

Centre name:	Centre number:
Candidate name: John	Candidate number:

Strand	(a)	(b)	(c)	(d)	(e)	(f)	Total
Guidance	NG	NG	NG	NG	NG	NG	
Centre							
Moderator	4	4	5	5	6	4	28

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

THE LOGO - a first look	
Is the logo suitable for all ages?	Possibly although it is likely to appeal more to adults.
Does it reflect the aim or purpose of the Get Set! Campaign?	Not very well.
How well is the design explained?	There is some useful explanation but a lot of unnecessary narrative about use of tools.

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 2012 for the Olympics, but not the date for the tournament.
Does it have a graphic that reflects the student's local area on the back? How suitable is it?	Yes, it is a suitable image of the local area.

THE MEDAL	
Expectations	
Is the medal a suitable shape? Are the elements well-placed? Do they work in a single colour?	The medal is an interesting shape which accommodates the logo and the image well.
Is the text in a suitable font and size?	It is clear and a suitable size.
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?	It is reasonably easy to visualise as the embossing and borders give a sense of depth and the animation also helps. 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 process of development can be inferred from the quality of the product. There is additional evidence of testing and feedback in the review.

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?	There is a clipart image which is quite fun, although John missed the opportunity to add an original or suitably edited bitmap.
Is there a visual link to the gift bag? How effective is it?	Both the logo and the fun run images are also featured on the gift bag.
How well does it advertise the Get Set! Campaign?	The images would attract attention, although there is nothing about the race so the purpose of the campaign is perhaps not as clear as it might be.
Expectations	
How easy is it to visualise what the T-shirt would look like?	As with the medal, the animation from back to front makes it reasonably easy to visualise the finished product. There is no representation, such as of someone wearing it.

THE T-SHIRT	
Do you think the T-shirt will appeal to 9 - 13 year olds? Both boys and girls?	Yes, the use of red and blue and the fun image should make it quite appealing. There is some positive feedback.
To what extent are the underlying processes of design, development, testing and preparation of elements reflected in this product?	There is good evidence of the design process. Although the running man is straightforward clipart, the final product indicates that some thought has gone into the design. The images are well placed and some testing can be inferred. There is additional evidence of feedback in the review.

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, mountain biking.
Does the banner include the Get Set! logo and name and the name of the chosen sport?	Yes, except that it should say Mountain Biking, not Bike.
Is the banner a full page width?	Yes.
Is the banner free of any other text or graphics?	Yes.
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.

THE WEB PAGE	
Have the images been used imaginatively?	The images have been carefully prepared to capture the action.
Are the images fit for purpose and audience?	Yes.
How successfully have elements been combined to create the finished web page?	The combination is ok but does not make good use of the space.
How successfully does the web page advertise/promote the chosen sport?	It is quite effective. The images attract attention but the text is factual and not particularly persuasive.
To what extent are the underlying processes of design, development, testing and preparation of elements reflected in this product?	It is clear that some thought has gone into the design and that time has been spent on the preparation and combination of elements in this product. Apart from one proofreading error, the page is error free although the text is quite small. There is additional evidence of feedback in the review.

And finally	
How well are design decisions explained?	There are some helpful comments in supporting documents but the designs are not fully explained.
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. Although three colours are used for the logo, the text and triangles are very similar.
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 but the student has produced animations of the front and back of the T-shirt and the medal which are very helpful.
To what extent do the products work as a set to promote the Get Set! campaign?	It is quite clear that the products are a set but their effectiveness as promotional products is variable.
Has the student taken the intended purpose/context of each product into account and gained permission where necessary to use elements?	The images are all from primary sources, with the exception of the image for the medal. John has gained permission to use this image in his project but it is not clear whether the permission would hold if the medal were to be used for its intended purpose.
Did the student work independently?	Yes.

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

John has demonstrated good awareness of audience and purpose by developing a complete set of graphic products which meets most of the specified requirements, adheres to legal requirements and uses appropriate combinations of elements. He has commented on his design decisions for each product and shown what it would look like.

He achieves 5 marks for this strand.

Strand (b) Use vector tools	
Have vector tools been used to create the logo and the 2D drawing of the gift bag?	<p>The logo pixelates and loses clarity when enlarged - John comments in his review on the fact that he should have used vector tools.</p> <p>Vector tools have been used for the 2D drawing, but it is impossible to say if bag is to scale as no dimensions are included and there is no scale.</p>
How well have vector tools been used to create the logo?	N/A
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?	<p>Vector tools have been used very well to differentiate between features so that it is clear how to construct the bag.</p> <p>There are a number of different drawings that aid understanding of development.</p> <p>The type of handle is only clear on the representations.</p>
What other evidence of use of vector tools is there? How effective is it?	It's difficult to say, but the outline of medal is probably vector.
Has the student optimised the elements in terms of quality and size, taking account of the medium?	In the case of the 2D drawing, yes.
How effective was testing? Has the student taken feedback into account during the development process?	<p>There is some good evidence that John has taken account of feedback in the design of the bag. There is additional evidence of feedback in the review.</p> <p>Testing can also be inferred from the effectiveness of the product.</p>
Did the student work independently?	Yes.

John has used vector tools to develop elements that meet most of the requirements, but the 2D bag lacks a sense of purpose.
He achieves 4 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?	Bitmap tools have been used well to prepare several of the images.
How well have the thumbnails been used to explain the editing process? Are the annotations clear?	Annotations have been used to clearly explain the editing process for each image.
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?	John has successfully combined them to produce the gift bag.
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. There is evidence that feedback has been taken into account to ensure fitness for purpose.
Did the student work independently?	Yes.

John has used bitmap tool to develop elements that meet most of the requirements and demonstrate good awareness of audience and purpose.
He achieves 5 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?	No.
Do you think the initial plan has been agreed with 'line manager'?	It's not clear.
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)?	There is some effective monitoring.
Has the plan been altered to take account of changing circumstances?	Dates have been revised. The comments indicate why John got behind and what he did about it.
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.

John worked independently to produce an initial workable plan. He used his plan throughout the project to communicate progress. It is not clear if or how his use of the plan helped him maximise his efficiency.

He achieves 4 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'?	There is a link straight to the showcase of products from the home page - a graphical link would have been even better!
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?	The layout is quite basic but clear. The eportfolio logo which reflects the colour scheme used for the products is a nice touch.
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 quite small and the colour is not ideal.
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?	To some extent, yes, particularly on the showcase page. However, it is clear that John could have made even better use of his graphics skills to enhance the user experience.
What can you infer about the effectiveness of testing? Did it go beyond checking functionality?	The overall consistency and effectiveness indicates some good testing.
And finally	
Did the student work independently?	Yes.
What degree of SoAP is demonstrated (limited, some, good, sound, astute)?	Good/sound.

John 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 contextualizing the evidence and there is a clear attempt to use appropriate graphic elements to exhibit achievements.

John 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.
Is it evaluative or merely a narrative 'I did this, then I did that.....'?	It is evaluative in all three areas, although there is a lot of unnecessary narrative.
Is it realistic? How close is it to your view of the project?	Yes, it is realistic. If anything, John is too hard on himself!
Is feedback from reviewers included? And, if so, does the student reflect on what was said?	Yes, there is some good feedback which John considers.
Are suggestions for improvement specific or vague? Are they valid?	They are specific and valid.
And finally	
Did the student work independently?	Yes.

John has made evaluative comments about the graphic products and about the contribution of the underlying processes and the effectiveness of his own performance. He has considered feedback from others and included valid suggestions for improvement.

He achieves 4 marks for this strand.