

# CiDA

Pearson Edexcel Level 2 Certificate  
in Digital Applications

## CiDA: Unit 3 Artwork and Imaging Scheme of Work

**Inspiring. Creative.  
Contemporary.**



Pearson

# Unit 3: Artwork and Imaging: Scheme of Work

Unit 3 is a 90 Guided Learning Hours (GLH) unit. Within this, centres must allow 30 hours for students to complete their Summative Project.

In this scheme of work the SPB is addressed sequentially by project stage. An approach that sequences the work by product could also be considered.

Lesson	Specification Topic	Lesson summary	Lesson content	Lesson resources
<b>Specification 3.1: Investigating artwork and images</b>				
1	Artwork and images in use	Introduction to Unit 3.  What is 'artwork and imaging'?	Introduce Unit 3 - content, assessment (SPB), structure of lessons.  Students view the 'Beginning Graphic Design: Images' video.  Contexts – students list how artwork and images are used in a variety of contexts they are familiar with and then compare their lists with the contexts and graphic products listed in section 3.1 of the specification.  Students work in pairs to search for an example of each context	Introductory video on images: <a href="https://www.youtube.com/watch?v=MELKuexR3sQ">https://www.youtube.com/watch?v=MELKuexR3sQ</a>

			and graphic product listed in the specification (section 3.1). Students identify the audience and purpose of each example.	
2	Evaluate techniques and technology used	Evaluate effectiveness of images	<p>Teacher/tutor explanation of the following factors, which are used to evaluate the effectiveness of images:</p> <ul style="list-style-type: none"> <li>○ audience and purpose</li> <li>○ composition</li> <li>○ use of colour</li> <li>○ impact/visual effect</li> <li>○ size and position</li> <li>○ the nature of the message (obvious or subtle, persuasive, informative.)</li> </ul> <p>Working individually, students select one image from the examples they found in lesson 1 and evaluate the effectiveness of the image using the factors listed. Students should present their evaluation through a presentation, containing one slide on each factor listed.</p> <p>Selected presentations should be viewed and the images compared through a class activity.</p>	<p>Teacher/tutor selects an appropriate image(s) to explain the factors listed</p> <p>Selected images (from previous lesson)</p> <p>Presentation software</p>

<b>Specification 3.2: Designing artwork and images</b>				
3	<b>Project</b> Project brief	Key questions and objectives.	<p>Introduce students to the 'What's the attraction?' and 'Heroes and Villains' summative project briefs (SPBs).</p> <p>Students select one project brief as the basis for some of the teaching and learning exercises that follow. Students read the entire project brief and answer the key questions listed in section 3.2 of the specification.</p> <p>Working in pairs, students consider initial ideas in response to the scenario outlined in their chosen project brief.</p>	<p>What's the attraction?</p> <p><a href="http://www1.edexcel.org.uk/DA203_1409/SPB/Index.htm">http://www1.edexcel.org.uk/DA203_1409/SPB/Index.htm</a></p> <p>Heroes and Villains</p> <p><a href="http://www1.edexcel.org.uk/DA203_1309/SPB/Index.htm">http://www1.edexcel.org.uk/DA203_1309/SPB/Index.htm</a></p>
4	<b>Project</b> Generate ideas	Research, brainstorming	<p>Students question the client (teacher/tutor acting in the role of the client) to check their understanding of the main objectives and requirements of their chosen brief.</p> <p>Students generate at least 3 different ideas for either a new attraction in a theme park ('What's the attraction?' SPB) or a new game based on the theme of heroes and villains ('Heroes and Villains' SPB) by:</p> <ul style="list-style-type: none"> <li>○ researching similar examples</li> <li>○ looking at other people's products</li> </ul>	<p>Brainstorming video e.g.</p> <p><a href="https://www.youtube.com/watch?v=rorgTqfb4TQ">https://www.youtube.com/watch?v=rorgTqfb4TQ</a></p>

