Certificate in Digital Applications (DA103) Artwork and Imaging

Party Time

Key points for this SPB

- The DA103 SPB 0916 is valid for moderation in June 2017, December 2017, June 2018 and December 2018.

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

- The recommended maximum size for the completed eportfolio is 35 Mb.

- For this SPB the products are:

  - a face mask
  - an activity placemat
  - a representation of a 'stand in cutout'
  - a cake design.

- For this SPB the evidence is:

  - an elements table
  - a proposal
  - a design log
  - a logo
  - a review.

- 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 DA103 specification.

Teachers and students should remember that the emphasis of this 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, students need to be taught how to create and use appropriate types of documentation to support and record the design, production and evaluation of their work.

Section 1: Tackling the Party Time SPB

The scenario

This project focuses on designing products to be used at a party.

Students can choose the theme of the party, the occasion and age group of the target audience.

The elements table

An elements table is required in which students give details of all elements they use. Students should add all elements, including those they have created themselves.

They should be reminded that search engines such as Google should not be cited as sources. An elements table is not provided, however, students may use the bulleted list on the Getting Organised page of the SPB to create a template.

The elements table must include a description of each element and where the student found it. Students should identify if they need permission to use it and note whether the source is primary or secondary. The students should identify where the element is used in the project, e.g. on the 'stand in cutout'.

Students need to record details of how each element is prepared, e.g. resizing an image.

It is anticipated that students may have the opportunity to capture their own images.

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

Design log

Students should use a design log to record key stages in the development of their products. The design log should include draft designs for each product and any revisions made to them. Details of the software tools used for each product should be provided. Students must show evidence of using both drawing and image editing tools and comment on the tools used.

The design log may be presented in any appropriate format, e.g. annotated screenshots.

Logo

An original logo must be created to be used on certain products. It must be representative of the theme of the party and appeal to the target audience. Students should ensure the logo incorporates at least three colours.

The products

Face mask

Party-goers will be given a face mask to wear at the party.

Students will need to create a face mask that is representative of the theme of the party and suitable for the target audience. For example, this could be a full face mask or a masquerade style eye mask.

The design should be full sized. Students should create the outline using drawing tools. Image editing tools should then be used to create a surface design/embellishments.

The design log should be updated to include the design decisions and details of the software and graphic tools used.

Activity placemat

The placemat should include the logo and activities that are representative of the theme of the party and suit the target audience. For example an outline for colouring in, spot the difference images or a maze.

'Stand in cutout'

Party-goers will have the opportunity to have their photographs taken standing in the 'stand in cutout'.

Students should research a range of 'stand in cutouts' before designing their own.

A representation of the 'stand in cutout' must be created digitally. The representation should show a party-goer using the 'stand in cutout'.

The tools used to create the representation must be described in the design log.

Cake design

Students should research a range of party cake designs to ensure their own design is suitable for the theme, the occasion and the target audience.

Students can choose the shape of the cake and its decoration.

Project review

Students should aim to produce a detailed review of the products, avoiding accounts of what they did and how they did it.

Students should comment on the strengths of the products and areas for improvement. They must include feedback from their end-of-project reviewer. However, there is no need to document any interim feedback received from their test buddy during the development of their product.

Students should conclude their review by making specific and valid suggestions for improvement. These may be their own ideas or come from the end-of-project reviewer.

Section 2: Saving the evidence

Students do not need to submit evidence of everything they do during their work on the project. They are asked to create named sub folders to store work for submission.

The symbol indicates a product to be stored in the PRODUCTS sub folder.

The symbol Indicates supporting evidence to be saved in the EVIDENCE sub folder.

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 element that 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 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 eportfolio **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: The index page

Students are to provide access to their work via a single index page. Any suitable software may be used to construct the index page but it must be viewable using the file types listed in the Digital Applications moderators' toolkit.

Students should ensure that they provide working links to all the specified items of evidence, even when the index page is viewed on a standalone computer. If students have access to a standalone computer that only has the Digital Applications moderators' toolkit installed then they will also be able to check that their work conforms to the technical specification.

The index page should be easily recognisable in the main folder. This should include candidate name and number, centre name and number and SPB name. It is helpful to indicate a preferred screen resolution.

The required product and supporting evidence are indicated in the SPB. These should be linked to the index page. 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.

Section 4: Supervision and feedback

Supervision and authentication of student work

With the exception of the activities listed below, students are only able to work on the SPB in a lesson, under the 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 elements
- gathering elements and updating elements 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 give and receive feedback on his/her product designs and prototype products. 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 product(s).

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

Stage 2

Students must work individually to design, build and develop their products. The teacher may provide feedback at the beginning of this stage 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 products, but may 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 products.

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 products (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 students 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](#)