

Centre name:	Centre number:
Candidate name: James	Candidate number:

Strand	(a)	(b)	(c)	(d)	(e)	(f)	Total
Guidance	NG	NG	NG	NG	NG	NG	
Centre							
Moderator	5	7	8	6	6	3	35

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?	Yes, using the Olympic flame as a basis for the design.
How well is the design explained?	There is very limited explanation about the use of the flame in the design.

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?	It has the year 2006, but no month or day.
Does it have a graphic that reflects the student's local area on the back? How suitable is it?	There is a suitable graphic of Big Ben which is easily recognisable and works well as an embossed image.
Expectations	
Is the medal a suitable shape? Are the elements well-placed? Do they work in a single colour?	Yes, it is an interesting shape and the composition is effective. The elements work well in gold.
Is the text in a suitable font and size?	It is clear and a suitable size.

THE MEDAL	
Can you visualise what the medal would look like? Is there a representation? Are the images embossed? Does the medal have depth? Has the student considered how it will be worn?	The images are embossed and it is reasonably easy to visualise what the medal would look like, although the depth is not clear. There is no representation such as of 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?	A design process can be inferred from the quality of the product, although there is limited explanation of the design decisions. There is some evidence of testing and feedback.

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?	The logo is repeated. There is only the text 'Fun Run'. What a pity the feet aren't included!
Is there a visual link to the gift bag? How effective is it?	The logo and colour scheme provide clear visual links between the bag and the T shirt.
How well does it advertise the Get Set! Campaign?	The logo and distinctive colours would attract attention to the campaign.
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?	There is a lot of pink! Although James doesn't discuss the choice of colour he does have some positive feedback. The overall design should certainly appeal.

THE T-SHIRT	
To what extent are the underlying processes of design, development, testing and preparation of elements reflected in this product?	<p>Although the product is attractive, it does not meet the requirements of the brief. A test user should have noticed that there is a graphic, representing participation in the fun run, missing.</p> <p>There is not much evidence of any useful feedback having been received and acted upon.</p> <p>Some careful thought has obviously gone into this product especially the placing and sizing of the elements.</p>

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?	Yes, the logo and colours are used to good effect.
Does the 2D drawing show the scale and dimensions?	It shows the dimensions of the drawing, but does not indicate the scale or give the dimensions of the final product.
Is the 2D drawing scaled correctly?	Impossible to tell, as scale is not given.
Does the 2D drawing show the folds and glued areas?	It shows the folds.
Does the 2D drawing show the handle and where it will be attached?	No.
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?	Yes, there are several very good images of the bag made up.
Expectations	
Does the 2D drawing have an explanation of the folds and glued areas?	No.
Has the 3D image got all the elements shown on the 2D image and in the same places?	Yes, there are several 3D images which provide a complete picture.

THE GIFT BAG	
Do you think the bag will appeal to 9 - 13 year olds? Both boys and girls?	Yes, the feet are particularly appealing!
To what extent are the underlying processes of design, development and preparation of elements reflected in this product?	It can be inferred that the bag is the outcome of an effective design process and that the elements have been adapted appropriately as part of this process. There are a few useful explanatory comments.

THE WEB PAGE	
Requirements specified in the brief	
Does the web page consist of a banner and three images?	Yes.
Does the web page promote an Olympic/Paralympic sport?	Yes, basketball.
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?	No.
Is the banner free of any other text or graphics?	No, it has an additional graphic.
Are the images derived from photographs taken by the student?	Yes.
Expectations	
Does the banner have a sensible height?	Yes, it works well.
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?	Very effectively (and the colours are reflected in other products).
Are the images linked to the chosen sport?	Yes.
Have the images been used imaginatively?	The images have been carefully prepared to capture the action using a variety of techniques.
Are the images fit for purpose and audience?	Yes.

THE WEB PAGE	
How successfully have elements been combined to create the finished product?	The combination is very effective.
How successfully does the web page advertise/promote the chosen sport?	It is very effective. The images attract attention and capture the action. The text is persuasive.
To what extent are the underlying processes of design, development, testing and preparation of elements reflected in this product?	It is clear that considerable thought has gone into the design and that time has been spent on the preparation and combination of elements in this product. Apart from the odd proofreading error, the page is error free. There is limited evidence of feedback.

And finally, looking at the complete set of products	
How well are design decisions explained?	Design decisions are not very well explained. There are some brief comments and a lot of unnecessary narrative about the use of tools.
How well does the logo work? In at least 3 colours? In a single colour? In different sizes?	The logo 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?	Only for the gift bag. The other products would have benefited from similar treatment.
Has the student chosen a suitable way to present the set of products in the eportfolio?	James has not made any attempt to showcase the set of products in his eportfolio.
To what extent do the products work as a set to promote the Get Set! campaign?	The products do work as a set and clearly have a common purpose.
Has the student taken the intended purpose/context of each product into account and gained permission where necessary to use elements?	With the exception of the clipart image on the gift bag and T-shirt, all images used on the products are from primary sources. There is some clipart on the context pages of the eportfolio, but James has clearly checked permission for his personal use.
Did the student work independently?	Yes.
What degree of SoAP do they demonstrate (limited, some, good, sound)?	Good/sound.

