Support Notes (Issue 1)

September 2015

Certificate in Digital Applications

(DA101) Developing Web Products

App Spotlight

Introduction

Before tackling the Summative Project Brief (SPB), students should have acquired the appropriate ICT skills, knowledge and understanding as specified in the 'What You Need To Learn' sections of the DA101 specification.

The DA101 SPB 0915 is valid for moderation in **June 2016, December 2016**, **June 2017** and **December 2017**.

Teachers and students should remember that the emphasis of the specification is 'creative computing'. It is therefore vital that students take the chosen or specified audience and purpose into account when designing and creating products.

In order to encourage an independent approach to the SPB, students will be taught how to create and use appropriate types of documentation to support and record the planning, design, production and review of their work.

Time

Unit 1, as a whole, is a 30-Guided Learning Hours (GLH) unit. Centres must allow 10 hours for students to complete their Summative Project.

Section 1: Using the SPB

Access and navigation

The SPB is intended to be accessed onscreen.

Although the links in the navigation bar are roughly in sequence, students should be reminded that one task often depends on one or more other tasks and they should make use of the interactive nature of the brief.

Where more than one page relates to a main task, they appear as a submenu from the main link.

The symbol 🖶 at the top of each page allows students to print the page.

Section 2: Saving the evidence

What evidence is required?

Students do not need to submit evidence of everything they do during their work on the project. They are asked to create named subfolders to store work for submission.

The symbol indicates a product to be stored in the PRODUCTS subfolder. For this project the product is a website consisting of three web pages. The web pages must be saved in .html format.

The symbol indicates supporting evidence to be saved in the EVIDENCE subfolder. This evidence must include designs, assets table, evidence of preparation of the assets and review.

Students must ensure that they present their products as clearly as possible, remembering that assessors and moderators will view all evidence onscreen.

Copyright

Students MUST comply with copyright. They should consider whether they have fully met this requirement. If not, it is not sufficient to simply acknowledge the sources. They must demonstrate their understanding of copyright issues and what would need to be done to make the products fit for use in the public domain. They must identify each individual asset that is an issue and explain what would need to be done to comply with copyright.

It is generally the case that suitable assets can be obtained from primary or copyright-free sources.

The CiDA/DiDA Moderator's Toolkit

The CiDA/DiDA Moderator's Toolkit specifies the file types that all moderators can view. It is each student's responsibility to ensure that their product and evidence **only** includes files in the listed formats.

The CiDA/DiDA Moderator's Toolkit is published on the Pearson website. It will be updated when necessary.

Section 3: Supervision and feedback

Supervision and authentication of student work

With the exception of the research, asset gathering and feedback gathering activities listed below, students are only able to work on the SPB in a lesson, under the informal supervision of a teacher. This means that there must be adequate supervision to ensure that work can be authenticated.

These activities may be carried out away from the classroom:

- researching information and assets
- gathering assets and updating the assets table
- gathering feedback on designs and products from test buddies.

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 and end-of-project reviewers

Each student will work with a test buddy(s) to receive feedback on their designs and web pages. 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 must not feedback on the '*how*' (e.g. how to make changes or specific solutions to any problems).

End-of-project reviewers comment, in the same way, on the final website.

What feedback can students receive, when?

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.

Feedback and collaboration at each stage of the project

Stage 1

This stage starts with students being provided with the SPB. Students must work individually to come up with their own ideas.

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

Students may receive feedback on their ideas from their test buddy (see *The role of the test buddy and end-of-project reviewers*) and use this to modify their ideas before seeking approval from the teacher.

Stage 2

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

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

The teacher must not provide feedback on a student's final website, but can suggest general questions for them to consider (which will be useful in the project review), e.g. 'how do you think *x* looks?', 'how do you think *x* could be improved?'

Students may receive feedback from their test buddy (see *The role of the test buddy and end-of-project reviewers*) on their work and incorporate this into their final website.

Stage 3

Students must work individually to complete the project review.

Before starting their project review, students must seek feedback from their end-of-project reviewer on the final website (see *The role of the test buddy and end-of-project reviewers*), which will be incorporated into the project review. No other feedback from any source is allowed and they cannot receive feedback on the project review itself.

Section 4: Tackling the SPB

The scenario

This project involves the creation of a website for the company App Spotlight. Students must create a three page website that provides reviews, news and hints and tips on the latest apps available for download.

The scenario allows students to choose apps that appeal to them. Students are free to choose the platform for the apps, such as a computer, tablet or smartphone, and the genre, i.e. games, travel or education. It is recommended that students select three apps for review.

Teachers could direct students to specific categories or genres in order to reduce the vast choice of apps available.

