

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

Strand	(a)	(b)	(c)	(d)	(e)	(f)	Total
Guidance	NG	NG	NG	NG	NG	NG	
Centre							
Moderator	3	2	4	3	3	4	19

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

THE MOVIE	
Requirements specified in the brief	
Will it capture the attention of teachers?	Unlikely.
Does it explain the benefits of using the e-learning package?	Not at all well. There is a lengthy introduction about the structure of e-learning packages in general, followed by a demonstration of one of the quiz questions. There is nothing about the content, purpose or benefits of the package, or any attempt to promote it.
Does it use a combination of multimedia assets?	There is combination of a text, a screen capture clip and a short sound track.
Does it run without user interaction?	Yes.
Does it run for between 60 and 90 seconds?	Yes.
Expectations	
Is the content correct?	There is not much content, but what is there is correct.
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?	Unlikely. There is nothing to show off the potential of this specific e-learning package.

<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>	<p>There is little evidence of a design process.</p> <p>Limited preparation of assets can be inferred from the inclusion of the sound track and the video.</p> <p>There is a considerable amount of interim feedback and details of action taken (or if not, why) - Nicholas created a very good questionnaire to help test users give useful feedback.</p>

<b>THE E-LEARNING PACKAGE</b>	
<b>Requirements specified in the brief</b>	
<b>Does it include information about three or more relevant topics?</b>	Yes: stress management, healthy eating and fitness.
<b>Will it help users learn about aspects of health and well-being?</b>	Yes, there is a lot of relevant information about each topic.
<b>Is it easy to use?</b>	Yes.
<b>Can you move around freely by clicking the mouse?</b>	Yes, there is a link to each section and to each sub-section on each page.
<b>Does it include a contents page with a link to each area?</b>	Yes.
<b>Expectations</b>	
<b>Does it provide instructions for users?</b>	Yes.
<b>Does it include suitable multimedia assets?</b>	<p>There are a few relevant images, including animations, and text.</p> <p>Nicholas created three of the images himself and has included a description of the process.</p>
<b>Does it include features such as a quiz or a 'drag and drop' exercise? Are they appropriate?</b>	Yes, each section includes a quiz to test understanding, with links back to the information when an incorrect answer is given - a nice touch.
<b>Is the language suitable for a teenage audience?</b>	Yes, there is a good attempt to use appropriate language although there is sometimes a lot of text.
<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>	<p>It is easy to navigate and all links work.</p> <p>Some pages are very long, requiring scrolling.</p>
<b>Is it consistent?</b>	Yes.

<b>THE E-LEARNING PACKAGE</b>	
<b>Is the font and colour scheme conducive to on-screen viewing?</b>	The colour scheme works well and the text is clear and legible.
<b>Will it appeal to the target audience of young people aged 14-17?</b>	The design is quite appealing and they will like the quizzes and the fact that they can link straight to help if they get a question wrong. The content in the main window is very text-heavy and would benefit from some graphical content.
<b>Does it encourage young people to take responsibility for their health and well-being?</b>	Yes.
<b>Is it suitable for use in schools and colleges?</b>	Yes.
<b>Is it an e-learning resource rather than simply an informational website?</b>	It is designed as an interactive e-learning resource.
<b>To what extent are the underlying processes of design, development, testing and preparation of assets reflected in this product?</b>	There has clearly been some design of the screens; it is fully functional and the quizzes are relevant and useful. There is a limited number of relevant assets, some screens are text only. Nicholas created a very good questionnaire to help test users give useful feedback.

<b>THE PRESENTATION</b>	
<b>Requirements specified in the brief</b>	
<b>Does it have 6 screens?</b>	It has 8.
<b>Does it include info about one of the areas covered in the e-learning package?</b>	Yes, stress.
<b>Does it run as a continuous loop?</b>	Yes.
<b>Does it include sound and animation?</b>	It includes animation, but not sound.
<b>Are the slides consistent?</b>	Yes.
<b>Does it include original and ready-made assets?</b>	It includes images from secondary sources. An original sound track is mentioned in the assets table but has not been included.
<b>Expectations</b>	
<b>Does it work as a scrolling presentation?</b>	Yes.

