

Support Notes (Issue 1)

September 2014

Certificate in Digital Applications
(DA203) Artwork and Imaging

What's the attraction?

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 DA203 specification. Students must have access to a range of appropriate multimedia software. Some suggestions can be found at the end of this document.

The DA203 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 evaluation of their work.

Time

Unit 3 as a whole is a 90 Guided Learn 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
- 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 (such as the eportfolio), 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 folders to store work for the eportfolio.

The symbol  indicates a graphic product to be stored in the PRODUCTS folder. For this project the graphic products are a map of the theme park, 2 banners, a lunch container, a flyer and a digital advert.

The symbol  indicates supporting evidence to be saved in the EVIDENCE folder. This evidence must include symbols for six attractions, a representation of the banners in situ, a net for the lunch container, photographs of the finished container, an elements table, a proposal, a design log and a project review.

Students must ensure that they present the 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 by explaining what would need to be done to make the products fit for use in the public domain. They must identify each individual element which 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 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 activities listed below, students are only able to work on the SPB in a lesson, under the supervision of a teacher:

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.

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 could 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 - Proposal

This stage starts with the learners 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 *role of the Test Buddy* above) 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 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 their final products, but may suggest general questions for students 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 *role of the test buddy* above) on the designs and building and incorporate this into their final products.

Stage 3 - 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 product (see *role of the test buddy* above), which will be incorporated into the final review. No other feedback from any source is allowed and they cannot receive feedback on the review itself.

Section 4: Tackling the SPB

The scenario

This project focuses on a set of graphic products for the opening of a new attraction in a theme park. Students may choose the target audience and the type of attraction.

The attraction could be a ride, an animal enclosure or play area or any other attraction that can be found in a theme park. Students must take care that it is suitable for this project and their chosen audience.

The products consist of a map of the theme park, two banners, a lunch container, a flyer and a digital advert.

Folders

The SPB requires the creation of a folder called DA203SPB which contains two folders. One called PRODUCTS and one called EVIDENCE. It is crucial that students store all the required items for their eportfolios. The appropriate folder is indicated for each item.

Gathering elements

In producing the products, students will need to gather a variety of elements. Some of the elements may be used in more than one product.

An elements table is required, in which students must give details of all elements from both primary and secondary sources. Students should be encouraged to add all elements, including those they have created themselves. They should be reminded that search engines such as Google, or 'The Internet', should not be cited as sources.

The proposal

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

Students must clearly identify the type and purpose of the attraction and the target audience.

It is important at this stage to consider proposals in relation to copyright restrictions. Students should be advised at this early stage if their idea is not suitable for any reason, including restrictions of copyright.

Design log

Students are required to use a design log to show the development of a design from initial ideas to finished product. They should also show how testing, acting on feedback and refining their designs influenced the finished product.

Annotated images should be used wherever possible to clarify designs and decisions.

Students should also use the design log to record the software used in the development of each product and to explain the use of bitmap and vector tools. This information is vital in the assessment of strands (b) and (c).

Students should take care to update the design log regularly throughout the project.

Project review

Students should aim to produce a detailed evaluation of each product, 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. This should not be confused with interim feedback received from test users during development.

Section 5: The products

General

The graphic products are a map of the theme park, 2 banners, a lunch container, a flyer and a digital poster. These are the only products required for strand (a) and should be saved in the PRODUCTS folder.

Students must also produce symbols for six attractions, a representation showing the banners in situ and a net for the lunch container, however, these are assessed in strands (b) and (c).

Scale

The products do not have to be drawn to the same scale.

Map

The map and symbols must be created from vector tools and use only primary sources. The map does not have to be to scale but must include the symbols for six attractions – five existing attractions and the new one. The student must decide what the five existing and one new attractions are and where they are located on the map.

Each symbol must represent one attraction in some way. It must be scaled appropriately when it is added to the map to indicate the location of that attraction.

The map could include a key to explain symbols used for food outlets, toilets, first aid, retail outlets or other services.

Banners

The banners must include name of the new attraction and images that represent it. The student must decide upon the name of the new attraction. The two banners should clearly work as a set but must not be the same.

The representation must be produced using digital tools to scale the images of the two banners and combine them with any other suitable elements such as a suitable photograph of an entrance.

Students must take account of copyright and use copyright free images which are correctly acknowledged in the elements table or, where possible, use images from primary sources.

Lunch container

2D net

The lunch container must be drawn to a suitable scale taking account of its purpose. Students may find it helpful to collect and 'unpick' different types of container to enable them to choose a suitable design.

The net must be produced using only VECTOR tools and show dimensions and scale.

The surface design must be created using BITMAP tools and include visual links to the new attraction.

Finished container

Students must produce photographs to show what the container will look like when it is assembled. One or more of these could be used in the flyer and the digital poster.

Students should print and assemble their finished 2D design and then photograph the 3D container from different angles. They are not required to produce a full size container.

It is not essential to print the container on card - ordinary printer paper should allow students to make up containers which will withstand minimal use. The priority is to ensure that the container actually works.

Flyer

The flyer must be A5 and double sided and use only images from primary sources. Students must include an image of both sides of the flyer in their eportfolios. Students should consider the audience and purpose of the flyer when designing the layout.

Digital poster

The purpose of the poster is to advertise the new attraction in the local area. It must be created by using graphic tools to combine elements. All elements must be from primary sources, including an image of the lunch container in use in students can use bitmap tools to combine an image of the container with other suitable elements to demonstrate this. The poster must also include the names of the theme park and the new attraction.

The digital poster should run continuously without manual intervention. There is no requirement for animation in this product.

It is very important that students understand that this is an opportunity to make use of their image editing skills to combine elements.

Appropriate text should be included to promote the new attraction.

Section 6: The eportfolio

The maximum size for the eportfolio is 30 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 which 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 aim to make the eportfolio a graphic showcase for their products, incorporating graphic elements where appropriate. They should, however, avoid inappropriate elements which are not relevant to the audience and purpose.

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.

There must be an easily recognisable home/index page in the main folder. This should include candidate name and number, centre name and number, SPB name. It must also indicate the browser used to test the eportfolio. It is helpful to indicate a preferred screen resolution.

Students should aim to provide detailed commentaries contextualising the evidence. The graphic products should be the central focus of the eportfolio and students should aim to draw the moderator's attention to them 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