

Support Notes (Issue 1)

September 2016

Certificate in Digital Applications
(DA101) Developing Web Products

Freewheeling

Key points for this SPB

- The DA101 SPB 0916 is valid for moderation in June 2017, December 2017, June 2018 and December 2018.
- Unit 1 is a 30-Guided Learning Hours (GLH) unit. Centres must allow 10 hours for students to complete their Summative Project.
- For this SPB the product is a three-page website.
- For this SPB the evidence is:
 - annotated designs
 - assets table
 - prepared assets
 - review.
- The target audience for the website is 11-16 year olds.
- These support notes should be read in conjunction with the [Chief examiners report](#) available on the Pearson website.

Introduction

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

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 should be taught how to create and use appropriate types of documentation to support and record the planning, design, production and review of their work.

Section 1: Tackling the Freewheeling SPB

The scenario

Freewheeling is a fictional organisation created for the purpose of this SPB. The scenario requires students to choose a cycle route(s) from any initial starting point to the school or college. The cycle routes and the information about the campaign, safety tips and ideas and the new bike club for the school or college can all be invented to fit the scenario. The website should portray cycling in a positive way.

The assets table

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

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 information on safe cycle routes section on the home page.

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

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. image of bike gears, five top tips on caring for your bike, audio advert. 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.

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 a logo, a map of a safe cycle route(s) to the school or college, images of young people cycling and an audio advert for a new bike club for the school or college.

Students should be encouraged to create an original logo for the campaign. The teacher may provide an appropriate map that students can use to create their safe cycle route(s). Students should not use pre-prepared cycle route maps.

Students may be given the opportunity to take their own photographs relevant to the theme of the SPB.

Students could create the audio advert for the school or college's new bike club. However, the teacher may provide students with an appropriate audio advert. The audio advert should run for no more than 20 seconds.

Students may produce the tips and ideas on safe cycling and the information about a new bike club. Alternatively, the teacher may provide students with this information.

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

For this SPB, 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.

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 or .htm making sure that the home page is saved as index.html or index.htm

The website

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 audio advert does not have to be embedded in the web page. It may open in a new window.

The email link must function, as demonstrated by the code, but the email address should be fictional.

There is no need to document any testing or actions taken. 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 standalone computer 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 finished website. They must include feedback from the 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 feedback gathered by the students.

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 **P** 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 or .htm format.

The symbol **E** 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 evidence as clearly as possible. For example, scans of hand drawn designs must be legible.

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 Digital Applications moderators' toolkit

The Digital Applications moderators' toolkit specifies the file types that all moderators can view. It is each student's responsibility to ensure that his/ her product and evidence **only** includes files in the listed formats.

The Digital Applications moderators' toolkit is published on the Pearson website. It will be updated as 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 his/her 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 the teacher 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 the teacher 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 him/her 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.

Further support

Centres are reminded of the following additional support available:

- [Ask the Expert](#)
- Subject Adviser
TeachingICT@pearson.com
UK: 020 7010 2161
Intl: +44 (0)20 7010 2161
- [Sample marked learner work](#)
- [Chief examiners report](#)
- [Training from Pearson](#)