

<b>Centre name:</b>	<b>Centre number:</b>
<b>Candidate name:</b> Jared	<b>Candidate number:</b>

Strand	(a)	(b)	(c)	(d)	(e)	(f)	Total
Guidance	NG	NG	NG	NG	NG	NG	
Centre							
Moderator	2	2	5	5	5	4	23

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

THE MOVIE	
Requirements specified in the brief	
Will it capture the attention of teachers?	Yes.
Does it explain the benefits of using the e-learning package?	Yes, very well.
Does it use a combination of multimedia assets?	Yes.
Does it run without user interaction?	Yes.
Does it run for between 60 and 90 seconds?	Yes.
Expectations	
Is the content correct?	Yes.
Can users view the movie without help?	Yes.
Does it run using a common plug-in?	Yes.
Does it have some assets in common with the e-learning package?	No.
Will it persuade teachers of 14-17 year olds to use the e-learning package?	Yes, we think it is convincing.

<b>THE MOVIE</b>	
<b>To what extent are the underlying processes of design, development, testing and preparation of assets reflected in this product?</b>	Some design and preparation of assets can be inferred from the quality of the product.  It works well and is suitable for the audience so testing can be inferred.

<b>THE E-LEARNING PACKAGE</b>	
<b>Requirements specified in the brief</b>	
<b>Does it include info about three or more relevant topics?</b>	Yes: smoking, drugs and stress.
<b>Will it help users learn about aspects of health and well-being?</b>	Yes.
<b>Is it easy to use?</b>	Once you get into it, it is easy to move around, but the sequence of screens at the beginning is confusing.
<b>Can you move around freely by clicking the mouse?</b>	Yes.
<b>Does it include a contents page with a link to each area?</b>	From the home page there is a link to another page which in turn links to the contents page. From here there are links to the different topics.
<b>Expectations</b>	
<b>Does it provide instructions for users?</b>	Yes.
<b>Does it include suitable multimedia assets?</b>	There are relevant images and there is a short video.
<b>Does it include features such as a quiz or a 'drag and drop' exercise? Are they appropriate?</b>	Yes, there is a quiz for each topic embedded on the page. The questions are well thought out and provide a self-assessment tool for users. Jared could have improved them by adding a score and a suitable message each time a correct answer is selected.
<b>Is the language suitable for a teenage audience?</b>	Yes.
<b>Is it easy to use without help?</b>	Yes.
<b>Is it easy to navigate? Do all the links go where they're supposed to?</b>	Yes, it all works and it is easy to move around but some pages open inappropriately in new windows and some require too much scrolling.
<b>Is it consistent?</b>	To some extent, although there is some inconsistency in the fonts and in the layout.

<b>THE E-LEARNING PACKAGE</b>	
Is the font and colour scheme conducive to on-screen viewing?	Yes.
Will it appeal to the target audience of young people aged 14-17?	Possibly, there are some sections which would appeal such as the video, but the main pages are not very exciting.
Does it encourage young people to take responsibility for their health and well-being?	To some extent.
Is it suitable for use in schools and colleges?	Yes.
Is it an e-learning resource rather than simply an informational website?	Yes, it is clearly intended to be a user-led package.
To what extent are the underlying processes of design, development, testing and preparation of assets reflected in this product?	<p>There has clearly been some design and preparation of assets, but the end product has weaknesses which should have been rectified in the development/testing stages.</p> <p>We are not convinced that it was fully tested on members of the target audience, as there is a lot of text and it is not very appealing and has some usability issues.</p>

<b>THE PRESENTATION</b>	
<b>Requirements specified in the brief</b>	
Does it have 6 screens?	Yes.
Does it include info about one of the areas covered in the e-learning package?	Yes, it is about drugs.
Does it run as a continuous loop?	Yes.
Does it include sound and animation?	Yes, although the soundtrack is elementary.
Has a master slide been used?	Yes.
Does it include original and ready-made assets?	No.
<b>Expectations</b>	
Does it work as a scrolling presentation?	Yes.

