

Centre name:	Centre number:
Candidate name: Francesca	Candidate number:

Strand	(a)	(b)	(c)	(d)	(e)	(f)	Total
Guidance	NG	NG	NG	NG	NG	NG	
Centre							
Moderator	3	7	3	4	4	2	23

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?	There is a clear attempt to reflect the purpose, with an image of a fun figure running.
How well is the design explained?	It is very well explained.

THE MEDAL	
Requirements specified in the brief	
Does it conform to the size restrictions?	Yes.
Is it gold coloured?	Yes.
Does it have the Get Set! logo on the front?	Yes.
Does it have the date on the back?	Yes, 2006.
Does it have a graphic that reflects the student's local area on the back? How suitable is it?	Yes, the local university. It's reasonably suitable.
Expectations	
Is the medal a suitable shape? Are the elements well-placed? Do they work in a single colour?	It is a disc with well-placed elements that work in a single colour.
Is the text in a suitable font and size?	Yes.

THE MEDAL	
Can you visualise what the medal would look like? Is there a representation? Are the images bossed? Does the medal have depth? Has the student considered how it will be worn?	Different shades are used to indicate embossing/engraving, so it is reasonably easy to visualise, although the depth is not clear and there is no representation such as someone wearing it.
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?	The design process is very clear from the documentation and is reflected in the quality of the outcome. There is evidence of feedback from test users (although none picked up the error in the date (2021) on the front of the T-shirt).

THE T-SHIRT	
Requirements specified in the brief	
Does it have the Get Set! logo and name on it?	Yes.
Does it have a graphic representing the fun run on it? How suitable is it?	In addition to the logo, the T-shirt features footprints across the back - this works well.
How well does it advertise the Get Set! campaign?	It advertises the campaign well and makes the connection with the Olympics clear.
Expectations	
How easy is it to visualise what the T-shirt would look like?	The front and back images make it possible to visualise although a representation would have been helpful.
Do you think the T-shirt will appeal to 9 - 13 year olds? Both boys and girls?	Yes.
To what extent are the underlying processes of design, development, testing and preparation of elements reflected in this product?	The design process is very clear from the documentation. This includes feedback from test users and changes made as a result.

THE GIFT BAG	
Requirements specified in the brief	
Does it have the Get Set! logo and name on it?	Yes.
Is there a visual link to the T-shirt? How effective is it?	There is a strong visual link using both the logo and the footprints. The colour scheme is also consistent.
Does the 2D drawing show the scale and dimensions?	The actual dimensions are shown. Dimensions at top of bag add up to 32 for the front and 33 for the back?
Is the 2D drawing scaled correctly?	N/A
Does the 2D drawing show the folds and glued areas?	Yes, these are clearly shown.
Does the 2D drawing show the handle and where it will be attached?	Yes.
Will the 2D drawing make up into a bag?	Yes.
Is there a 3D image showing what the bag will look like when it is assembled? How effective is it? Is it an accurate representation?	There are a number of drawings and photographs of a mock-up which give a clear idea of the finished product.
Expectations	
Does the 2D drawing have an explanation of the folds and glued areas?	Yes.
Has the 3D image got all the elements shown on the 2D image and in the same places?	The graphic elements are not shown on the 2D net.
Do you think the bag will appeal to 9 - 13 year olds? Both boys and girls?	Yes.
To what extent are the underlying processes of design, development, testing and preparation of elements reflected in this product?	The design and testing process is very clear from the documentation, including evidence of feedback from test users and changes made.

THE WEB PAGE	
Requirements specified in the brief	
Does the web page consist of a banner and three images?	No, there is only one image other than the banner. Francesca talks about other images and lists them in her elements table but these do not display in the browser.
Does the web page feature an Olympic/Paralympic sport?	Yes, boxing.
Does the banner include the Get Set! logo and name and the name of the chosen sport?	Yes.
Is the banner a full page width?	Yes.
Is the banner free of any other text or graphics?	Yes.
Are the images derived from photos taken by the student?	Yes, the image at the bottom of the page is derived from a photograph taken by Francesca.
Expectations	
Is the banner a sensible height?	Yes.
Is the banner eye-catching?	Yes, the placement of elements and the colour scheme make it eye-catching.
How effectively have colours/fonts/patterns/texture been used?	The colours, shape and fonts are effective.
Are the images linked to the chosen sport?	The single image is clearly linked.
Have the images been used imaginatively?	Not really, although the animation will appeal to young people.
Are the images fit for purpose and audience?	The image is fit for purpose.
How successfully have elements been combined to create the finished web page?	There is a large amount of text requiring scrolling, with just the one image at the bottom of the page. The overall effect is not successful.
How successfully does the web page advertise/promote the chosen sport?	It is not very effective, there is a lot to read and the style is not directed at the target audience.