			<ul style="list-style-type: none"> <li>○ brainstorming ideas.</li> </ul>	
5	<p><b>Project</b></p> <p>Considering alternatives</p>	Pros and cons, narrowing down the possibilities	<p>Working in small groups, students discuss and develop their 3 alternative ideas for a new attraction/theme park or new game/hero and villain.</p> <p>Following the group discussion, learners work individually to list the pros and cons of each idea.</p> <p>Students work through the following questions to enable them to choose/refine and outline one idea as the basis for their response to their chosen project brief:</p> <ul style="list-style-type: none"> <li>○ Which idea is the most compelling or unusual?</li> <li>○ Can any ideas be combined?</li> <li>○ Do any ideas need to be simplified?</li> <li>○ How can these ideas better address the brief?</li> </ul> <p>Students write an email to the client to explain their chosen idea.</p>	
6	Design Ideas	Collecting stimulus material	<p>Teacher/tutor-led discussion on the range of stimulus materials available to students, which they can use to generate ideas for their designs (as outlined in section 3.2 of the specification).</p> <p>Students create a digital scrapbook of stimulus materials that they find interesting or inspirational, such as original photography,</p>	Graphics software to create a digital scrapbook

			<p>images from the internet, sketches, illustrations, diagrams, textures, typefaces and colour palettes.</p> <p>Students can be prompted to add to their digital scrapbooks in subsequent lessons.</p>	
7	<b>Project Proposal</b>	Prepare a project proposal	<p>Discussion – what to include in a project proposal.</p> <p>Students prepare a proposal for their selected project brief, relating their ideas to the project objectives identified in previous lessons.</p> <p>Students work in pairs to provide feedback on each others' proposals and make refinements to their proposal in light of the feedback.</p>	Selected summative project brief (SPB)

<b>Specification 3.3: Image types</b>				
8	Vector and bitmap (raster) images	Image types: vector	<p>Teacher/tutor presentation to introduce students to the differences between vector and bitmap images.</p> <p>Students work in pairs to produce a fact sheet on vector images, including:</p> <ul style="list-style-type: none"> <li>○ an explanation of what vector graphics are</li> </ul>	<p>Video on the differences between vector and bitmap images:</p> <p><a href="https://www.youtube.com/">https://www.youtube.com/</a></p>

			<ul style="list-style-type: none"> <li>○ typical uses of vector graphics and examples of vector graphics in use</li> <li>○ advantages and disadvantages of vector graphics</li> <li>○ common vector file formats.</li> </ul>	<a href="https://www.youtube.com/watch?v=fy9Pby0Gzsc">watch?v=fy9Pby0Gzsc</a>
9	Vector and bitmap (raster) images	Image types: bitmap (raster)	<p>Teacher/tutor recaps on the differences between vector and bitmap images.</p> <p>Students work in pairs to produce a fact sheet on bitmap images, including:</p> <ul style="list-style-type: none"> <li>○ an explanation of what bitmap images are</li> <li>○ typical uses of bitmap images and examples of bitmap images in use</li> <li>○ advantages and disadvantages of bitmap images</li> <li>○ common bitmap file formats.</li> </ul>	

<b>Specification 3.4: Developing artwork and images</b>				
10 & 11	Exploring software tools and techniques	Experimenting with tools and techniques for creating vector	<p>Teacher/tutor-led practical workshop on creating an emoji or superhero icon to try out essential vector tools and techniques, including:</p> <ul style="list-style-type: none"> <li>○ setting up a new document – image size and resolution</li> </ul>	<p>Vector-editing software</p> <p>Tutorials on graphic design and illustration:</p>

		graphics	<ul style="list-style-type: none"> <li>○ drawing, editing and re-editing shapes</li> <li>○ combining shapes</li> <li>○ drawing, editing and reshaping lines</li> <li>○ tracing objects</li> <li>○ using colour: stroke and fill</li> <li>○ saving vector graphics.</li> </ul> <p>Working in pairs, students highlight strengths and suggest possible improvements to each other's vector graphics.</p>	<p><a href="https://tutsplus.com">https://tutsplus.com</a></p> <p>Software specific tutorials</p> <p>CorelDRAW tutorials: <a href="https://www.coreldraw.com/en/pages/800382.html">https://www.coreldraw.com/en/pages/800382.html</a></p> <p>Inkscape tutorials: <a href="https://inkscape.org/en/learn/tutorials/">https://inkscape.org/en/learn/tutorials/</a></p> <p>Serif Affinity Designer video tutorials: <a href="https://vimeo.com/channels/affinitydesigner">https://vimeo.com/channels/affinitydesigner</a></p> <p>Adobe Illustrator tutorials: <a href="https://helpx.adobe.com/uk/illustrator/tutorials.html">https://helpx.adobe.com/uk/illustrator/tutorials.html</a></p>
12 & 13	Exploring software tools and techniques	Experimenting with tools and techniques for creating vector	<p>Teacher/tutor-led practical workshop on creating an avatar to explore alternative ways of achieving similar effects to those explored in lesson 11, e.g. different software, tools and /or techniques, including:</p> <ul style="list-style-type: none"> <li>○ drawing shapes and lines</li> </ul>	Vector-editing software



