

Support Notes (Issue 1)

September 2014

Certificate in Digital Applications  
(DA101) Developing Web Products

The road to fame

## 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 DA101 specification.

The DA101 SPB 0914 is valid for moderation in **June 2015, December 2015, June 2016** and **December 2016**.

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 review of their work.

## Time

Unit 1 as a whole is a 30 Guided Learning Hours (GLH) unit. Centres must allow 10 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, 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 submission.

The symbol  indicates a product to be stored in the PRODUCTS subfolder. For this project the product is a website consisting of three web pages.

The symbol  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 products as clearly as possible, remembering that assessors and moderators will view all evidence on-screen.

### 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 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 finished website **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 feedback 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**

This stage starts with the 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 teachers 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 teachers must not suggest, or direct students towards, specific solutions.

The teacher must not provide feedback on the students' final website, 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 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, the 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.

## **Section 4: Tackling the SPB**

### **The scenario**

This project focuses on a student band looking for 'fame'. The project requires the student to create the three web pages that will make up a website to showcase the band and its style of music.

The scenario is open ended so that students can focus on a music genre they enjoy and are interested in. Students must not use a well-known, established band for their project. There may be a local band that could form the focus of the project or students may create a fictitious band. In this case, the student may make up their own 'catchy' name for the band – a name that might reflect the band's style and music. It is suggested that there should be at least three members of the band.

### **Folders**

The SPB requires the creation of a folder called 'DA101SPB' that contains two subfolders called PRODUCTS and EVIDENCE. It is crucial that students store all the required items. The appropriate subfolder is indicated for each item.

### **The assets table**

In producing the web pages and website, students will need to gather, develop and prepare a variety of assets.

An assets table is required, in which students give details of all assets they use. Students should be encouraged to add all assets, including those 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, but teachers may use the bulleted list in the SPB to create one that students can use.

The assets table must include a description of each asset and where the student found it. They should identify if they need permission to use it and note whether the source is primary or secondary. The student should identify where the asset is used in the project, eg, in the banner, on page two.

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

### **Test buddy and end-of-project reviewer feedback**

Students may keep records of the feedback they receive and their response to it. They should take note of what their test buddy tells them is good about the work and what could be improved.

Feedback should be sought on designs. Feedback given and received should be constructive and allow the student to make improvements to their work in terms of quality and fitness for the purpose and target audience.

Students should seek feedback from an end-of-project reviewer. This could be a member of the band, a fan or someone acting in this capacity if the band is fictitious.

This feedback should help them in the review of their finished website.

## **Design**

Students must come up with some design ideas for the website. They must discuss these with their teacher and gain approval from them before continuing.

Students should have a clear understanding of the purpose of the three web pages and needs of the target audience. They should be encouraged to think about the band's style of music when designing the web pages. Design ideas need to include the name of the band.

The design ideas 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 to show what each asset is, eg, image of the band, text about each band member, link to audio. 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 consider accessibility when thinking about their colour schemes as part of the design.

There is no requirement for a structure chart, but students may wish to indicate how the pages will be linked and any navigation they propose.

Students should be advised at this early stage of the design process if any of their design ideas are not suitable for any reason, including restrictions of copyright.

## **Assets**

Assessment strand (c) focuses on gathering, developing and preparing assets that are key to the quality of the finished website. Assets should include images of the band, the audio track and a list of dates and venues for future gigs.

It is anticipated that students may have the opportunity to capture their own images from their peers who may belong to a band, or may be able to 'dress up' for the purpose. They may wish to write a biography to accompany these images.

The audio track can be a short extract of music and may be provided by the teacher. However, students may wish to obtain their own track so that it matches the genre of music chosen.

Students must comply with copyright.

Students may create the dates and venues for future gigs. They may choose any dates and any venues, local or national.

Students should use the assets table as directed earlier in the SPB. However, a key part of the process is developing and preparing each asset so that it is in a suitable format and size. Therefore, students need to record details of how they change each asset in order to make it suitable, eg, resizing, cropping, compressing. This may be recorded in any format that is suitable, eg, a word processed document or a presentation. These may be narrative with annotated or labelled screenshots to highlight processes used, in order to reduce the need for lengthy descriptions.

## **Web pages**

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 some consistency across the three pages when they are linked to form the finished website.

As the students build 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.

Text and images must be in suitable format and size to allow the finished website to load quickly. The layout of images and text will depend on the student's design ideas; however, text should not be obscured by images. Text should be in a font style that is relevant, will appeal to the target audience, and is clear to read.

If students have chosen other assets they should include these. For example, they may have created an asset that they plan to use for the link to the track from the demo.

Students should make sure that their finished pages promote the band and its music using text and images. The test buddy should give them constructive feedback so they can make any improvements at this stage.

Students should save their pages as .htm or .html, making sure that the home page is saved as index.html.

## **The website**

Students should now have three web pages that have an appropriate layout, suitable assets and match their design ideas. 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.

In order to meet the requirements of the brief, the pages of the website should promote the band and its music using text and images. As well as navigation, students must include the audio track from the demo and an email link. The audio track does not have to be embedded in the web page, it may open in a new window.

Students should test the website regularly to make sure that it works as intended. They should ensure navigation takes the user to the intended location, the audio track plays and the email link enables the user to create an email.

There is no need to document any testing or actions taken as a result of this. 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 in another environment to make sure it will work as intended for moderation.

## **Project review**

Students should aim to produce a detailed review of the website, avoiding long narratives of what they did and how they did it.

Students should comment on the strengths of the website 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.