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# CiDA Overview

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## General

The Pearson Edexcel Level 2 Certificate in Digital Applications has been designed to teach digital design skills and enable young people to use digital tools to express their creativity in an informed and responsible way. It aims to equip young people with the knowledge, understanding and skills they need to design and make effective digital products for others to use, and to support future learning and exploit the creative digital industries.

The qualification has been developed to reflect the increasing use of creative digital computing in everyday life, with greater emphasis on creative design and development.

## Structure

The Pearson Edexcel Level 2 Certificate in Digital Applications:

- takes 120 guided learning hours to deliver
- is equivalent to one GCSE at grades A\*-C
- comprises two units:

Unit	Mandatory unit Students must complete this unit.	GLH	Assessment
1	Developing Web Products	30	Practical examination 2.5 hours
Unit	Optional units Students must complete <b>one</b> of the three optional units.	GLH	Assessment
2	Creative Multimedia	90	Summative project brief (SPB) Internally assessed/externally moderated
3	Artwork and Imaging	90	Summative project brief (SPB) Internally assessed/externally moderated
4	Game Making	90	Summative project brief (SPB) Internally assessed/externally moderated

The examination is set and marked by Edexcel.

Summative Project Briefs (SPBs) are set by Edexcel, marked by centres and moderated by Edexcel.

## CiDA Unit 1: Developing Web Products

### General

This unit acknowledges the increasingly significant role of the world wide web in everyday life. It develops the skills and knowledge needed to produce effective web authoring and evaluation skills.

Required skills have been incorporated into the 'What You Need to Learn' section.

### Assessment

This unit is assessed by a practical computer-based examination. The assessment will be available for a 5-day assessment window in January and June each year.

The examination will last 2 hours and 30 minutes.

The total number of marks is 50.

Task instructions will be provided on a question paper supplied by Pearson.

Data files will be provided for students to use to complete the tasks.

The examination consists of one task divided into two activities:

#### Activity 1

- Use web authoring and other software to create a web product for a specified audience and purpose, using a client brief.

#### Activity 2

- Evaluate the product.

#### How it is assessed:

There will be marks awarded for the ability to:

- create a web product that demonstrates good awareness of audience and purpose, as outlined in the client brief
- create a site structure which meets client requirements
- use a consistent layout and design, including the ability to apply the template consistently
- create a web product that presents content in an effective way
- use appropriate accessibility features
- select and use content appropriately
- meet the coding requirements in the client brief
- evaluate the web product that has been produced.

Marks are not awarded for testing, but failing to test the web product could mean that some aspects do not work as intended, or do not meet client requirements; therefore students should allow time to test the web product during the exam to ensure it is fully functional and meets all requirements.

## CiDA Unit 2: Creative Multimedia

### General

This unit requires students to design, build, test and evaluate multimedia products using a variety of assets such as video, sound, images and text.

Required skills have been incorporated into the 'What You Need to Learn' section.

Although students need to plan carefully to meet deadlines, there is no requirement to submit evidence of planning.

The review section requires an evaluation of the finished product(s), considering feedback from end reviewers and making suggestions for further improvements. Students are not required to make explicit comments on their own performance.

### Assessment

Assessment consists of five strands, with a total of 33 marks:

- (a) Design multimedia products (7 marks)
- (b) Collect, edit and create digital assets (5 marks)
- (c) Develop multimedia products (9 marks)
- (d) Present evidence in an eportfolio (7 marks)
- (e) Review the products (5 marks).

Strand (a) requires explicit detailed designs with justification of decisions and descriptions of assets.

Strand (b) focuses on the gathering and preparation of assets for use in the products.

Strand (c) focuses on demonstrating awareness of audience and purpose by developing a set of products that meet requirements. Prototyping and testing are inferred from the quality of the outcomes.

Strand (d) requires the production of a multimedia eportfolio using assets and explanations that are appropriate for the audience, namely an assessor and moderator. Prototyping and testing are inferred from the quality of the product.

Strand (e) requires a realistic evaluation of the products with consideration of feedback from reviewers. There is no requirement for explicit comments on the student's own performance.