		graphics	<ul style="list-style-type: none"> <li>○ using the pen tool</li> <li>○ using selection tools</li> <li>○ using layers</li> <li>○ creating transparencies</li> <li>○ adding colours and gradients</li> <li>○ adding highlights and shadows</li> <li>○ image optimisation.</li> </ul> <p>Class discussion - students share their practical outcomes from lessons 10 and 11 and compare the effectiveness of different tools and techniques for creating vector graphics.</p>	
14 & 15	Exploring software tools and techniques	Experimenting with tools and techniques for creating bitmap images	<p>Teacher/tutor-led practical workshop on creating a surreal image by using the work of another designers as a stimulus, including:</p> <ul style="list-style-type: none"> <li>○ setting up a new document – image size and resolution</li> <li>○ image adjustments</li> <li>○ selections and masks</li> <li>○ cropping and re-sizing</li> <li>○ transforming objects</li> <li>○ filters and effects</li> <li>○ adjustment layers</li> <li>○ saving bitmap images.</li> </ul> <p>Working in pairs, students highlight strengths and suggest possible improvements to each other’s composite images.</p>	<p>Teachers/tutors can provide learners with a selection of surreal images to use as a stimulus.</p> <p>Teachers/tutors can also provide the source images for students to use to create a composite ‘surreal’ image.</p> <p>Image editing software</p>

				Tutorials on graphic design and illustration: <a href="https://tutsplus.com">https://tutsplus.com</a>
16 & 17	Exploring software tools and techniques	Experimenting with tools and techniques for combining vector graphics and bitmap images	<p>Teacher/tutor-led practical workshop on creating a flyer (for a specific audience and purpose) by combining vector and bitmap images, including:</p> <ul style="list-style-type: none"> <li>○ layer management</li> <li>○ typography</li> <li>○ layer styles</li> <li>○ adjusting colours</li> <li>○ brushes</li> <li>○ blend modes.</li> </ul> <p>Students evaluate their own images by reflecting on their practical outcomes and identifying:</p> <ul style="list-style-type: none"> <li>○ two strengths with a justification stating what makes that aspect of the image effective for the audience and purpose</li> <li>○ how one aspect of the image could be improved further.</li> </ul>	<p>Image editing software</p> <p>Tutorials on graphic design and illustration: <a href="https://tutsplus.com">https://tutsplus.com</a></p> <p>Software specific tutorials</p> <p>CorelDRAW tutorials: <a href="https://www.coreldraw.com/en/pages/800382.html">https://www.coreldraw.com/en/pages/800382.html</a></p> <p>Serif Affinity Designer video tutorials: <a href="https://vimeo.com/channels/affinitydesigner">https://vimeo.com/channels/affinitydesigner</a></p> <p>Adobe Photoshop tutorials: <a href="https://helpx.adobe.com/uk/photoshop/tutorials.html">https://helpx.adobe.com/uk/photoshop/tutorials.html</a></p>

18 & 19	Exploring software tools and techniques	Experimenting with tools and techniques for combining vector graphics and bitmap images	<p>Students use their flyer from lesson 13 to experiment with different ways of conveying the same message to the same (or a different) audience. Students should experiment with different:</p> <ul style="list-style-type: none"> <li>○ images</li> <li>○ typography</li> <li>○ colour schemes</li> <li>○ styles and effects.</li> </ul> <p>Teacher/tutor presentation and/or Q&amp;A on appropriate use of image file formats, image resolution, image size and image optimisation techniques.</p>	Image editing software
20	<b>Project</b> Developing design ideas	Drawing initial designs and gathering feedback	<p>Using their proposals from lesson 9, students hand draw designs for either:</p> <ul style="list-style-type: none"> <li>○ two 3D characters for the 'Heroes and Villains' SPB</li> <li>○ a map and 6 symbols for the 'What's the attraction?' SPB</li> </ul> <p>Students use feedback from the teacher/tutor (acting in the role of the client) to refine their initial designs.</p>	<p>Selected summative project brief (SPB)</p> <p>Drawing materials</p>
21	<b>Project</b>	Explaining Design Decisions	The teacher/tutor introduces students to the idea of a Design Log by discussing the contents of the Design Log page in either the 'Heroes and Villains' or 'What's the attraction?' SPB.	Selected summative project brief (SPB)

