

Clueless II

DA202 SPB 0915

SUPPORT NOTES

Issue 1

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 DA202 specification. Students must have access to a range of appropriate multimedia software.

The DA202 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 new CiDA 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, the template documents that were present on DiDA SPBs are no longer provided. Students will therefore need to be taught how to create and use appropriate types of documentation to support and record the planning, design, production and evaluation of their work.

Time

Unit 2 as a whole is a 90 Guided Learning Hours (GLH) unit. Centres must allow 30 hours for students to complete their Summative Project.

Section 1: Using the SPB

Access and Navigation

The SPB is intended to be accessed on-screen.

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, these 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 folders to store work for the eportfolio.

The symbol  indicates a product to be stored in the PRODUCTS folder. For this project the product is the multimedia prototype for an online quiz, consisting of a title screen, category screen, a sample question with three clues, a 'wrong answer' animation and a congratulations finale.

The symbol  indicates supporting evidence to be saved in the EVIDENCE folder. This evidence must include a proposal, an assets table, a design for the layout of the category screen, a script for clue 1, storyboards for clues 2 and 3, annotated design sketches of the wrong answer animation, a storyboard for the finale and a project review.

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

Copyright

Students must comply with copyright in their eportfolio.

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 which 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 eportfolio 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 activities listed below, students are only allowed to work on the SPB in lessons, under the supervision of a teacher.

The activities that may be carried out away from the classroom are:

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

This means that there must be adequate supervision to ensure that work can be authenticated.

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 should work with a test buddy(s) to receive feedback on their product designs and prototype products.

Students may also act as a test buddy for other students. Test buddies should 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 product(s).

What feedback can students receive?

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 the learners being provided with the SPB. Students must then work individually to come up with their own proposal.

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 must not suggest, or direct students towards, specific solutions.

Students may receive feedback on the proposal from their test buddy (see *the role of the test buddy* above) and use this to modify their proposal before seeking approval from the teacher.

Stage 2

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

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

The teacher must not provide feedback on the students' final products, but may 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* above) on their work and incorporate this into their final products.

Stage 3

Students must work individually to complete the project review.

Before starting their project review, the students must seek feedback from their end-of-project reviewer on the final products, which will be incorporated into the project review. No other feedback from any source is allowed and students cannot receive feedback on the project review itself.

Section 4: Tackling the SPB

The scenario

This project requires the creation of a multimedia prototype for a fictitious online quiz to be called Clueless II. The prototype is to comprise an opening title screen leading to a category selection screen which will allow access to a sample question screen. The sample question screen will provide links to three clues and links to the wrong answer animation and the congratulations finale. Students need to be clear about the audience and purpose of the quiz prototype.

Folders

The SPB requires the creation of a folder called DA202SPB which contains two folders, one called PRODUCTS and one called EVIDENCE. It is crucial that students store all the required items for their eportfolios.

Proposal

Students must complete a proposal to give an idea of their intentions. They must gain approval from the teacher before continuing.

Students should consider how easy/difficult it will be to collect assets for their ideas.

Gathering assets

In producing the components of the prototype quiz, students will need to gather a variety of assets. It is likely that some of the assets will be used in more than one component of the product.

An assets table is required where students must give details of all assets from both primary and secondary sources. Students should be encouraged to add all assets, including those they have created themselves. Students frequently only include sources of images, but the table should give details of all assets, including sound and video. Students should be reminded that search engines such as Google, or 'The Internet', should not be cited as sources.

It is important that students indicate how they have developed their assets to make them suitable for use in their prototype. Evidence of every edit carried out to every asset is not required. Selected screen prints of important stages in the development of the main assets, e.g. re-sizing video content, synchronising audio etc, should provide good evidence for assessment.

Design

Candidates who produce detailed up-front designs and use feedback from others to refine them are most likely to produce a product that is fit for purpose.

Students need to be clear that storyboards and other design documentation will enable them to develop their ideas about the 'look and feel' of the components, e.g. colour schemes, fonts, placement of assets, number and types of asset to be used, navigation etc. Designs should be sufficiently detailed to clarify ideas, allow constructive feedback and facilitate implementation.

Students may use any method to produce their storyboards and other design documentation; the quality of the content is what matters. For example they may create a digital template, use an existing one or scan in hand-drawn designs.

Students should be encouraged to annotate their designs to help describe their ideas, to give reasons why they intend to do things in a particular way (design decisions) and to show feedback from their test buddies.

Retrospective 'designs' are not acceptable.

Project review

Students should aim to produce a detailed evaluation of each component of the prototype quiz, avoiding long reports of what they did and how they did it. They should make specific suggestions for improvement, and explain how any copyright issues were addressed.

Students must incorporate feedback from end-of-project reviewers on the final product.

Section 5: The Product

General

The multimedia product is a prototype for an online general knowledge quiz, entitled 'Clueless II'. As each component of the prototype is designed and developed, students should make use of feedback from well-chosen test buddies.