Folders

The SPB requires the creation of a folder called 'DA101SPB' that contains two subfolders called PRODUCTS and EVIDENCE. It is crucial that students store all the required items for their evidence.

The assets table

In producing the web pages students will need to gather, develop and prepare a variety of assets.

An assets table is required, in which students must give details of all assets they use, including any they have created themselves. They should be reminded that search engines such as Bing should not be cited as sources. An assets table is not provided, but teachers may use the bulleted list in the SPB to create a template that students can use.

The assets table must include a description of each asset and where the student found it. Students should identify if they need permission to use it and may note whether the source is primary or secondary. Students should identify where the asset is used in the project, e.g. in the news section on the home page.

Students must be encouraged to keep their assets table up to date throughout the project.

Test buddy and end-of-project reviewer feedback

Students may keep records of the feedback they receive and their response to it. They should take note of what their test buddy tells them is good about the work and what could be improved.

Feedback given and received should be constructive and allow the student to improve their work in terms of quality and fitness for purpose and the target audience.

Students should seek feedback from an end-of-project reviewer. This feedback should inform the review of the finished website.

Design

Students must come up with some design ideas for the website. They must discuss with, and gain approval from, their teacher before continuing.

Students should have a clear understanding of the purpose of each web page and the needs of the target audience. They should create an appropriate and consistent style when designing the web pages.

The designs should show the proposed content and asset layout for each page. Students should include details of any other design features such as colour, fonts or additional multimedia assets. The designs may be in any format but should be design ideas and not the finished web pages. They may be hand drawn and scanned or computer generated. The designs should include annotations that describe each asset, e.g. screenshot from an app, text reviewing an app, link to video. In addition, students should explain their design ideas – why that asset is where it is, why they think it will be appropriate for the audience. These could be added as handwritten notes or text boxes/callouts on a computer-generated design.

There is no requirement for a structure chart but students may wish to indicate how the pages will be linked and any navigation they propose.

Students should be advised if any of their designs are not suitable for any reason, including copyright restrictions.

Assets

Strand (b) focuses on gathering, developing and preparing assets that are appropriate for audience and purpose. Assets should include screenshots of apps, a video or screen recording of hints and tips about a particular app and news on the latest apps.

The teacher may provide a series of apps to choose from or students may decide to select their own.

Students should be given the opportunity to capture their own screenshots of different apps. They could also create the video or screen recording.

However, the teacher may provide students with an appropriate video, complete with a soundtrack, or may provide a screen recording and instruct students to add their own additional material such as a commentary/voiceover or captions.

The video or screen recording should run for no more than 60 seconds.

Students may produce the news and reviews themselves. Alternatively, the teacher may provide students with this information.

Students should use an assets table as directed in the SPB. In developing and preparing each asset, students should ensure the asset is in a suitable format and size. Students will need to record details of how they changed each asset in order to make it suitable, e.g. resizing, cropping, compressing. This may be recorded in any appropriate format, e.g. annotated screenshots.

Web pages

There is no requirement for students to create a web page template within the web authoring software. However, this may help them make sure that there is consistency across the three pages.

As the students create the web pages they need to make sure that they include clear navigation features. This may be a navigation bar that appears on all three pages, or suitable links that enable the user to move easily between the pages. The choice will depend on the design ideas and the style applied to the website.

Text and images must be of suitable format and size to allow the finished website to load quickly. The layout of images and text will depend on the student's design ideas; however, text should not be obscured by images. Text should be in a font style that is relevant, will appeal to the target audience, and is clear to read.

Students should make sure that their finished pages contain relevant text and images. Their test buddy should give them constructive feedback so they can make any improvements at this stage.

Students should save their pages as .html, making sure that the home page is saved as index.html.

The website

Students should have three web pages that have an appropriate layout, suitable assets and match their designs. The next step is to create the finished website by linking the pages so that the target audience can navigate easily from page to page. Students should test the website to make sure that it works as intended.

The video or screen recording does not have to be embedded in the web page. It may open in a new window.

There is no need to document any testing or actions taken as a result of this. The quality of the finished website will indicate that testing has taken place and how successful it has been. Students should test their finished website on a stand-alone machine to make sure it will work as intended for moderation.

Project review

Students should produce a detailed review of the website, avoiding an account of what they did and how they did it.

Students should comment on the strengths of the website and areas for improvement. They must include feedback from their end-of-project reviewer. There is no need to document any interim feedback received from their test buddy during the development of their website.

Students should conclude their review by making specific and valid suggestions for improvement. These may be their own ideas or come from the end-of-project reviewer.