### The Summative Project Brief (SPB) – general

**Data files.** There are no linked data files. Students are free to design and create appropriate formats for documents such as the proposal and the assets table.

**Planning.** Although students will need to plan carefully to complete the project on time, there is no requirement to submit a project plan and there are no explicit marks for planning.

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<p><b>Testing.</b> Throughout the project, students should gather feedback from their test buddy and other appropriate test users.</p>
<p><b>Saving work.</b> Products and other required evidence are indicated by symbols in the brief. Students are expected to save each piece of evidence in the appropriate folder.</p>
<p><b>Products.</b> Students are expected to apply their skills, knowledge and understanding to develop products that are fit for audience and purpose.</p>
<p><b>The Summative Project Brief (SPB) – pages</b></p>
<p><b>Scenario page.</b> This page introduces the context and lists the products to be developed.</p>
<p><b>Getting organised page.</b> Students are asked to create two named folders (PRODUCTS and EVIDENCE) to store the finished products and other evidence for the eportfolio. The symbols indicate that a product or other evidence is to be saved and which folder to use.</p> <p>Students are asked to create an assets table and are free to design a suitable format. They are expected to keep this table up to date throughout the project.</p>
<p><b>Proposal page.</b> Students are asked to complete a proposal outlining their intentions. A list of content is given in the brief, but students are free to design their own format.</p>
<p><b>Products pages.</b> A list of requirements, such as storyboards and particular assets, is provided for each product. Students are expected to apply their knowledge and skills to design and produce effective products.</p> <p>Some tasks may be more open-ended, leaving students free to apply their creative skills.</p> <p>Students are expected to test and edit products during development.</p>
<p><b>Eportfolio pages.</b> The eportfolio should be a multimedia product in its own right. Some requirements are given.</p>
<p><b>Review page.</b> A review of the final products is required, including feedback from end-of-project reviewers and suggestions for improvements. Students are not required to make explicit comments on their own performance.</p>

## CiDA Unit 3: Artwork and Imaging

### General

This unit requires students to design, create and evaluate graphic products using a variety of elements such as images, text and effects.

Required skills have been incorporated into the 'What You Need to Learn' section.

Although students need to plan carefully to meet deadlines, there is no requirement to submit evidence of planning.

The review section requires an evaluation of the finished product(s), considering feedback from end reviewers and making suggestions for further improvements. Students are not required to make explicit comments on their own performance.

### Assessment

Assessment consists of five strands, with a total of 33 marks:

- (a) Design and develop graphic products (9 marks)
- (b) Develop scalable images and artwork (5 marks)
- (c) Develop bitmap images and artwork (7 marks)
- (d) Exhibit work in an eportfolio (7 marks)
- (e) Review the products (5 marks).

Strand (a) focuses on demonstrating awareness of audience and purpose by designing and developing a set of products that meet requirements, with justification of decisions. Prototyping and testing are inferred from the quality of the outcomes.

Strand (b) focuses on the use of vector drawing tools to develop elements for use in the products.

Strand (c) focuses on the use of bitmap tools to develop elements for use in the products.

Strand (d) requires the production of an eportfolio using graphic elements and explanations that are appropriate for the audience, namely an assessor and moderator. Prototyping and testing are inferred from the quality of the product.

Strand (e) requires a realistic evaluation of the products with consideration of feedback from reviewers. There is no requirement for explicit comments on the student's own performance.

### The Summative Project Brief (SPB) – general

**Data files.** There are no linked data files. Students are free to design and create appropriate formats for documents such as the proposal and the elements table.

**Planning.** Although students will need to plan carefully to complete the project on time, there is no requirement to submit a project plan and there are no explicit marks for planning.