	Design Log		<p>Students watch the video, 'How to make design decisions'.</p> <p>Students create a Design Log and scan and insert their sketched designs from lesson 15. Students annotate their designs with an explanation of:</p> <ul style="list-style-type: none"> <li>○ their initial design decisions</li> <li>○ the reasons for any refinements made to the designs</li> <li>○ possible future improvements to the designs.</li> </ul>	<p>Video on 'How to make design decisions':</p> <p><a href="https://www.youtube.com/watch?v=2PdvXZ6xsUw">https://www.youtube.com/watch?v=2PdvXZ6xsUw</a></p>
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<b>Specification 3.5: Use drawing tools</b>				
22 - 25	<p><b>Project</b></p> <p>Create vector images</p>	Using drawing tools and techniques	<p>Teacher/tutor demonstration of how to use the drawing tools listed in section 3.5 of the specification.</p> <p>Using their designs, students experiment with using different vector drawing tools and techniques to create the following vector graphics for their chosen project brief, either:</p> <ul style="list-style-type: none"> <li>○ two 3D characters for the 'Heroes and Villains' SPB</li> <li>○ a map and 6 symbols for the 'What's the attraction?' SPB</li> </ul> <p>Students should be prompted to gather feedback from others on</p>	<p>Selected summative project brief (SPB)</p> <p>Vector-editing software</p>

			<p>their vector images at regular intervals, e.g. at the end of each lesson, and use the feedback to refine their designs.</p> <p>Students will need to update their Design Log with screenshots of the development of their vector graphics. These screenshots should be annotated to explain:</p> <ul style="list-style-type: none"> <li>○ how vector tools and techniques have been used</li> <li>○ why specific vector tools and techniques have been used (these are the student's design decisions)</li> <li>○ changes made in response to feedback from others</li> <li>○ how effective the outcomes are and how they could be improved further.</li> </ul>	Design Logs
26	<p><b>Project</b></p> <p>Assessing use of drawing tools</p>	Self-assessment: Skills Log	<p>Teacher completes a formative assessment of the vector graphics produced against assessment strand (b) in the specification.</p> <p>Students complete a skills log to assess their own level of skill against the tools listed in section 3.5 of the specification. For each drawing tool listed, students self-assess their level of skill as basic, intermediate or accomplished. For any tools/skills assessed as accomplished, a supporting screen shot of their work should be provided.</p> <p>For any tools/skills assessed as basic, the student should undertake an online tutorial that focuses on that tool/skill area.</p>	<p>Students could be given a template for the skills log</p> <p>Online tutorials</p>

<b>Specification 3.6: Use image editing tools</b>				
27 - 30	<p><b>Project</b></p> <p>Create bitmap images</p>	<p>Use image editing software, tools and techniques</p>	<p>Teacher/tutor demonstration of how to use the image editing tools listed in section 3.6 of the specification.</p> <p>Students experiment with using different image editing tools and techniques to create the following bitmap images for their chosen project brief, either:</p> <ul style="list-style-type: none"> <li>○ a phone wallpaper for the 'Heroes and Villains' SPB (the photograph of the 3D characters could be replaced with vector graphics of the 3D characters created in the previous lessons)</li> <li>○ two banners for the 'What's the attraction?' SPB and a representation showing what the banners will look like in situ</li> </ul> <p>Students should be prompted to gather feedback from others on their bitmap images at regular intervals, e.g. at the end of each lesson, and use the feedback to refine their designs.</p> <p>Students will need to update their Design Log with screenshots of</p>	<p>Selected summative project brief (SPB)</p> <p>Image editing software</p>