James has developed a complete set of graphic products which meets most of the specified requirements, adheres to legal requirements and uses effective combinations of elements.

He has not explained his design decisions in detail or shown clearly what each product would look like.

He achieves 6 marks for this strand.

Strand (b) Use vector tools	
Have vector tools been used to create the logo and then 2D drawing of the gift bag?	Yes.
How well have vector tools been used to create the logo?	The tools have been used well to combine different features.
How well have vector tools been used to show features on the 2D drawing of the gift bag including folds, cuts, areas to be glued and the handle? Lines/shading/patterns/text, etc?	Vector tools have been used very well to differentiate between features, so that it is clear how to construct the bag. There are a number of different drawings that aid understanding of development.
What other evidence of use of vector tools is there? How effective is it?	The combined use of bitmap and vector tools for the banner and the T-shirt works effectively.
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? Has the student taken feedback into account during the development process?	There is limited evidence of testing and feedback, but some can be inferred from the effectiveness of the products.
Did the student work independently?	Yes.

James has used vector tools to develop a collection of elements that meets the requirements and demonstrates sound awareness of audience, purpose and medium.
He 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?	Yes, this is clearly the case.
How well have bitmap tools been used to create the images?	The tools have been used very effectively to prepare the images, using a variety of features to create different effects.
How well have the thumbnails been used to explain the editing process? Are the annotations clear?	There is a very clear explanation of the editing process for each image.
Expectations	
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 images of the gift bag.
Where a student has combined bitmap and vector graphics, how effective is it?	James 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 very effective, although there is limited evidence of feedback.
Did the student work independently?	Yes.

James has developed a collection of effective elements that meets the requirements and demonstrates very sound awareness of audience, purpose and medium.
He achieves 8 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?	Yes.
Have main tasks been broken down into sub-tasks?	Yes.
Are tasks/sub-tasks in a logical order?	Yes.
Are timings given and are they sensible?	Yes.
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?	Yes.
Have interim checkpoints been identified and have they been used?	Yes.
Do you think the initial plan has been agreed with 'line manager'?	Probably.
Tracking and monitoring	
Has the student tracked progress?	Yes, throughout.
Is there evidence of monitoring (looking ahead, anticipating and dealing with problems before they happen)?	Yes, there is some good monitoring.
Has the plan been altered to take account of changing circumstances?	Yes, dates have been altered and the comments indicate why.
Has the plan been used throughout the project?	Yes.
How well does the plan/diary 'tell the story' of the project?	It is a good account.
Is there anything to suggest that the student has managed his/her time efficiently?	Yes.

Strand (a) Plan and manage the project	
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.

James has independently produced an initial workable plan. He used his plan throughout the project to maximise efficiency and communicate progress.
He achieves maximum 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.
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?	Yes, it is very clear. The eportfolio logo and colour scheme is reflected throughout.
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 exhibit it, used the medium effectively?	This is a very good effort which could be best improved by the inclusion of more representations.
Are the font and colour scheme conducive to on-screen viewing? Are the fonts resizable?	The text is all in capital letters, but it is legible. The fonts are 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?	The commentaries are quite detailed and offer some useful information that complements other evidence.
Is the eportfolio a graphic product in its own right?	Although it includes the logo, buttons and other images, the eportfolio doesn't make particularly good use of the tools to exhibit the products or to present the underlying processes.
What can you infer about the effectiveness of testing? Did it go beyond checking functionality?	Some testing can be inferred, but there is no evidence that James has made use of feedback from others during development.
And finally	
Did the student work independently?	Yes.
What degree of SoAP is demonstrated (limited, some, good, sound, astute)?	Good/sound.

James has produced an eportfolio that conforms to the technical specification.

Using Firefox, it provides access to all the required evidence. However, some of the evidence is not accessible if the eportfolio is accessed with Internet Explorer, indicating that insufficient testing was undertaken.

Context pages include commentaries contextualizing the evidence and appropriate graphic elements to exhibit achievements.

James achieves 6 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, in varying amounts of detail.
Is it evaluative or merely a narrative 'I did this, then I did that.....'?	It is mostly narrative with some evaluation. The products are covered in more detail than the other aspects of the project.
Is it realistic? How close is it to your view of the project?	What there is, is realistic.
Is feedback from reviewers included? And, if so, does the student reflect on what was said?	There isn't really any feedback included in the review.
Are suggestions for improvement specific or vague? Are they valid?	They are quite vague.
And finally	
Did the student work independently?	Yes.

James has made evaluative comments about the graphic products and commented on the contribution of the underlying processes and the effectiveness of his own performance.
He achieves 3 marks for this strand.