<b>THE PRESENTATION</b>	
<b>Is the content correct and suitable for the target audience of 10-11 year olds?</b>	Debatable, as it is about the full range of drugs. However, Jared has acknowledged that the topics he used for the e-learning package are all suitable for older children.
<b>Is the language suitable for the audience?</b>	Yes, there is a clear attempt to keep it simple.
<b>Does it have timings that are appropriate for the automatic transitions?</b>	It's a bit slow in places, but it is automatic.
<b>Are the animations appropriate?</b>	Yes.
<b>Is the font and colour scheme conducive to on-screen viewing</b>	Yes.
<b>Is it suitable for viewing on a laptop or projected onto a screen?</b>	Yes.
<b>To what extent are the underlying processes of design, development, testing and preparation of assets reflected in this product?</b>	<p>The consistency, transitions, use of assets and overall impression indicate a sound design process.</p> <p>Apart from minor proofreading errors it is accurate and fully functional.</p> <p>The choice of topic makes us wonder whether it was tried on 10-11 year olds and their teachers.</p>

<b>And finally</b>	
<b>To what extent do the products work as a set to promote the Energise your Life campaign?</b>	<p>There are common assets and the content provides a strong link between them.</p> <p>However, the lack of underlying design limits the effectiveness of the products.</p>
<b>Has the student chosen a suitable way to present the set of products in the eportfolio?</b>	<p>The movie is embedded on the context page and this works well.</p> <p>The other products open in a new window but the links are given no more priority than those to underlying design documents.</p> <p>There is no attempt to showcase the products as a set.</p>
<b>Has the student taken the intended purpose/context of each product into account and gained permission where necessary to use elements?</b>	Jared has given evidence of permission for non-commercial use where necessary. This shows sound awareness of the intended audience and purpose of the products - i.e. an external audience but for non-commercial purposes.
<b>Did the student work independently?</b>	Yes.

<b>And finally</b>	
<b>What degree of SoAP do they demonstrate (limited, some, good, sound, astute)?</b>	Good awareness.

Jared has demonstrated good awareness of audience and purpose by producing the complete set of products, each of which meets the specified requirements and incorporates some features that you would expect to see in that type of product. He has adhered to legal requirements for non-commercial use.

He achieves 5 marks for this strand.

<b>Strand (b) Design</b>	
<b>To what extent did the storyboard inform the development of the movie (timings, scenes, assets)?</b>	There is a storyboard showing frames but it is not on a timeline.
<b>To what extent did the storyboard and structure chart inform the development of the web pages?</b>	The links are not clearly shown on the chart. There is a storyboard giving an indication of what each screen will look like, but there isn't a great deal of detail.
<b>To what extent did the storyboard inform the development of the presentation?</b>	There is an outline storyboard with some detail.
<b>Are the designs detailed enough to allow someone else to visualise what the final products will be like?</b>	No, they lack finer detail.
<b>How well did the student explain their design decisions?</b>	Jared gives very little explanation of his design decisions.
<b>Overall, are any up-front designs detailed enough to allow someone else to visualise what the final products will be like?</b> <b>Has feedback on the designs been received and acted upon?</b>	Difficult to tell, but the lack of design in the final products suggests that the designs are retrospective.
<b>And finally</b>	
<b>Did the student work independently?</b>	Yes.
<b>What degree of awareness of audience and intended purpose is demonstrated?</b>	Some awareness.

Jared achieves only 2 marks for this strand because there is insufficient up-front design to give a clear indication of what each product will look like and enable others to give constructive feedback.

<b>Strand (c) Collect, edit and create assets</b>	
<b>Has the student provided detailed information about the assets used and their sources? Is it accurate?</b>	Yes. Jared has completed the table in detail.
<b>Has the student respected copyright and gained permission where necessary?</b>	Jared has given evidence of permission for non-commercial use where necessary. This shows sound awareness of the intended audience and purpose of the products, ie an external audience but for non-commercial purposes.
<b>Is there a variety of appropriate multimedia assets? Are they effective?</b>	There is a good variety of assets (although the music is very elementary).
<b>Have these assets been prepared appropriately for use in the products?</b>	There is little evidence of preparation of assets.
<b>Have any of these assets been repurposed for use in related products?</b>	Yes, many images have been repurposed. The banner provides a strong link between products.
<b>And finally</b>	
<b>What degree of awareness of intended purpose is demonstrated (limited, some, good, sound)?</b>	Good - sound.
<b>Did the student work independently?</b>	Yes.

Jared has gathered a variety of appropriate assets for use in the products and has done some editing. He has provided detailed information about the assets used and has repurposed images appropriately.

He achieves 5 marks for this strand.