THE WEB PAGE	
To what extent are the underlying processes of design, development, testing and preparation of elements reflected in this product?	<p>It is clear that considerable thought has gone into the design of the banner. The process is well documented and reflected in the outcome.</p> <p>The lack of images means that it is impossible to assess Francesca's ability to combine the required elements into a successful web page.</p>

And finally	
How well are design decisions explained?	Very well, with the exception of the web page.
How well does the logo work? In at least 3 colours? In a single colour? In different sizes?	It works very well on all products, in colour and monochrome and in different sizes and media.
Has the student shown what each product would look like, taking account of the intended medium?	The gift bag and web page are very clear, the T-shirt and medal would have benefited from clear representations.
To what extent do the products work as a set to promote the Get Set! campaign?	It is very clear that these products are a set with a common purpose, although Francesca has not made any attempt to showcase the complete set of products to demonstrate this.
Has the student taken the intended purpose/context of each product into account and gained permission where necessary to use elements?	Yes, images are fully acknowledged and there is evidence of permission where necessary.
Did the student work independently? If not, how much guidance was needed (limited or significant)?	Yes.
What degree of SoAP do they demonstrate (limited, some, good, sound)?	Good, with the exception of the web page, which demonstrates limited awareness.

Francesca has developed graphic products which meet most of the specified requirements, adhere to legal requirements and use appropriate combinations of elements.

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

The set is let down by the lack of web graphics on the web page.

She achieves 4 marks for this strand.

Elements table - a first look	
Is there an elements table? Is there detailed information about elements and sources?	The elements table is detailed and complete.

Strand (b) Use vector tools	
How well have vector tools been used to create the logo?	They have been used very effectively.
How well have vector tools been used to show features on the 2D drawing of the gift bag including folds, areas to be glued and the handle? Lines/shading/patterns/text, etc?	They have been used very well to differentiate between features so that it is clear how to construct the bag. There are several drawings that aid understanding.
What other evidence of use of vector tools is there? How effective is it?	Footprints on T-shirt and bag.
Has the student optimised the elements in terms of quality and size, taking account of the medium?	The various elements work well on each of the products and the quality and size are appropriate.
How effective was testing?	Testing is documented and its effectiveness can also be inferred from the quality of the outcomes.
Did the student work independently? If not, how much guidance was needed (limited or significant)?	Yes.
What degree of awareness of audience, purpose and medium is demonstrated (limited, some, good, sound, astute)?	Sound.

Francesca has used vector tools to develop a collection of elements that meets the requirements and demonstrates sound awareness of audience, purpose and medium. She achieves 7 marks for this strand.

Strand (c) Use bitmap tools	
Have bitmap tools been used to develop images from original photographs for the web page?	They have been used to develop the single image on the web page.
How well have bitmap tools been used to create the images?	The tools have been used effectively to prepare the animated image, but it is not possible to assess Francesca's work on the other images.
How well have the thumbnails been used to explain the editing process? Are the annotations clear?	No evidence of this.
What other evidence is there of the use of bitmap tools? Is it appropriate?	The tools have been used effectively to develop the medal and an image of a mock-up of the gift bag.
Where a student has combined bitmap and vector graphics, how effective is it?	Francesca has successfully combined elements for the web page and the T-shirt.
Has the student optimised the elements in terms of quality and size, taking account of the medium and purpose?	Yes.
How effective was testing? Has the student taken feedback into account during the development process?	Testing appears to have been effective and there is evidence of interim feedback in the documentation, together with changes made as a result.
Did the student work independently? If not, how much guidance was needed (limited or significant)?	Yes.
What degree of awareness of audience, purpose and medium is demonstrated (limited, some, good, sound, astute)?	Some.

Francesca has used bitmap tools to develop some elements that meet most of the requirements. She demonstrates some awareness of audience and purpose.