			<p>the development of their bitmap images. These screenshots should be annotated to explain:</p> <ul style="list-style-type: none"> <li>○ how bitmap tools and techniques have been used</li> <li>○ why specific bitmap tools and techniques have been used (these are the student's design decisions)</li> <li>○ changes made in response to feedback from others</li> <li>○ how effective the outcomes are and how they could be improved further.</li> </ul>	Design Logs
31	<p><b>Project</b></p> <p>Assessing use of image editing tools</p>	Self-assessment: Skills Log	<p>Teacher completes a formative assessment of the bitmap graphics produced against assessment strand (c) in the specification.</p> <p>Students complete a skills log to assess their own level of skill against the tools listed in section 3.6 of the specification. For each image editing tool listed, students self-assess their level of skill as basic, intermediate or accomplished. For any tools/skills assessed as accomplished, a supporting screen shot of their work should be provided.</p> <p>For any tools/skills assessed as basic, the student should undertake an online tutorial that focuses on that tool/skill area.</p>	<p>Students could be given a template for the skills log</p> <p>Online tutorials</p>
32 - 34	<p><b>Project</b></p> <p>Create vector</p>	Use drawing tools	Following formative assessment of the vector graphics produced in lessons 22 to 25, the teacher/tutor demonstrates:	Selected summative project brief (SPB)

	images		<ul style="list-style-type: none"> <li>○ the essential tools and techniques from section 3.5 of the specification</li> <li>○ any common areas/tools and techniques that students would benefit from extra tuition and practice.</li> </ul> <p>Students experiment with using different drawing tools and techniques to create the following vector graphics for their chosen project brief, either:</p> <ul style="list-style-type: none"> <li>○ a net for the trading cards box ('Heroes and Villains' SPB)</li> <li>○ a net for the lunch container ('What's the attraction?' SPB).</li> </ul> <p>Working in pairs, at the end of each lesson, students identify the one most significant improvement to each other's vector graphics and make the suggested refinement.</p>	Vector-editing software
35 - 37	<p><b>Project</b></p> <p>Create bitmap images</p>	Use image editing tools	<p>Following formative assessment of the bitmap images produced in lessons 27 to 30, the teacher/tutor demonstrates:</p> <ul style="list-style-type: none"> <li>○ the essential tools and techniques from section 3.6 of the specification</li> <li>○ any common areas/tools and techniques that students would benefit from extra tuition and practice.</li> </ul> <p>Students experiment with using different image editing tools and techniques to create the following bitmap images for their chosen</p>	<p>Selected summative project brief (SPB)</p> <p>Image editing software</p>



			<p>project brief, either:</p> <ul style="list-style-type: none"> <li>○ a surface design for the trading cards box ('Heroes and Villains' SPB)</li> <li>○ a surface design for the lunch container ('What's the attraction?' SPB).</li> </ul> <p>Working in pairs, at the end of each lesson, students identify the one most significant improvement to each other's bitmap images and make the suggested refinement.</p>	
38 - 41	<p><b>Project</b></p> <p>Combine bitmap images and graphic elements in a composite image</p>	Use image editing tools	<p>Teacher demonstration of the essential tools, skills and techniques when combining vector graphics and bitmap images in a composite image.</p> <p>Students should use the development of the following products to engage with, and document, the creative process:</p> <ul style="list-style-type: none"> <li>○ trading cards ('Heroes and Villains' SPB)</li> <li>○ flyer ('What's the attraction?' SPB).</li> </ul> <p>Working individually, students should:</p> <ul style="list-style-type: none"> <li>○ draw alternative designs for their chosen product using</li> </ul>	<p>Selected summative project brief (SPB)</p> <p>Appropriate graphics software</p> <p>Drawing materials</p>

			<ul style="list-style-type: none"> <li>○ their digital scrapbook as a source of ideas and inspiration</li> <li>○ gather feedback on their designs and having refined the initial designs in response to the feedback, select one design for further development</li> <li>○ use their selected design to experiment with different tools and techniques to develop their chosen product</li> <li>○ update their Design Logs with annotated screenshots explaining how and why specific tools and techniques were used and the reasons for any revisions made</li> <li>○ gather feedback from peers and the teacher/tutor on their product and refine their product in response to the feedback provided.</li> </ul>	Design Logs
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<b>Specification 3.7 &amp; 3.8: Prepare images for screen and print</b>				
42 - 45	<b>Project</b> Image preparation	How to prepare the images for publication on screen	<p>Teacher/tutor demonstration of preparing images for screen, covering the points listed in section 3.7 of the specification.</p> <p>Both project briefs require a digital poster. In pairs, students discuss the requirements for the digital poster in the respective project briefs – ‘What’s the attraction?’ and ‘Heroes and Villains’.</p> <p>Students experiment with different tools and techniques to design</p>	<p>Video on preparing images for print and online publication:</p> <p><a href="https://www.youtube.com/watch?v=mSJ5mpLgmJw">https://www.youtube.com/watch?v=mSJ5mpLgmJw</a></p> <p>Selected summative project</p>

