

CiDA from 2014

Summative Project Brief (SPB)

Controlled Assessment Guidance Document

September 2014

Assessment information for internally assessed units

Controls for task setting

Units 1, 2, 3 4 and 5 will be solely assessed via a Summative Project Brief (SPB). Each unit has its own SPB.

The SPB will present students with a scenario, requiring them to produce website, multimedia, artwork/images or a game that meets the requirements outlined in the brief. Students will draw on knowledge, skills and understanding from across the relevant unit, integrating them into a synoptic piece of work.

The SPBs are made available *only* on the CiDA qualification section of the Edexcel website at www.edexcel.com.

For each unit an SPB will be released in September each year. They are live and useable for two years.

Controls for task taking

The Summative Projects are subject to controls that define the conditions under which they are taken.

Supervision and authentication of student work

Unless specifically stated, students are able to work on the SPB only in a lesson, under the supervision of a teacher. This means that there must be adequate supervision to ensure that work can be authenticated.

The Teacher Support Notes will also specify any work that may be completed without supervision outside of the classroom, for example background research and asset gathering. All other work, including any manipulation or development of this material must be done under supervision in the classroom. Any material brought back into the classroom must be checked by the teacher to ensure that it can be authenticated as the student's own work. At the end of the lesson, all of the student's materials, paper-based and electronic, must be collected in, stored securely and handed back at the beginning of the next session.

The role of the test buddy

Each student will work with a test buddy to give and receive feedback on their product designs, prototype products and final product. Students must be made aware of what is expected of a test buddy: they can comment on the *'what'* (what they think is good and what they think could be improved), but they could not feedback on the *'how'* (eg how to make changes or specific solutions to any problems).

Feedback and collaboration at each stage of the project

The controlled assessment task for each unit can be divided into three broad stages. The level of feedback and collaboration allowed varies between stages, as outlined below.

Proposal / Game overview

Students must work individually to come up with their own proposal/game overview.

The teacher may provide feedback on the planned approach, such as highlighting strengths, weaknesses and possible problems with the planned product(s) and approach, but teachers must not suggest, or direct students towards, specific solutions.

Students may receive feedback on the proposal/game overview from their test buddy (see *Role of the Test Buddy* above) and use this to modify their proposal/game overview before seeking approval from the teacher.

Design, building and development

Students must work individually to design, build and develop their products.

The teacher may provide feedback at the beginning of this stage on students' designs, such as highlighting strengths, weaknesses and problems with the planned designs, but teachers must not suggest, or direct students towards, specific solutions.

The teacher must not provide feedback on their final products, but can suggest general questions for students to consider (which will be useful in the Review), eg 'how do you think x looks?', 'how do you think x could be improved?'

Students may receive feedback from their test buddy (see *Role of the Test Buddy* above) on the designs and building and incorporate this into their final products.

Review

Students must work individually to complete the review.

Before starting their review, the students must seek feedback from their test buddy on the final product (see *Role of the Test Buddy* above), which will be incorporated into the final review. No other feedback from any source is allowed.

Resources

The same range of resources must be made available to all students within a centre. These should include:

- the internet
- relevant software programs
- relevant general guidance documents (electronic or paper), for example software user manuals.

Students must not be provided with:

- any guidance or exemplars that are specific to the project being undertaken (eg examples of work that has been created on the same SPB)
- writing frames

Time

Centres must allow 10 hours for Unit 1 and 5 and 30 hours for Unit 2, 3 and 4 for students to complete their Summative Project.

Authentication

All students must sign the authentication statement that is included in the Assessor Record Sheet (see Annexe C). Statements relating to work not sampled should be held securely by the centre. Those which relate to sampled students must be included with the work sent to the moderator.

Any student unable to provide an authentication statement will receive zero credit for the component. Where credit has been awarded by a centre-assessor to sampled work without an accompanying authentication statement, the moderator will inform Edexcel and the mark will be adjusted to zero.

Submission of work to the teacher

Students must present their work for Units 2 and 3 in an eportfolio. They will need to understand the difference between document creation and document publication and to distinguish between file formats appropriate for document creation and file formats appropriate for viewing. Students will be expected to present eportfolio content in a format appropriate for viewing at a resolution of 1024 x 768 pixels.

The eportfolio must be constructed so that its contents can be accessed using the Moderator's Toolkit, details of which can be found on the Edexcel website.

Information about how to present work for Unit 4 will be available on the Edexcel website in the support notes.

Recommended file size limits are published in each SPB. Candidates who exceed this recommended limit will not be penalised. However, it should be noted that working within these guidelines will allow candidates to meet all requirements of the brief.

Marking, standardisation and moderation

The Summative Project is marked by centre staff using the detailed mark descriptions provided for each unit. Where marking for this specification has been carried out by more than one teacher in a centre, there must be a process of internal standardisation carried out to ensure that there is a consistent application of the criteria laid down in the marking grids, across all the units.

Marks awarded by the centre will be subject to external moderation by Edexcel.

This is to ensure consistency with national standards. Following the submission of marks, Edexcel will notify centres of the students whose eportfolios have been selected for moderation.

Work must be submitted in an approved digital format.

If the moderation indicates centre assessment does not reflect national standards an adjustment will be made to students' final marks to compensate for this.

Security and backups

It is the responsibility of the centre to keep secure the work that students have submitted for assessment. Centres are strongly advised to utilise firewall protection and virus checking software and to employ an effective backup strategy, so that an up-to-date archive of students' evidence is maintained.

Centres are advised to archive completed, assessed work so as to free up work space for work in progress.

Language of assessment

Assessment of these units will be available in English. All student work must be in English.

Further information

For more information on annotation, authentication, mark submission and moderation procedures, please refer to *Moderation of ePortfolios: Guidance for Centres CIDA*, available on the Edexcel website.

For up-to-date advice on teacher involvement, please refer to the *Joint Council for Qualifications (JCQ) Instructions for conducting coursework* document on the JCQ website: www.jcq.org.uk.

For up-to-date advice on malpractice and plagiarism, please refer to the *Joint Council for Qualifications (JCQ) Suspected Malpractice in Examinations and Assessments* document on the JCQ website (www.jcq.org.uk).

The text of this document taken directly from page 80-83 of the CiDA specification (issue 1 – September 2012).

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