Support Notes (Issue 1)

September 2016

Certificate in Digital Applications (DA202) Creative multimedia

Rave and Rant

Key points for this SPB

- The DA202 SPB 0916 is valid for moderation in June 2017, December 2017, June 2018 and December 2018.

- 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.

- The recommended maximum size for the eportfolio is 70 MB.

- For this SPB the products are:

  o intro screen
  o image gallery
  o rave animation
  o rant slideshow
  o vox pop video.

- For this SPB the evidence is:

  o annotated sketch design for image gallery
  o visual script for rave animation
  o script and storyboard for slideshow rant
  o annotated sketch design for vox pop video
  o assets table
  o proposal
  o project review.

- The target audience for the products is 14-16 year olds.

- These support notes should be read in conjunction with the Chief examiners report available on the Pearson website.

Introduction

Unit 2 is a 90-Guided Learning Hours (GLH) unit. 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. 60 hours should be allocated for this teaching. Centres are strongly advised to ensure this teaching has been completed prior to the commencement of the SPB.

Teachers and students should remember that the emphasis of the CiDA/DiDA 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 addition to multimedia skills, students will 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.

Section 1: Tackling the Rave and Rant SPB

The scenario

This project requires the creation of a series of multimedia products for upload to a fictitious internet forum called Rave and Rant. Students need to be clear about the audience and purpose of the products.

Proposal

The proposal is an opportunity for students to generate ideas. Students should consider the suitability of their ideas for the target audience and how easy/difficult it will be to collect assets.

Gathering assets

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 illustrate how they have developed their assets to make them suitable for use in their products. Selected screen prints of important stages in the development of main assets, e.g. resizing video content or synchronising audio should provide good evidence for assessment.

Design

Candidates who produce detailed up-front designs, and use feedback from others to refine them, are more likely to create products that are 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 products, e.g. colour schemes, fonts, placement of assets, number and types of asset to be used, navigation. Designs should be sufficiently detailed to clarify ideas, allow constructive feedback and facilitate implementation.

Students should 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 produce a detailed evaluation of the products, avoiding descriptive accounts of what they did and how they did it. They should make specific suggestions for improvement.

Students must respond to feedback from end-of-project reviewers on the products. This feedback will concentrate on the standard of the multimedia work and its suitability for the identified audience and purpose.

Section 2: The products

Intro screen

The intro screen should introduce the student, providing basic information such as name and age. Students should aim for a screen that is animated and attracts the attention of the teenage target audience. It should include the title 'Rave and Rant', utilise motion and music, and lead to the image gallery.

Image gallery

The image gallery should present a series of thumbnail images illustrating the student's ideas for different raves and rants. Each thumbnail should roll over to present a larger, and possibly more complete, version of the image.

The gallery is intended to allow the user to select the other products using suitable images with hotspots or other navigation features.

Students must produce a sketch design to illustrate their ideas for the layout of the image gallery. The sketch layout may be hand drawn or software generated and should be annotated to explain design decisions.

Rave animation

The Rave animation is to be based on one of the ideas included in the image gallery. It should comprise animated graphic assets combined with still images and synchronised music. It is envisaged that still images will be used to provide a backdrop to the animated content.

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

Students must produce a visual script in the form of a timeline storyboard for the Rave animation. The storyboard should illustrate the proposed animation and be annotated to explain the design decisions, including the intended synchronisation between the animation and music.

The finished Rave animation must run for 30-45 seconds. 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 Rave animation should provide a link to return to the image gallery.

Rant slideshow

The Rant slideshow is to be based on one of the ideas included in the image gallery. It should play automatically once opened and comprise original animated graphic assets combined with a separate voice-over.

The slideshow should consist of no more than six screens. It is envisaged that the graphic assets will be created as original frame-based .gif cartoon images, or similar.

Students must write a script for the voice-over and produce a detailed storyboard covering the content of the slideshow. The design work should include indications of the assets required and of how these are to be developed. The storyboard should be annotated to explain design decisions.

The Rant slideshow should include a link to return to the image gallery. Any appropriate software may be used to create the slideshow.

Vox pop video

The vox pop video should comprise a series of edited video clips of young people giving feedback about the content of the student's rave and rant. The video is intended to promote discussion on the forum, but is not intended to be part of the assessed project review, which has a different audience and purpose.

The vox pop video should run for no more than 30 seconds and comprise original video assets with live sound and suitable transitions. Title screens are optional.

It is acceptable to involve others in the production of the video footage, provided that the student independently designs, records and edits the final product.

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

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

The video should provide a link to return to the image gallery.

Section 3: 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 Digital Applications moderators' toolkit.

Students should ensure that they provide working links to all of the products and evidence when the eportfolio is viewed on a standalone computer. If students have access to a standalone computer, which only has the Digital Applications moderators' toolkit installed, they will be able to check that their eportfolio conforms to the technical specification.

Centres are reminded that the eportfolio is an assessed multimedia product including assets that are 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 products 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 products.

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.

Section 4: 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.

Section 5: 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 the eportfolio.

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

The symbol indicates supporting evidence to be saved in the EVIDENCE subfolder. Students must ensure that they present their evidence as clearly as possible.

For example, scans of hand drawn storyboards must be legible.

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 Digital Applications moderators' toolkit

This toolkit specifies the file types that 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 6: 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 his/her 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 students 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 and end-of-project reviewers 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 a student's designs, such as highlighting strengths, weaknesses and problems with the planned designs, but the teacher 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 and end-of-project reviewers 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.

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