			<p>and create a digital poster, including preparing the digital poster for onscreen publication.</p> <p>Students gather feedback from the teacher/tutor (acting in role as the client) on their digital poster and refine their digital poster in response to the feedback provided.</p> <p>Students update their Design Logs with annotated screenshots explaining:</p> <ul style="list-style-type: none"> <li>○ how and why specific tools and techniques were used</li> <li>○ how the digital poster has been prepared for the screen</li> <li>○ the reasons for any revisions made by the student</li> <li>○ possible further improvements.</li> </ul>	<p>brief (SPB)</p> <p>Appropriate graphics software</p>
46	<b>Project</b> Assessment	Assessing the design and development of graphic products	<p>Discuss the assessment criteria of the specification for strand (a). Agree what is required to meet the top mark band criteria, including the level of detail required regarding the design decisions.</p> <p>In groups, students mark each other's final products and identify products that they think are representative of the 3 mark bands.</p> <p>The class discuss each other's examples and agree, with input from the teacher/tutor on products that represent each mark band and what students need to do to score a higher mark.</p>	Assessment criteria for strand (e) from CiDA specification.

47	Image preparation	How to prepare the images for publication on screen	<p>Teacher/tutor demonstration of preparing images for print, covering the points listed in section 3.8 of the specification.</p> <p>Students take one of the flyers they created in lessons 16-19 (finished or unfinished) and:</p> <ul style="list-style-type: none"> <li>○ set an appropriate resolution and image size for printing</li> <li>○ select an appropriate file type</li> <li>○ ensure that the flyer is ready for print e.g. paper size, layout and orientation, printer settings</li> <li>○ print the flyer.</li> </ul> <p>Working in pairs, students create a guide to preparing images for print for Year 9 students.</p>	<p>Images for print</p> <p>Printer</p>
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<b>Specification 3.9: Product review</b>			
48	Contents of the review	Building a good review	<p>Discussion. What is to be considered in the final review? How can the final products be evaluated in terms of fitness for audience and purpose?</p> <p>What is the point of end user feedback? What are specific and valid</p>

			<p>suggestions for further improvement?</p> <p>Students obtain and record end user feedback on their final products and begin to draft their review.</p> <p>Reminder to students that the review is on the final products not their designs or ongoing development.</p>	
49	<p><b>PROJECT</b></p> <p>Producing the review</p>	Writing the review	<p>Discuss the assessment criteria of the specification for strand (e). Agree the scope and content that will be required to achieve band 2 marks.</p> <p>Students continue to write their reviews.</p>	Assessment criteria for strand (e) from CiDA specification.
50	Assessing the review	Marking the reviews and identifying improvements	<p>Students complete their reviews and work in pairs to consider the reviews in relation to the mark descriptions in the specification.</p> <p>Students refine their reviews following their consideration of the mark descriptions.</p>	

<p><b>Specification 3.10: Exhibit work in an eportfolio</b></p>	
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51	<b>PROJECT</b> Eportfolio	Creating a template for the eportfolio	<p>Re-cap on the following aspect of Unit 1: Creating a template that is fit for audience and purpose.</p> <p>Discuss the assessment criteria in the specification for strand (d), eportfolio. Agree the characteristics of an eportfolio that will be required to achieve band 3 marks.</p> <p>Students create a template for the presentation of the Project outcomes and plan the structure of their eportfolio.</p>	<p>Assessment criteria for strand (d) from CiDA specification.</p> <p>Web authoring software</p>
52		Creating the eportfolio pages	<p>Discussion – number of pages required and content of the pages. What are introductory explanations?</p> <p>Students create the required web pages and begin to add content, including introductory commentaries.</p>	
53		Preparing graphic elements	<p>Students prepare the graphic elements to be included on the pages to enhance the eportfolio and showcase their work.</p>	
54		Finalising eportfolio pages and linking content	<p>Students link all required content to their eportfolio pages.</p> <p>Students work in pairs to mark their eportfolios using the relevant assessment grid from the specification.</p>	

<b>Specification 3.11: Standard ways of working</b>				
55	Issues arising from standard ways of working	Presentation on standard ways of working.	Presentation to cover the topics listed in section 3.11 of the specification (Standard ways of working), emphasising points particularly relevant when tackling the SPB.	