The omission of the required images for the web page restricts her mark to 3 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?	Yes.
Have main tasks been broken down into sub-tasks?	To some extent. Sub-tasks are very formulaic - design, create test etc. Nothing about taking photos making bag etc.
Are tasks/sub-tasks in a logical order?	Francesca planned to create and test the web page before creating the banner. This is corrected in her working plan. Otherwise, the order is logical.
Are timings given and are they sensible?	They are given, but some important sub-tasks are not allocated any time.
Does the plan differentiate between tasks to be done in class and tasks to be done elsewhere?	Yes.
Has any contingency time been built into the plan?	No.
Have interim checkpoints been identified and have they been used?	Yes.
Do you think the initial plan has been agreed with 'line manager'?	Yes.
Tracking and monitoring	
Has the student tracked progress?	Yes, throughout, both on the plan and in a diary.
Is there evidence of monitoring (looking ahead, anticipating and dealing with problems before they happen)?	A little, in the diary.
Has the plan been altered to take account of changing circumstances?	Yes.
Has the plan been used throughout the project?	Yes.
How well does the plan/diary 'tell the story' of the project?	Quite well.
Is there anything to suggest that the student has managed his/her time efficiently?	Nothing obvious but it would appear that Francesca stayed on track.

Strand (a) Plan and manage the project	
And finally	
Did the student work independently to create the initial plan? If not, how much guidance was needed (limited or significant)?	Yes.
Did the student work independently to use the plan to help manage the project? If not, how much guidance was needed (limited or significant)?	Yes.

<p>Francesca has independently produced an initial workable plan and used it track and communicate progress.</p> <p>Monitoring is very limited and there is no real evidence of time management.</p> <p>She achieves 3 marks in this strand.</p>
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Strand (e) The eportfolio	
Do the project outcomes 'hit you in the face' when you open it?	No.
How easy is it to find the way into the eportfolio? How easy is it to navigate and locate items of evidence?	It is very easy.
Is the layout clear? Does it make the most of available screen space?	It is very clear and consistent.
Does it conform to the technical specification - size and file formats?	Yes.
Do all the links work? Are there links to all the required evidence?	Yes.
Are the font and colour scheme conducive to on-screen viewing? Are the fonts resizable?	Yes, it works well, but the fonts are not resizable.
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?	There are some helpful commentaries to introduce the evidence.
Is the eportfolio a graphic product in its own right? How well have graphic tools been used to exhibit achievements?	No, apart from the animated buttons (which are very distracting!), it doesn't make good use of graphic tools to exhibit the products or to present achievements.

Strand (e) The eportfolio	
What can you infer about the effectiveness of testing? Did it go beyond checking functionality?	Testing by Francesca can be inferred as the eportfolio is functional. She mentions having received feedback from others in the diary, but the test users did not pick up on the fact that the set of products should have been the focus of the eportfolio or that graphic tools could have been used to better effect to showcase achievements.
And finally	
Did the student work independently? If not, how much guidance was needed (limited or significant)?	Yes.
What degree of SoAP is demonstrated (limited, some, good, sound)?	Some/good.

Francesca has produced an eportfolio that conforms to the technical specification and allows access to all of the required evidence using the Moderator’s Toolkit.

Context pages include appropriate commentaries contextualising the evidence.

Graphic elements have not been used to present achievements.

Francesca achieves 4 marks for this strand.

Strand (f) End of project review	
<p>How well has the student reviewed the project outcomes, i.e. the products? Is it evaluative or merely a narrative ‘I did this, then I did that.....’? How realistic is it? How close is it to your view of the project?</p>	<p>Francesca has reviewed each of the products, but has described the process, rather than evaluated how well the products match the project requirements.</p>
<p>How well has the student reviewed the project as a whole and their own performance? Is it evaluative or merely a narrative?</p>	<p>She has made some reasonable comments about her performance.</p>
<p>Is feedback from reviewers included? And, if so, does the student reflect on what was said?</p>	<p>She has not included feedback from reviewers.</p>
<p>Are suggestions for improvement specific or vague? Are they valid? Are there at least 2?</p>	<p>There are some limited suggestions for improvements.</p>
And finally	
<p>Did the student work independently? If not, how much guidance was needed (limited or significant)?</p>	<p>Yes.</p>

Francesca has made comments about the graphic products but they are not evaluative. She has also commented on the contribution of the underlying processes and the effectiveness of her own performance.

She achieves 2 marks in this strand.