<b>THE PRESENTATION</b>	
<b>Is the content correct and suitable for the target audience of 10-11 years olds?</b>	The topic is an odd choice for 10-11 year olds, but has been done well.
<b>Is the language suitable for the audience?</b>	Mostly, yes.
<b>Does it have timings that are appropriate for the automatic transitions?</b>	Yes.
<b>Are the animations appropriate?</b>	Yes, they should appeal to the target audience.
<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 indicates some thought being given to the design.</p> <p>Nicholas created a very good questionnaire to help test users give useful feedback.</p> <p>Reasonable testing in terms of functionality can be inferred from the quality of the product but it is unlikely to have been fully tested on representatives of the target audience.</p>

<b>And finally</b>	
<b>To what extent do the products work as a set to promote the Energise your Life campaign?</b>	There is no real sense that these products are part of a set with a common purpose. The movie does little to promote the e-learning package and the presentation has nothing to link it to the other products.
<b>Has the student chosen a suitable way to present the set of products in the eportfolio?</b>	<p>The links to the final products are lost amongst a very long list of links 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 assets?</b>	<p>Yes. Details of assets are given. Nicholas says that images from secondary sources are all freely available.</p> <p>He states in his review that he did not receive replies to many of his requests for permission and had to compromise his choice of assets as a result.</p> <p>Many of the assets are original.</p>

<b>And finally</b>	
<b>Did the student work independently? If not, how much guidance was needed (limited or significant)?</b>	Yes.
<b>What degree of SoAP is demonstrated (limited, some, good, sound, astute)?</b>	Some.

Although Nicholas has produced a complete set of products that meets some of the specified requirements and incorporates some appropriate features, they demonstrate a variable sense of audience and purpose. The main product has limited multimedia content.

He achieves 3 marks in 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 for the movie which shows timings, fonts and text, but the fine accuracy of the timings indicates that it is retrospective.
<b>To what extent did the storyboard and structure chart inform the development of the e-learning package?</b>	The structure chart gives a good idea of how the screens link together although it does not include the quizzes.  The storyboard goes some way towards a detailed design.
<b>To what extent did the storyboard inform the development of the presentation?</b>	The storyboard for the presentation provides some information about each slide, but is not very detailed.
<b>How well did the student explain their design decisions?</b>	There is no attempt to explain the 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>	There is insufficient detail to allow visualisation of the products.  There is evidence of detailed feedback on the final products, but not on the designs.
<b>And finally</b>	
<b>Did the student work independently? If not, how much guidance was needed (limited or significant)?</b>	Yes.
<b>What degree of awareness of intended purpose is demonstrated (limited, some, good, sound)?</b>	Limited.

There is insufficient evidence of up-front design giving some indication of what all the products will be like. Nor does Nicholas explain his design decisions.

He achieves 2 marks in this strand.

<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>	There is some information about the sources and assets in the assets table. It would appear to be accurate.
<b>Has the student respected copyright and gained permission where necessary?</b>	It would appear so.
<b>Of those that adhere to legal requirements...</b>	
<b>Is there a variety of appropriate multimedia assets?</b>	The collection includes still and animated clipart, plus images and animations created by Nicholas. There is a short original sound track and a video on the movie.
<b>Have these assets been prepared appropriately for use in the products?</b>	There is detailed evidence of the preparation of the original images, some preparation of the sound and video can be inferred.
<b>Have any of these assets been repurposed for use in related products?</b>	No.
<b>And finally</b>	
<b>Did the student work independently? If not, how much guidance was needed (limited or significant)?</b>	Yes.
<b>What degree of awareness of intended purpose is demonstrated (limited, some, good, sound)?</b>	Some.