<b>Tackling the SPB: Stage 1. Introduction and proposal</b> [Count of SPB lessons shown ( )]				
56 (1)	<b>The SPB</b>	Considering contents of the SPB	Direct students to the SPB. Consider content required for the proposal.  Students work individually on ideas and develop their proposal.	<a href="http://qualifications.pearson.com/en/qualifications/digital-applications-cida-dida/summative-project-briefs-spbs.html">http://qualifications.pearson.com/en/qualifications/digital-applications-cida-dida/summative-project-briefs-spbs.html</a>
57 (2)		Approval of proposals	Students continue to develop their proposal.  Provide individual feedback on the planned approach, highlighting strengths, weaknesses and possible problems with the planned	

			product(s) and approach. Outcome – Teacher approval of individual proposals.	
<b>Tackling the SPB: Stage 2. Design, build and develop products</b>				
58 (3) 59 (4) 60 (5) 61 (6) 62 (7)	Design and develop graphic products.  Strand (a)	Production and refinement of designs specified in the SPB	Students must work individually to design each of their products.  Provide individual feedback on the planned approach, highlighting strengths, weaknesses and possible problems with the planned designs.  Comments on design decisions to be included on the design log for each product.	Materials for the production of hand drawn designs.  Design log  Scanner  Vector drawing graphics and image editing software



<p>63 - 70 (8 - 15)</p>	<p>Develop scaleable drawings and artwork.</p> <p>Strand (b)</p>	<p>Create original graphic products.</p>	<p>Students must work individually to create the graphic products identified during the design stage as requiring the use of vector drawing tools.</p> <p>Students update their design log and save evidence of their development of the products. Comments on the vector tools used to be added to the design log.</p> <p>Students work individually to obtain interim feedback on their prototype products and refine their products, where suggestions for improvement are agreed.</p>	<p>Vector drawing software.</p>
<p>71 - 77 (16 - 22)</p>	<p>Develop bitmap images and artwork.</p> <p>Strand (c)</p>	<p>Use bitmap tools to develop a variety of graphic elements</p>	<p>Students must work individually to produce a set of products that meet the requirements of the SPB.</p> <p>Students save evidence of their development of the products and include comments on the design log of the image editing tools used to create the products.</p> <p>Students work individually to obtain interim feedback on their prototype products and refine their products, where suggestions for improvement are agreed.</p>	<p>Image editing software</p>

78 (23)	Exhibit work in an eportfolio.  Strand (d)	Eportfolio design and create template	Students work individually to produce an eportfolio template with an intuitive user interface that includes graphic elements.	Web authoring, graphics and graphics software
79 (24)		Eportfolio – create pages	Students work individually to produce eportfolio pages from their template to suit the products and supporting evidence required by the SPB.	
80 (25)		Eportfolio – link work to eportfolio pages	Students link their products and all other evidence to their eportfolio, checking compliance with the Digital Applications moderators’ toolkit and adding commentaries that introduce the linked content.	<a href="http://qualifications.pearson.com/en/qualifications/digital-applications-cida-dida/summative-project-briefs-spbs/moderators-toolkit.html">http://qualifications.pearson.com/en/qualifications/digital-applications-cida-dida/summative-project-briefs-spbs/moderators-toolkit.html</a>
81 (26)				
82 (27)		Eportfolio	Students finalise and test their eportfolio to ensure access is provided to all products and evidence via portable links.	
<b>Tackling the SPB: Stage 3. Project review</b>				
83 (28)	Review the products.	Feedback	Students gather and present feedback from their end-of-project reviewer on the finished products.	Web authoring software

84(29)	Strand (e)	Response to feedback	Students present their responses to the end-of-project reviewer's feedback.	
85 (30)		Evaluation	Students present their own evaluation of their finished products, collate their product review and link this to their eportfolio.	
86 - 90		Submission and contingency		