It must be possible to view the prototype and all supporting evidence using only the CiDA/DiDA Moderator's Toolkit.

The prototype must include the following components:

Title screen

The title screen should introduce the prototype quiz. Students should aim for something which is animated and attracts the attention of the target audience (adults). It should include the title 'Clueless II', utilise motion and music, and lead to the category screen.

Category screen

This screen is intended to allow the user to select a category or topic for the questions from a series of options and must present suitable images with hotspots, or other navigation features. For the purposes of the prototype, only one link needs to function. This link should lead to the sample question screen.

Sample question

The prototype version of the quiz is to include one sample question from the selected category. The question must be multiple-choice. It must be presented on a separate screen.

The sample question screen must provide links to three clues to the answer. Students may need some guidance on the complexity and suitability of the question to enable three meaningful clues.

The sample question screen must provide links to the wrong answer animation and the congratulations finale so that these can be viewed.

Any appropriate software may be used to create the sample question screen.

Three clues

Students must write a script for clue 1 and complete detailed storyboards for clue 2 and clue 3. The design work should include indications of the assets required and of how these are to be developed or customised. Storyboards should be annotated to explain design decisions.

1. The first clue is to be an original audio recording. This clue should provide a hint, cryptic, to the correct answer. The clue is to be read from a script. Students may ask someone else to read the script, but they must independently create the recording. Students should pay attention to the quality of the sound recording. The audio file should play on click and repeat until stopped.
2. The second clue is to be a short movie comprising copyright free still images connected with the correct answer. The images should be consistently formatted and presented at a suitable speed.
3. The third clue is also to be a movie, comprising original video clips without sound. The movie should run for no longer than 30 seconds. It is acceptable to involve others in the production of the video footage, provided that the student independently designs, records and edits the movie.

When preparing the audio file and movies, students should remember that there is a constraint on the overall eportfolio size and make use of options for output sizes when publishing the clues.

Students may be given guidance to help them devise suitable clues.

Any appropriate software may be used to create the three clues.

Wrong answer animation

In the final version of the quiz, users will need to answer 10 consecutive questions correctly to complete the quiz. Each wrong answer will display the wrong answer animation and require the user to start again with a different set of questions.

The wrong answer animation is to be part of the prototype version of the quiz.

Students must use a series of sketches to illustrate their ideas for the design of the content and action of the wrong answer animation. The sketches may be hand drawn or software generated.

Students should be clear that proper animations are required. There are many ways of creating animations but a still image moving across the screen is not enough!

Timeline-based software may be used, or students may wish to produce still images using a webcam or digital camera to create the individual frames. They might create the content for frames using graphics which are computer generated. Another option would be to create frame-by-frame animations using flexible modelling material, such as Plasticine, or figures such as Duplo or Stikfas.

The wrong answer animation should provide a link to the category screen.

Congratulations finale

The congratulations finale is to be the reward for completing the quiz. It is to comprise a single animated screen with music.

Students must complete a detailed timeline storyboard for the congratulations finale which should show the intended synchronisation between the proposed animation and the music track.

The finale must run for approximately 20 seconds and consist of animated assets combined with music. When preparing the finale, students should remember that there is a constraint on the overall eportfolio size and make use of options for output sizes when publishing the synchronised file.

The congratulations finale should include a link to the title screen.

Any appropriate software may be used to create the finale.

Section 6: The eportfolio

The recommended maximum size for the eportfolio is 70 MB. Eportfolios that exceed the recommended maximum size may be indicative of poorly prepared assets and could limit the marks available to students.

Any suitable software may be used to construct the eportfolio but it must be viewable using the CiDA/DiDA Moderator's Toolkit.

Students should ensure that they provide working links to all the specified items of evidence even when the eportfolio is viewed on a standalone machine. If students have access to a standalone computer, which only has the CiDA/DiDA Moderator's Toolkit installed, they will be able to check that their eportfolio conforms to the technical specification.

Students should ensure the eportfolio is a multimedia product which presents their products and supporting evidence. They should avoid inappropriate assets which are not relevant to the audience and purpose.

There must be an easily recognisable home/index page in the main folder. This should include candidate name and number, centre name and number and SPB name. It must also indicate the browser used to test the eportfolio. It is helpful to indicate a preferred screen resolution.

Students should allocate sufficient time to the design of the eportfolio, aiming for consistency of presentation and good layout using colour schemes that are conducive to on-screen viewing.

Students should aim to provide detailed commentaries that provide a context for the evidence. The final product should be the central focus of the eportfolio and students should aim to draw the moderator's attention to it from the outset.

There is no need to include specific evidence of testing. It should be possible to infer that testing has occurred and to judge its effectiveness by the quality of the product.

All required evidence is indicated in the SPB. Additional items should only be added if these are necessary for assessment to be effective. Students are expected to remove redundant and duplicated work before submission.