

Centre name:	Centre number:
Candidate name: Jon	Candidate number:

Strand	(a)	(b)	(c)	(d)	(e)	(f)	Total
Guidance	NG	LG	NG	NG	NG	LG	
Centre							
Moderator	5	6	6	5	7	5	34

Strand (d) The project outcomes - a set of publications

THE LEAFLET	
Requirements specified in the brief	
Is it four pages of A5?	Yes.
Does it have an attractive front page?	Yes, it would certainly attract attention.
Is there relevant information about the new Make Space Club, eg location, opening times, purpose?	Yes, there is good information about location, times and cost.
Is there sufficient information about the three chosen activities, including times and fees?	There are details of three activities with relevant images for two of them. There is no information about time or costs and it is unlikely that they would all run for four hours each day.
Is there an application form? Can you fill it in? Does it ask the right questions? When the form is detached, is any valuable info lost? Is it clear what you should do with it?	There's a good form on the back page but it is not clear what new members should do with it. No, the prize puzzles are automatically detached with the form - a good design feature.
Expectations	
Does the leaflet work as a printed publication? Does it fold correctly into four A5 pages? Does the double page spread work?	Yes.
Does it look like an information leaflet?	Yes, it is laid out in an appropriate way and folds correctly.

THE LEAFLET	
Does it have suitable images?	Images are relevant and well-placed.
Are there any visual links to the Make Space campaign such as the logo or colour scheme?	The Make Space logo is featured.
Is the font and style consistent?	Yes.
How appealing to teenagers do you think the leaflet is?	It should appeal to them.
Is the language suitable for a teenage audience?	Yes.
How successfully does it advertise the new club and persuade young people to join?	It is a good attempt with prize puzzles to draw the audience.
How effective do you think testing was?	Apart from a layout issue on page 3, yes.
To what extent are the underlying processes of information gathering and data analysis reflected in this publication?	The activities reflect the survey results. The days on offer do not reflect the survey results. The cost is higher than most people were prepared to pay.
Has the student chosen a suitable way of presenting this publication in the eportfolio?	Yes, although there are no page numbers it is clear which is the front cover and how the leaflet would fold. The context page includes some helpful information.

DATABASE REPORTS	
Requirements specified in the brief	
Are there at least two reports from the list?	Yes.
Does each report include contact details for each member listed?	No, only one of them includes the contact number.
Do the reports work as printed publications?	Only cropped screen shots are provided and it is difficult to tell if all information has been included.

DATABASE REPORTS	
Expectations	
Are there sensible titles and column headings?	The titles are unclear, one is truncated and one is incorrect.
Have unnecessary fields been omitted?	Some fields used in the search criteria are repeated unnecessarily in reports.
Have columns been adjusted to avoid truncation?	Yes.
Has page numbering been used on long reports?	Can't tell because reports are screen shots.
Are reports date stamped?	As above.
Are the reports suitable for the club organisers?	The design is well-intentioned and the data is appropriate. They would need contact numbers to make them useful. Jon has presumably tried to make a publication which could be given to the club organisers as an entire document.
How effective do you think testing was?	There are clearly some errors. Also impossible to assess how the reports would look when printed as only screen shots are supplied.
Has the student chosen a suitable way of presenting the reports in the eportfolio?	It is not clear that Jon views the reports as final publications as they are submitted as cropped screen shots and are presented along with other database work.

PRESENTATION	
Requirements specified in the brief	
Does it have six slides (or more)?	Yes.
Does it include info about the Make Space campaign?	Yes.
Does it introduce the new club?	Days and costs are given on the 'About us' slide but timings and location in more detail than 'The Olympiad' are not included.
Does it include adverts for the three chosen activities?	The three chosen activities of cooking, aikido and drama are all covered.
Can you move from slide to slide by clicking the mouse?	It is not designed with sequential viewing in mind. Need to click to bring up information. Several clicks required to get to menu page.

