Support Notes (Issue 2)

September 2013

Certificate in Digital Applications (DA202) Creative Multimedia

In the News

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. Some suggestions can be found at the end of this document.

The DA202 SPB 0913 is valid for moderation in **June 2014, December 2014**, **June 2015** and **December 2015**.

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. As a guide, it is recommended that this time is divided up as follows:

- Proposal – 5 hours
- Design, building and development – 22 hours
- Project review – 3 hours.

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, they 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 subfolders to store work for the eportfolio.

The symbol ▣ indicates a product to be stored in the PRODUCTS subfolder. For this project the product is the multimedia broadcast consisting of opening and closing sequences, a welcome video clip, a headline story, a continuity sequence and a weather forecast. The products subfolder must also contain a preview version of the broadcast that allows users to navigate to individual components of the broadcast.

The symbol ▣ indicates supporting evidence to be saved in the EVIDENCE subfolder. This evidence must include annotated sketches of the opening sequence, a timeline storyboard and script for the headline story, a layout for the navigation screen, a timeline storyboard and script for the weather forecast chart, an assets table, a proposal 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 Moderator's Toolkit
The CiDA 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 Moderator's Toolkit is published on the Edexcel website. It will be updated when 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:

- researching information and assets
- gathering assets and updating the assets table
- 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 will work with a test buddy(s) to give and receive feedback on their 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 feed back on the '*how*' (eg 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 – Proposal

This stage starts with the students being provided with the SPB and ends when the proposal has been completed and all additional assets gathered. 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 teachers 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*) and use this to modify their proposal before seeking approval from the teacher.

Stage 2 – Design, building and development
This stage covers all work that happens after the proposal has been completed. It ends when all products are complete (including the eportfolio) but before the project review begins.

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

The teacher must not provide feedback on the students' final products, but can suggest general questions for them to consider (which will be useful in the project review), eg '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 the designs and building and incorporate this into their final products.

Stage 3 – Project review
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 (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.

Section 4: Tackling the SPB

The scenario

This project requires the creation of a multimedia broadcast for submission to a fictitious online project called 'In the News'. The broadcast consists of opening and closing sequences, a welcome video clip, a headline story, a continuity sequence and a weather forecast. Students need to be clear about the audience for the broadcast and the purpose of each component. Students must choose the youth achievement for the headline story.

A preview version of the broadcast, with navigation to individual components of the broadcast is also required.

Folders

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

Gathering assets

In producing the components of the broadcast, 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 prepared assets to make them suitable for use in their product(s). Annotated views of main assets, both primary and secondary, at important stages in their development should provide suitable evidence of the edit and create aspects of this strand. Extensive logs illustrating all stages in the development of every asset are not required.

Design

Students 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, eg 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 should also show how testing, acting on feedback and refining their designs influenced the finished product.

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

Retrospective 'designs' are not acceptable. Students should be aware that it is not necessary to include images/thumbnails on all the 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 peers.

Proposal

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

They should choose an example of youth achievement which interests them and which will appeal to the target audience.

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

The broadcast should be one integrated product that plays from start to end. The preview version of the broadcast must include navigation to and from each of the main components of the broadcast.

Project review

Students should aim to produce a detailed evaluation of each component of the broadcast and of the complete broadcast, avoiding long narratives of what they did and how they did it. They should make specific and valid suggestions for improvement, and address any copyright issues.

Students are expected to incorporate feedback from end-of-project reviewers on their final broadcast. This should not be confused with interim feedback received from test buddies during development.

Section 5: The Product

General

The multimedia product is a broadcast. This must begin with an opening sequence and run continuously for between 3 and 4 minutes. The timings of the individual components of the broadcast are deliberately not specified.

As each component of the broadcast is designed and developed, students should make use of feedback from well-chosen test buddies.

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

Opening sequence

The opening sequence should introduce the broadcast. Students should aim for something which is animated and attracts the attention of the audience. It should include the title of the broadcast, motion and music and lead to the welcome video clip.

Welcome video

The welcome video clip must feature a presenter talking to camera. The main purpose of the welcome video clip is to introduce the headline story.

Headline story

Students must complete a detailed timeline storyboard for the headline story, which should show aspects of an achievement by one young person. The design work should include a script for a suitable voiceover. The headline story must consist of a combination of original video clips, still images, a voiceover and other audio (eg music, sound effects etc.) as deemed appropriate.

It is acceptable to involve others in the production of the video footage, provided that students design, record and edit it themselves.

When preparing the video, students should remember that there is a recommended limit on the overall eportfolio size and make use of options for output sizes when publishing the raw footage.

A separate voiceover is required. Students should pay attention to the quality of the sound recording as well as to the content. Although students may ask someone else to read the script, they must independently create the recording. They should ensure that the voiceover is accurately synchronised with the visual content.

Any appropriate software may be used to create the headline story.

Continuity sequence

The continuity sequence must be an adapted version of the opening sequence and introduce the weather forecast.

Weather forecast

Students must complete a detailed timeline storyboard for the animated weather chart. The design work should include a script for a suitable voiceover. The script may be an integral part of the storyboard.

A separate voiceover is required. Students should pay attention to the quality of the sound recording as well as to the content. Although students may ask someone else to read the script, they must independently create the recording. They should ensure that the voiceover is accurately synchronised.

The weather forecast must feature a chart with original animated weather symbols.

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 computer generated graphics. Another option would be to create frame-by-frame animations using flexible modelling material, such as Plasticine, or figures such as Duplo or Stikfas.

Closing sequence

The continuity sequence must be an adapted version of the opening sequence.

Broadcast preview version

Students must design a structure and assets for the preview version of the broadcast. The preview version of the broadcast should include navigation to and from the welcome video, headline story and weather forecast for easy preview purposes.

Broadcast final version

The final version of the broadcast must play continuously from beginning to end.

Section 6: The eportfolio

The recommended maximum size for the eportfolio is 50 MB.

Any suitable software may be used to construct the eportfolio but it must be viewable using the CiDA 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 that only has the CiDA Moderator's Toolkit installed then they will also be able to check that their eportfolio conforms to the technical specification.

Students should make the eportfolio a multimedia product that presents their broadcasts and supporting evidence. They should, however, avoid inappropriate assets that 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 contextualising the evidence. The broadcast 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 evidence of testing the eportfolio. 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.

Some possible software choices

Movie Maker, Producer, Flash, Matchware Mediator (.md8 and .md9 files are not accepted as part of the Moderator's Toolkit), Adobe Premier Elements, Ulead Video Studio, SWiSHmax, Sothink SWF Quicker, Dreamweaver, Fireworks, Illustrator, FrontPage, Photoshop or Photoshop Elements

Dance eJay, Audacity, Magix Music Maker, GarageBand, Soundbooth

iClone, Stop Motion Pro, Toon Boom Studio, Tales Animator 2.0 (free), Pivot Stickfigure Animator (Free), Alice 2.2