



Pearson

Support Notes (Issue 1)
September 2017

Certificate in Digital Applications
(DA203) Artwork and Imaging

Food Festival

Key points for this SPB

The DA203 SPB 0917 is valid for moderation in June 2018, December 2018, June 2019 and December 2019.

Unit 3 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 30 MB.

For this SPB the products are:

- representation of a street banner
- representation of a blimp
- programme
- drawing of a market stall frame
- representation of the market stall in use including skirt and canopy.

For this SPB the evidence is:

- a proposal
- an elements table
- a design log
- designs for street banner, blimp and market stall frame, skirt and canopy drawing
- a review.

These support notes should be read in conjunction with the [Chief Examiner's report](#) report available on the Pearson website.

Introduction

Unit 3 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 DA203 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 graphic 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 Food Festival SPB

Proposal

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

Gathering elements

An elements table is required where 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. Students should be reminded that search engines such as Google, or 'the internet', should not be cited as sources.

Design log

Students are required to use a design log to show explanations of their design decisions and their use of graphic tools and techniques.

Students should 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 design 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 drawing (vector) and image editing (bitmap) 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 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 work and its suitability for the identified audience and purpose.

Section 2: The products

Street banner

Students should research different types of street banner to ensure that their designs are appropriate for the target audience and purpose. The size of the banner must be 15 m wide by 1.5 m high and must show a method of attaching it to both sides of the street. It must be drawn to scale.

Blimp

The blimp will float above the food festival. Designs must include a method of attaching the blimp to the ground. Students need to take into account the size of the blimp and the surface design to ensure details can be seen from the ground. It must include the name of the food festival plus any other appropriate elements.

Programme

The festival takes place over a weekend and it is envisaged that numerous traders, for example bakeries, fruit and vegetable sellers and street food vendors, will attend. A range of activities such as cookery demonstrations and tasting sessions will also be available to visitors. Students should design a programme that reflects the diversity of the festival.

Market stall – frame

Students must use drawing tools to create an original market stall frame rather than simply copying and pasting existing examples from the internet. The stall must be suitable for a trader to display produce. The stall design must be 3D and be able to accommodate a cover including a canopy and a skirt/valance. It must be a standalone stall and not be attached to a wall or any other fixed structure.



By permission: TraderSupplies.co.uk

Market stall – skirt and canopy

The surface design of the skirt and canopy must be suitable for the chosen trader to promote the produce for sale. In the example shown above, the canopy does not include a surface design. However, students may add a design to the canopy.

Students must produce a representation of their covered stall structure in use. For example, with produce, the trader and customers. This is an opportunity for students to demonstrate their skills in image editing. When completing the design log, students must include explanations of which tools were used and why.

Section 3: The eportfolio

The recommended maximum size for the eportfolio is 30 MB. Eportfolios that exceed the recommended maximum size may be indicative of poorly prepared elements 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 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 graphics product including elements 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 finished 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 should 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 designs 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 element that 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 Digital Applications moderators' toolkit

This toolkit specifies the file types that moderators can view. It is each student's responsibility to ensure that the 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 elements
- gathering elements
- 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 the 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' (how to make changes or specific solutions to any problems).

End-of-project reviewers comment, in the same way, on the finished 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 the learners 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 students' 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' finished products, but may suggest general questions for consideration (which will be useful in the project review), for example '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 finished 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 finished 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
- [Chief examiner's report](#)
- [Training from Pearson](#)