information? Do they work?	Yes, but there are some query design errors.
Do you think testing was effective (structure, form, queries)?	Testing should have spotted the errors in the queries and the absence of a data entry form.

Strand (c) Collate & analyse data	
And finally	
How has the information contributed to the project outcomes? Has it impacted on the content of the publications?	Queries have been used to retrieve the information for the reports.
What degree of awareness of intended purpose is demonstrated (limited, some, good, sound)?	Some.
Did the student work independently?	Yes.

Anna has produced a spreadsheet that analyses the survey data and provides some useful, clear information. Unfortunately, she has not made good use of this information.

She has produced a well structured database, but has not provided evidence of a data entry form and there are errors in her queries.

She achieves 3 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?	Some important tasks, ie the production of the database reports and the end-of-project review, were omitted.
Have main tasks been broken down into sub-tasks?	Mostly.
Are tasks/sub-tasks in a logical order?	Logical, but not necessarily effective.
Are timings given and are they sensible?	Dates are given but no timings. The Gantt chart doesn't help either, since it doesn't make it clear how long the segments are. Lack of colour code on chart also makes it difficult to interpret.
Does the plan differentiate between tasks to be done in class and tasks to be done elsewhere?	No.
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 a 'line manager'?	Probably not.
Tracking and monitoring	
Has the student tracked progress?	Yes.
Is there evidence of monitoring (looking ahead, anticipating and dealing with problems before they happen)?	Not really.
Has the plan been altered to take account of changing circumstances?	No.
Has the plan been used throughout the project?	Possibly, although - if Anna's DiDA diary is anything to go by - some aspects of planning might have been retrospective.
How well does the plan/diary 'tell the story' of the project?	Comments give an impression of what was going on during the project.

Strand (a) Plan and manage the project	
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.

Anna has attempted to produce an initial plan to help her manage the project. She has included most main tasks and sub-tasks, but has not indicated timings. She would have benefited from having received more guidance at the outset to help her produce a fully workable up-front plan. (There are some indications that some of the planning might have been retrospective.)

Anna has used her plan to track progress, but not really for monitoring.

She 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'?	No. Some of the labels are misleading, ie presentation not information point, database not database demo.
How easy is it to navigate and locate items of evidence?	Yes.
Is the layout clear? Does it make the most of available screen space?	Yes.
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 ,except for the data entry form.
Is the evidence well presented? Has the student chosen the best way to showcase it, used the medium effectively?	The presentation is OK, possibly a bit too colourful. Text/background combinations are not great.
Are the font and colour scheme conducive to on-screen viewing? Are the fonts resizable?	Fonts are readable and scalable, which facilitates on-screen viewing.
Do the context pages 'fill in the gaps', ie tell us things we can't infer from looking at the evidence?	Some of the context pages do provide some additional useful information.
What can you infer about the effectiveness of testing? Did it go beyond checking functionality?	Testing for functionality appears to have been effective.
And finally	
Did the student work independently?	Yes
What degree of SoAP is demonstrated (limited, some, good, sound, astute)?	Some to good.

Anna has produced a functional eportfolio that allows access to all the required evidence (apart from the data entry form). Context pages include some appropriate comments introducing the evidence. However, she has not made use of the medium to showcase her achievements.

She achieves 4 marks for this strand.

Strand (f) End of project review	
Does the review cover all three aspects of the project (outcomes, process, own performance)?	Yes.
Is it evaluative or merely a narrative 'I did this, then I did that.....'?	Mostly narrative - there are one or two comments about the questionnaire which verge on the evaluative.
Is it realistic? How close is it to your view of the project?	It is not a very realistic review.
Is feedback from reviewers included? And, if so, does the student reflect on what was said?	Anna did get feedback from test users whilst she was working on her publications. However, she doesn't appear to have had any feedback on the finished products or on the project as a whole.
Are suggestions for improvement specific or vague? Are they valid?	No suggestions for improvement are given.
And finally	
Did the student work independently?	Yes.

Anna has provided a good summary of what she did and has described her publications. There are some weak evaluative comments. She has not indicated ways in which she could improve her work.

She achieves 2 marks for this strand.