<b>Strand (a) Planning</b>	
<b>Initial plan</b>	
<b>Have all the main tasks been identified? Do main tasks relate to project outcomes?</b>	Yes.
<b>Have main tasks been broken down into sub-tasks?</b>	Yes, but there is a lot of irrelevant information.
<b>Are tasks/sub-tasks in a logical order?</b>	Mostly.
<b>Are timings given and are they sensible?</b>	No, only large chunks of time allocated to main tasks.
<b>Does the plan differentiate between tasks to be done in class and tasks to be done at home?</b>	Not in advance, although some comments indicate work done outside the classroom.
<b>Has any contingency time been built into the plan?</b>	No clear evidence because of lack of appropriate timings.
<b>Have interim checkpoints been identified and have they been used?</b>	No.
<b>Do you think the initial plan has been agreed with 'line manager'?</b>	Probably not!
<b>Tracking and monitoring</b>	
<b>Has the student tracked progress?</b>	Yes.
<b>Is there evidence of monitoring (looking ahead, anticipating and dealing with problems before they happen)?</b>	Some, but the lack of detailed timings prevents detailed monitoring.
<b>Has the plan been altered to take account of changing circumstances?</b>	Dates have changed.
<b>Has the plan been used throughout the project?</b>	Yes.
<b>How well does the plan/diary 'tell the story' of the project?</b>	The detailed sub-tasks and comments tell the story quite well.
<b>Is there anything to suggest that the student has managed his/her time efficiently?</b>	A few comment, but that is all.

<b>Strand (a) Planning</b>	
<b>And finally</b>	
<b>Did the student work independently to create the initial plan?</b>	Yes.
<b>Did the student work independently to use the plan to help them manage the project?</b>	Yes.

Jared could have had help to produce an up-front workable plan with detailed timings. This would have made it a much more useful tool for managing the project and would have enabled him to monitor progress.

He achieves 2 marks 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 navigate and locate items of evidence?</b>	Very easy.
<b>Is the layout clear? Does it make the most of available screen space?</b>	Yes.
<b>Does it conform to the technical specification - size and file formats?</b>	Yes.
<b>Do all the links work?</b>	Yes.
<b>Are there links to all the required evidence?</b>	Yes.
<b>Are the font and colour scheme conducive to on-screen viewing?</b>	Yes
<b>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?</b>	Hidden away amongst a lot of unnecessary narrative about process there is some good 'added value' on the context pages.
	It is quite helpful and easy to find things

<b>Strand (e) The eportfolio</b>	
<b>Is the eportfolio a multimedia product in its own right? How well have multimedia tools been used to create a structure and context pages that showcase achievements?</b>	<p>Yes, there is a clear attempt to make this eportfolio a multimedia experience. Some assets are very good, such as the embedded movie playing in the TV screen, the banner gives a consistency, the images are relevant.</p> <p>The repetitive soundtrack is a little irritating!</p> <p>The three products are generally well-presented, although the context pages are text heavy and it is necessary to scroll down, then up again to access the link.</p> <p>There is no attempt to showcase the products as a set.</p>
<b>What can you infer about the effectiveness of testing? Did it go beyond checking functionality?</b>	Testing must have been quite thorough.
<b>And finally</b>	
<b>Did the student work independently?</b>	Yes.
<b>What degree of SoAP is demonstrated (limited, some, good, sound, astute)?</b>	Good.

Jared has produced an eportfolio that conforms to the technical specification, allows access to all of the required evidence using the Moderator’s Toolkit. Context pages include some appropriate comments and make some use of multimedia assets to present achievements. He achieves 5 marks for this strand.

<b>Strand (f) End of project review</b>	
<b>Does the review cover all three aspects of the project (products, process, own performance)?</b>	Yes.
<b>Is it evaluative or merely a narrative 'I did this, then I did that.....'?</b>	There are some good evaluative comments.
<b>Is it realistic? How close is it to your view of the project?</b>	Yes, it is quite realistic.
<b>Is feedback from reviewers included? And, if so, does the student reflect on what was said?</b>	Yes, the candidate comments on the reviewers feedback.
<b>Are suggestions for improvement specific or vague? Are they valid? Are there at least 2?</b>	No.
<b>And finally</b>	
<b>Did the student work independently?</b>	Yes.

Jared has produced a realistic and comprehensive evaluation of all three aspects of the project, incorporating feedback from others but the review lacks valid suggestions for improvement. He has achieved 4 marks for this strand.