

Support Notes (Issue 1)

September 2014

Certificate in Digital Applications
(DA103) Artwork and Imaging

Get fresh

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 DA103 specification.

The DA103 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 Learning Hours (GLH) unit. Centres must allow 30 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 the eportfolio.

The symbol **P** indicates a product to be stored in the PRODUCTS subfolder. For this project the products are an elevation, a T-shirt design, a place mat and an 'Open Day' advert.

The symbol **E** indicates supporting evidence to be saved in the EVIDENCE subfolder. This evidence must include an elements table, proposal, design log, logo design, initial front elevation 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 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 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 product 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, element 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 elements
- gathering elements and updating the 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 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 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

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 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 (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 the opening of a new café. It will sell fresh healthy food and have an attractive and modern look to appeal to young customers.

The scenario is open ended so that students can focus on a style of food and a look for the café which interests them.

Folders

The SPB requires the creation of a folder called 'DA103SPB' 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 elements table

In producing the products, students will need to gather, develop and prepare a variety of elements.

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

The elements table must include a description of each element 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 element is used in the project, e.g. in the place mat.

Students must be encouraged to keep their elements 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 fellow student, or someone acting in the capacity of a manager/owner of a fictitious café.

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

Proposal

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

Students should have a clear understanding of the purpose of each product, the target audience for that product, and how the product will appeal to them.

Students should decide on a name of the café at this point, they may think of their own name or the teacher can suggest a name if they prefer. Students should include ideas for the café logo as this will appear on all the products and should be representative of the theme of the café.

It is not necessary to produce actual designs for the products at this stage but students can include designs in the proposal if they wish.

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.

Elements

Assessment strand (b) focuses on designing and developing graphic products and using drawing tools to create at least two graphic elements. Students should provide specific information about all the elements produced and the tools used to create them.

Students should use the elements table as directed earlier in the SPB. However, a key part of the process is developing and preparing each element so that it is in a suitable format and size. Therefore, students need to record details of how they change each element in order to make it suitable, e.g. resizing, cropping and compressing. This may be recorded in any format that is suitable, e.g. a word processed document or spreadsheet.

It is anticipated that students may have the opportunity to capture their own images from their local area or the catering facilities provided by their school or college.

Students must comply with copyright.

Design Log

Assessment strand (a) focuses on producing design ideas and plans that give some indication of how the products will look with information on the elements required and comments on design.

Students should use a design log to record any key stages in the development of their products. The design log should include draft designs for each product and any design decisions/revisions made to them, annotated images with notes on design decisions and details of the software tools used to create each product. For example students should annotate any photographs they use to show the original image, what changes were made and how they were made, why they were made and the finished image. It is not sufficient to just name the software used to

produce an element or product.

The design log may be narrative with annotated or labelled screenshots to highlight processes used, in order to reduce the need for lengthy descriptions.

The products

Elevation

The elevation should be produced in two steps. Students must produce a scale drawing of the front of the café using only vector tools. The drawing must include at least one window and a door and include the dimensions and a scale. The student can decide where the door and window(s) are situated but they should make sure that these are in proportion to the overall design. This design should be stored in the EVIDENCE folder.

The second step is to add details to show how the finished café will look. This must include the name of the café and the logo which can be on the fascia or other suitable position plus additional details such as posters, signs, people, plants/flowers, street furniture or tables and chairs. It is suggested that students look at existing cafés in their local area to gain ideas for the look of their café. The finished drawing should be saved in the PRODUCTS folder.

Students are not required to add any additional floors, a roof or side walls to the drawing.

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

T-shirt

Staff at the café will wear a T-shirt as part of their uniform. The T-shirt must include the name of the café, the logo and any other details that will be suitable for the theme of the café.

Students are only required to design one side of the T-shirt but they can include both back and front if this is necessary for their design. It is not necessary to show the T-shirt being worn. Students are not required to design any other item of the uniform.

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

Place Mat

The café will use disposable placemats on the tables. It must include the name of the café, the logo and original photographs, which reflect the theme of the café. For example the photographs could be connected to the type of food served in the café or the sources of the food. Other elements may be included such as text, games and images.

Students can decide upon the shape of their place mat, it does not have to be rectangular.

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

'Open Day' advert

The café will use a poster to advertise an 'Open Day' to recruit staff. The poster must include the name of the café, the logo, the finished image of the café front and the staff T-shirt. Students should also include any other information which will be useful such as the date and times of the 'Open Day', the address and other brief details. Other images can also be added if they are relevant to the 'Open Day'.

Students should be reminded of the purpose of a poster as opposed to a leaflet or flyer.

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

Project review

Students should aim to produce a detailed review of the products, avoiding long narratives 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 5: The index page

The recommended maximum size for the complete eportfolio of work is 35 MB.

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 CiDA Moderator's 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 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 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 should also indicate the browser used to test the eportfolio. It is helpful to indicate a preferred screen resolution.

All the required products 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.