PRESENTATION	
Does clicking the last slide take you back to the first one?	Only if you click on the home button. The publication is more of an interactive information point with links from a contents page. Clicking on the last slide ends the show.
Are there relevant images, including two from primary sources?	Yes there are some good images, including some from primary sources.
Does it attract attention to the club and persuade young people to join?	Yes.
Expectations	
Does it work as a presentation?	No, it is really an information point although it is well-designed.
Is it suitable for teenagers aged 11-16?	Yes.
Is it suitable for use in schools and colleges?	Yes, it is simple to use. There is a link to the web which wouldn't work on a stand-alone PC.
Does it provide instructions for users?	Yes, these are clear.
Is it consistent?	Yes.
Are the font and colour scheme conducive to on-screen viewing?	Yes, the text is all legible.
How effective do you think testing was?	Although the publication is more complex than required it is functional so some testing can be inferred however feedback might have encouraged Jon to ensure that it functioned as a presentation.
To what extent are the underlying processes of information gathering and data analysis reflected in this publication?	As for the leaflet. The days of opening do not match those in the leaflet. Price appears to be more than that chosen on results page.
Has the student chosen a suitable way of presenting this publication in the eportfolio?	It is easily accessible but presented in .ppt format rather than .pps. The context page adds some value but there is some confusion over the way the presentation actually runs.

And finally	
Is there anything to suggest that the publications are a set, have a common purpose - to promote the new Make Space Club? Represent the outcomes of the project?	There is a good attempt to link the presentation and the leaflet in terms of style, colour and the Make Space assets. The screen prints of the database reports also show the use of the Make Space logo. The publications clearly have the required common purpose.
Has the student taken the intended purpose of each publication into account and gained permission where necessary to use images and other information?	Yes.
How much guidance did the student need for this strand?	No significant guidance.
What degree of SoAP do they demonstrate (limited, some, reasonable, good)?	Some to reasonable.

Jon has worked independently to produce a complete set of publications. However, the database reports are limited in purpose and the presentation looks more like an information point.

He has shown a sense of audience and produced a visually pleasing presentation and leaflet. He has however slightly overdone it and this has affected purpose and audience on all his products.

Strand (b) Select and capture data and information	
Information gathering	
Has some useful information been collected?	Yes.
Has the student used the specified sources?	Yes.
Has the student used any sources of their own?	Jon has a good range of other sources, both primary and secondary, including websites, interviews and original images.
Is there evidence of selection of relevant information?	Yes, Jon has rejected some sources in favour of others in the process of selecting relevant information.
Have most sources - both primary and secondary - been acknowledged?	Yes.
Data collection	
Has the student included the given questions?	Yes.
Has the student asked further questions that can be analysed?	Yes, and they are sensible.
Is the order of questions sensible?	Yes.
Do you think the questionnaire was adequately tested?	There is some good evidence of feedback and how it was acted upon.
How reliable is the data that has been collected? Is it safe to make decisions based on it?	The sample is representative of both boys and girls and the questions are sensible.
And finally	
What has information gathering contributed to the final outcomes (the publications)?	The information gathered from all sources has been effectively used to develop the outcomes.
How much guidance did the student need for this strand?	Limited guidance.

Strand (b) Select and capture data and information	
Has the student independently gone beyond the basic requirements of the brief in order to enhance the outcomes?	Some good additional questions and resulting analysis. Some good use of additional self-selected sources.
What degree of awareness of intended purpose is demonstrated (limited, some, reasonable)?	Reasonable.

Jon needed limited guidance in this strand. However, he has found some additional sources and selected some relevant information and data for use in the publications.

Strand (c) Collate & analyse data	
The spreadsheet	
Has the student produced a spreadsheet that can be used to collate and analyse the survey data?	Yes.
Are formulae correct?	Yes.
Is the analysis purposeful?	Simple analysis involving gender comparisons for each question.
Has the given results document been completed?	Yes.
Has the student added value to the document by explaining the findings?	The results document has been completed. Charts are well presented, including an extra one, with sensible titles. The textual introduction to each one is informative.
The database	
Has the given database been used?	Yes.
Has the data entry form been customised? Are there any instructions/features that facilitate data entry?	Helpful messages and buttons.
Has a test user completed the feedback form?	Yes, and it has some useful feedback.
Do you think testing was effective?	Yes.
Are there at least two searches from the list?	Yes.

