

## **Second Nature**

**DA203 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 DA203 specification. Students must have access to a range of appropriate graphics software.

The DA203 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 3 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 products are the design for the presenter, the outfit, the background scene, the website image and the digital passport.

The symbol  indicates supporting evidence to be saved in the EVIDENCE folder. This evidence must include a proposal, a design log, photographs of the finished presenter and the presenter dressed in the outfit, the initial backdrop a photograph of the dressed presenter in front of the finished background scene, an elements table 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 onscreen.

### 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 element which is an issue and explain what would need to be done to comply with copyright.

It is generally the case that suitable elements 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 elements
- gathering elements
- 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 *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 *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 focuses on a popular children's TV show called 'Second Nature' which is a programme about the natural world in which young presenters travel the globe. The programme is aimed at 7 to 11 year olds.

There will be an activity kit for children to download from the programme's website.

The kit will consist of this set of graphic products:

- an outline design for a presenter
- a complete outfit of clothing
- a background scene
- an image for the programme's website
- a digital passport.

Students need to be clear about the audience and purpose of the activity kit.

### **Folders**

The SPB requires the creation of a folder called DA203SPB 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 elements for their ideas.

### **Gathering elements**

In producing the products, students will need to gather a variety of elements. It is likely that some of the elements will be used in more than one product.

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

### **Design log**

Students are required to use a design log to show explanations of their design decisions and explanations of their use of graphic tools and techniques.

Student should show the development of a design from initial ideas to finished product. They should also show how testing, acting on feedback and refining their designs influenced the finished product. Annotated images should be used wherever possible to clarify designs and decisions.

Students should also use the design log to record the software used in the development of each product and to explain the use of bitmap and vector tools. This information is vital in the assessment of strands (b) and (c). Students should take care to update the design log regularly throughout the project.

### **Project review**

Students should aim to produce a detailed evaluation of each product, 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 products.

## **Section 5: The Products**

### **General**

The graphic products are an outline design for the presenter, an outfit of clothing, a background scene, a website image and a digital passport. These are the only products required for strand (a) and should be saved in the PRODUCTS folder. Students must also produce photographs of the presenter dressed in the outfit, the initial backdrop for the scene, and a photograph of the dressed presenter in front of the background scene. These are assessed in strands (b) and (c).

### **Scale**

The presenter and the outfit should be drawn to the same scale.

### **Presenter**

The presenter must be created from vector tools. It is only necessary to add features etc. to the front of the presenter but students may design both sides if they wish. Students should include some form of support to show how the presenter will stand up. The stand, presenter and instructions must fit on one sheet of A4. It should be of a suitable size to work with the backdrop.

The presenter can be printed on paper and stuck on card in order to make it strong enough to stand up if necessary. Students do not have to include this information in the instructions.

### **Outfit**

Students should research suitable outfits for the two options and explain their choices in the design log. The outfit should be drawn to the same scale as the presenter. Students should use vector tools to produce the outfit rather than simply copying and pasting items from the internet.

Each item in the outfit should have tabs which allow the outfit to be attached to front of the presenter. One of the photographs should be of the back of the presenter and should show the tabs. Students should not draw or copy and paste the outfit directly onto their presenters.

### **Background Scene**

The background scene will provide a suitable environment for the presenter therefore it should be appropriate for the Brazilian rainforest or the Scottish Highlands. The image used for the initial background must be copyright free. Students must record the source of the image in the elements table.

The additional elements should be images which add detail to the scene, such as trees, wildlife, plants or geographical features. Students should make sure they show how these images were edited on the design log, annotated 'before and after' images are a good way of doing this. Students must record the source of all images in the elements table.

The background scene can be landscape or portrait as appropriate. It should be free standing and this can be achieved in a variety of ways, for example by using a support or by folding the sides of the scene forward.

It is very important that students understand that this is an opportunity to make use of their image editing skills to combine elements. The photograph of the dressed character standing in front of the background scene is intended to show that the presenter is of a useable size for the background scene.

### **Website Image**

The purpose of this product is to encourage viewers to download the kit from the website. Students must use image editing tools to combine the images of the presenter and the finished background scene. Students may add other suitable elements to the image if they wish.

It is important that students use graphic tools to produce this product, they must not use the photograph of the dressed presenter standing in front of the background scene for this task.

### **Digital Passport**

The activity kit will include a digital passport for viewers to keep a record of the countries visited by the presenter. Viewers will download the passport and will be able to download a different stamp each week for six weeks.

The passport must be A5 size and include the following:

- a suitable repeating image as a watermark background
- a headshot of the dressed presenter
- a grid with spaces for six stamps
- the first two stamps for Brazil and Scotland
- appropriate personal details for the presenter.

Students can use an edited image of their dressed presenter for the headshot. The grid should consist of six equal spaces to hold the stamps. The two required stamps must be created using graphic tools and should be relevant to the country they are representing. Students can show the grid with and without the two stamps.

The personal details should consist of information such as name, hair colour, date of birth etc.

## **Section 6: The eportfolio**

The recommended maximum size for the eportfolio is 20 MB. Eportfolios that exceed the recommended maximum size may be indicative of poorly prepared elements 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 graphic product which presents their products and supporting evidence. They should avoid inappropriate elements 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 onscreen viewing.

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