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<p><b>Testing.</b> Throughout the project, students should gather feedback from their test buddy and other appropriate test users.</p>
<p><b>Saving work.</b> Products and other required evidence are indicated by symbols in the brief. Students are expected to save each piece of evidence in the appropriate folder.</p>
<p><b>Products.</b> There are fewer explicit requirements for products. Students are expected to apply their skills, knowledge and understanding to develop products that are fit for audience and purpose.</p>
<b>The SPB – pages</b>
<p><b>Scenario page.</b> This page introduces the context and lists the products to be developed.</p>
<p><b>Getting organised page.</b> Students are asked to create named folders (PRODUCTS and EVIDENCE) to store the finished products and other evidence for the eportfolio. The symbols indicate that a product or other evidence is to be saved and which folder to use.</p> <p>Students are asked to create an elements table and are free to design a suitable format. They are expected to keep this table up to date throughout the project.</p>
<p><b>Proposal page.</b> Students are asked to complete a proposal outlining their intentions. A list of content is given in the brief but students are free to design their own format.</p>
<p><b>Design log.</b> Students are asked to produce a design log and to use it to record the design process throughout the project.</p>
<p><b>Products pages.</b> A list of requirements, such as specific elements and use of primary sources, is provided for each product. Students are expected to apply their knowledge and skills to design and produce effective products.</p> <p>Some tasks may be more open-ended, leaving students free to apply their creative skills.</p> <p>Students are expected to test and edit products during development but no explicit reminders are given to do this.</p>
<p><b>Eportfolio pages.</b> The eportfolio should be a multimedia product in its own right. Some requirements are given.</p>
<p><b>Review page.</b> A review of the final products is required, including feedback from end-of-project reviewers and suggestions for improvements. Students are not required to make explicit comments on their own performance.</p>

## CiDA Unit 4: Game Making

### General

Required skills needed have been incorporated into the 'What You Need to Learn' section.

### Assessment

Assessment consists of five strands, with a total of 33 marks:

- (a) Your design and development work (9 marks)
- (b) The functionality of your game (7 marks)
- (c) The user experience (7 marks)
- (d) Your promo for the game (5 marks)
- (e) Your game review (5 marks).

Strand (a) focuses on demonstrating awareness of purpose by designing a game, including a mood board for the game, and preparing appropriate content for it.

Strand (b) focuses on the functionality of the game, including challenge and logic.

Strand (c) focuses on the user experience, including usability testing.

Strand (d) requires the production of a promotional product to attract interest in the game.

Strand (e) requires a realistic evaluation of the game with consideration of feedback from reviewers.

### The Summative Project Brief (SPB) – general

**Data files.** There are no linked data files. Students are free to design and create appropriate formats for documents such as the game overview, storyboards, proposal, assets table, test log and game review.

**Testing.** Throughout the project, students should gather feedback from their test buddy and other appropriate test users.

**Saving work.** Products and other required evidence are indicated by symbols in the brief. Students are expected to save each piece of evidence in the appropriate folder.

**Game and promo.** There are fewer explicit requirements. Students are expected to apply their skills, knowledge and understanding to develop products that are fit for audience and purpose.

### The SPB – pages

**Scenario page.** This page introduces the context for the game.

**Getting organised page.** Students are asked to create named folders (PRODUCTS and EVIDENCE) to store the finished game and other evidence for the eportfolio. The

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<p>symbols indicate that a product or other evidence is to be saved and which folder to use.</p> <p>Students are asked to create an assets table and are free to design a suitable format. Students are expected to keep this table up to date throughout the project.</p>
<p><b>Game overview page.</b> Students are asked to complete an overview outlining their intentions. A list of content is given in the brief but students are free to design their own format.</p>
<p><b>Mood board page.</b> Students are asked to develop a mood board and save evidence of it.</p>
<p><b>Storyboards page.</b> Students are asked to develop a set of detailed storyboards for the game.</p>
<p><b>Assets page.</b> Students are asked to create an assets table and are free to design a suitable format.</p>
<p><b>Development page.</b> Students are required to build and test the game.</p> <p>Students are expected to test and edit components of the game during development. They are expected to record details in a test log during development and are free to design their own format.</p>
<p><b>Instructions page.</b> Students are required to include instructions with the game.</p>
<p><b>Promo page.</b> Students are required to create a promotional product for the game, using any appropriate format and content.</p>
<p><b>Game review.</b> Students are required to produce a review of the game suitable for publication in an online magazine.</p>
<p><b>Review page.</b> A review of the final products is required, including feedback from end-of-project reviewers and suggestions for improvements.</p>
<p><b>Evidence.</b> Students are not required to produce an eportfolio. Instructions are given to create a single page with links to the evidence.</p>