And finally	
How has information derived from the spreadsheet and database impacted on the content of the publications?	There are some discrepancies between the results and the information given in the publications.
How much guidance did the student need for this strand?	No significant guidance.
Has the student independently gone beyond the basic requirements of the brief in order to enhance the outcomes?	Yes.
What degree of awareness of intended purpose is demonstrated (limited, some, reasonable)?	Some.

Jon has worked independently to carry out some simple analysis of data and produce some information from both the database and the spreadsheet for use in the publications.

Strand (a) Plan and manage the project	
Initial Plan	
Have all the main tasks been identified? Do main tasks relate to project outcomes?	Main tasks relate to project outcomes.
Have main tasks been broken down into sub-tasks?	Yes.
Are tasks/sub-tasks in a logical order?	Mostly. It might have been more sensible to do leaflet/presentation after survey instead of database reports.
Are timings given and are they sensible?	Yes, mostly sensible although eportfolio is given only 2 hours.
Does the plan differentiate between tasks to be done in class and tasks to be done elsewhere?	Yes.
Has any time been allowed in case things go wrong?	Time has been allocated to 'test ... And change if need to' as a subtask for most main tasks.
Have interim checkpoints been identified and have they been used?	No.
Do you think that the initial plan was agreed with the student's 'line manager'?	Not sure.
Tracking and monitoring	
Has the plan/diary been used to track progress?	Yes.
Is there any evidence of monitoring (identifying and dealing with problems)?	Yes.
Has the plan/diary been altered to take account of changing circumstances?	Yes.
Has the plan/diary been used throughout the project?	Yes.

Strand (a) Plan and manage the project	
How well does the plan/diary 'tell the story' of the project?	The different versions are very helpful.
And finally	
How much guidance did the student need to create the initial plan?	No guidance.
How much guidance did the student need to use the plan to help them manage the project?	No guidance.

Jon has worked independently to create a mostly workable plan that has been used to track, monitor and communicate progress.

Strand (e) The eportfolio	
Is it easy to find the 'way in'?	Yes.
Do the project outcomes 'hit you in the face' when you open it?	No.
Does it have a logical structure? How easy is it to navigate and locate items of evidence?	Easy to navigate.
Does it conform to the technical specification - size and file formats?	Yes.
Is the layout clear?	Very simple but clear.
Do all the links work?	Yes.
Are there links to all the required evidence?	Yes.
Is the evidence appropriately presented?	It's ok but there is no concept of showing the work off to its best advantage.
Do the context pages include appropriate comments to introduce the evidence?	There are some helpful comments on most context pages which set the scene.
Are the font and colour scheme conducive to on-screen viewing?	Yes.
What can you infer about the extent and effectiveness of testing?	It is fully functional but there is no evidence that appropriate test users have commented on the design.
Does it make some use of the medium to present achievements?	Yes.
And finally	
How much guidance did the student need for this strand?	No significant guidance.

Strand (e) The eportfolio	
What degree of SoAP is demonstrated (limited, some, reasonable, good)?	Reasonable.

Jon has worked independently to produce a basic eportfolio that demonstrates reasonable awareness of audience and purpose and allows access to the required evidence using the Moderator's Toolkit. He has made some use of the medium to present evidence in most cases but has not included the database reports in the eportfolio in the required format. It is very clear and neat with some good context pages which include some appropriate comments introducing the evidence.

Strand (f) End of project review	
Does the review include some relevant comments about the publications? Are they evaluative? Are there suggestions for improvement?	Jon has made good use of the review document by including some evaluative comments where appropriate. There are some sensible suggestions. Some feedback, mainly limited to the teacher. Feedback and its use during the process can be seen on feedback documents.
Does the review include comments on the underlying processes and on their own performance? Are there suggestions for improvement?	Yes, Jon covers processes and his own performance.
Is it realistic? How close is it to your view of the project?	There are some good comments, particularly on the publications.
And finally	
How much guidance did the student need for this strand?	Limited guidance.

Jon needed limited guidance but has made some evaluative comments about the publications and commented on the contribution of the underlying processes and the effectiveness of his own performance.