Nicholas has gathered and prepared a variety of assets for use in the products and provided some relevant information about the assets used, some of which is detailed.  
He achieves 4 marks in 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.
<b>Are tasks/sub-tasks in a logical order?</b>	Nicholas plans to create assets before any design work on the products has taken place.
<b>Are timings given and are they sensible?</b>	They are mostly reasonable, although some are very large chunks that would make monitoring difficult. Also some timings are unrealistic, e.g. 30 minutes to produce a storyboard for the e-learning package.
<b>Does the plan differentiate between tasks to be done in class and tasks to be done elsewhere?</b>	Yes.
<b>Has any contingency time been built into the plan?</b>	No. Although he refers to 10% being added for such a purpose, he does not build it into the plan.
<b>Have interim checkpoints been identified and have they been used?</b>	Task 9.0 is identified as a tutor check-up point.
<b>Do you think the initial plan has been agreed with 'line manager'?</b>	Probably.
<b>Tracking and monitoring</b>	
<b>Has the plan/diary been used to track progress?</b>	Yes.
<b>Is there evidence of monitoring (looking ahead, anticipating and dealing with problems before they happen)?</b>	Yes, there is evidence in supporting documents.
<b>Has the plan been altered to take account of changing circumstances?</b>	Yes.
<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>	It is possible to get quite a good sense of progress through the project using the plan and the supporting documents.

<b>Strand (a) Planning</b>	
<b>Is there anything to suggest that the student has managed his/her time efficiently?</b>	Yes, Nicholas has adjusted his plan to take account of changing circumstances.
<b>And finally</b>	
<b>Did the student work independently to create the initial plan? If not, how much guidance was needed (limited or significant)?</b>	Yes.
<b>Did the student work independently to use the plan to help manage the project? If not, how much guidance was needed (limited or significant)?</b>	Yes.

Nicholas has independently produced an initial, largely workable plan and used it throughout the project to track, monitor and communicate progress.  
 He achieves 3 marks in 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 into the eportfolio? How easy is it to navigate and locate items of evidence?</b>	It is very easy to find the way in. Most evidence is easy to find, although it is necessary to search through a very long list on the contents page. One possible drawback is that It is possible to navigate straight to items of evidence without realising that each section has a context page.
<b>Is the layout clear? Does it make the most of available screen space?</b>	The layout of context pages is reasonably clear.
<b>Does it conform to the technical specification - size and file formats?</b>	Yes.
<b>Do all the links work? Are there links to all the required evidence?</b>	All the links work and all the required evidence is present. There are a number of links to evidence of process which was not required.
<b>Are the font and colour scheme conducive to on-screen viewing? Are the fonts resizable?</b>	Yes, and the text is resizable.
<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>	Some of the context pages include a few helpful comments.
<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>	The eportfolio makes little use of multimedia assets to showcase achievements.
<b>What can you infer about the effectiveness of testing? Did it go beyond checking functionality?</b>	It is fully functional, so some testing can be inferred. However, Nicholas doesn’t appear to have considered the user experience.
<b>And finally</b>	
<b>Did the student work independently? If not, how much guidance was needed (limited or significant)?</b>	Yes.
<b>What degree of SoAP is demonstrated (limited, some, good, sound, astute)?</b>	Some.

Nicholas has produced a basic eportfolio that allows access to the required evidence using the Moderator's Toolkit. Context pages do not include many appropriate comments introducing the evidence or appropriate multimedia assets.

He achieves 3 marks in this strand.

<b>Strand (f) End of project review</b>	
<p><b>How well has the student reviewed the project outcomes, i.e. the products?</b></p> <p><b>Is it evaluative or merely a narrative ‘I did this, then I did that.....’?</b></p> <p><b>How realistic is it? How close is it to your view of the project?</b></p>	<p>Nicholas has carried out a realistic review of the products, picking out good and less good aspects in relation to audience and purpose.</p>
<p><b>How well has the student reviewed the project as a whole and their own performance? Is it evaluative or merely a narrative?</b></p>	<p>Nicholas has reviewed the project process and his own performance well, with some evaluative comments.</p>
<p><b>Is feedback from reviewers included? And, if so, does the student reflect on what was said?</b></p>	<p>There is considerable evidence of detailed feedback from test users rather than end-of-project reviewers, with the exception of some feedback on the eportfolio which is not entirely realistic.</p>
<p><b>Are suggestions for improvement specific or vague? Are they valid? Are there at least 2?</b></p>	<p>There are some good suggestions.</p>
<b>And finally</b>	
<p><b>Did the student work independently? If not, how much guidance was needed (limited or significant)?</b></p>	<p>Yes.</p>

Nicholas has produced a realistic and comprehensive evaluation of all three aspects of the project including valid suggestions for improvement.

Although he has not incorporated feedback from others, he has included links to interim feedback received which helps to inform the review.

He achieves 4 marks in this strand.