

Support Notes (Issue 1)

September 2015

Certificate in Digital Applications  
(DA103) Creative Multimedia

**Fun to read**

## **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 0915 is valid for moderation in **June 2016, December 2016, June 2017 and December 2017.**

Teachers and students should remember that the emphasis of this 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, students 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 onscreen.

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 two named subfolders to store their work.

The symbol  indicates a product to be stored in the PRODUCTS subfolder. For this project the products are a campaign mascot, a bookmark, a book bag, reading mat piece and the display banner.

The symbol  indicates supporting evidence to be saved in the EVIDENCE subfolder. This evidence must include an elements table, proposal, design log, net for the book bag, representation of display banner and review.

Students must ensure that they present their products as clearly as possible, remembering that assessors and moderators will view all evidence onscreen.

### 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 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 CiDA/DiDA Moderator's Toolkit

The CiDA/DiDA Moderator's Toolkit specifies the file types that all moderators can view. It is each student's responsibility to ensure that their finished eportfolio only includes files in the listed formats.

The CiDA/DiDA Moderator's Toolkit is published on the Pearson 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. This means that there must be adequate supervision to ensure that work can be authenticated.

These activities may be carried out away from the classroom:

- researching information and elements
- gathering elements and updating the elements table
- gathering feedback on designs and products from test buddies.

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 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*' (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**

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

The teacher must not provide feedback on a student's final products, but can suggest general questions for them 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 *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, 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 promoting a national reading campaign for primary school children, aged 5 – 6 years old. When completing the project, students will create a range of products to promote the reading week. The products will include a mascot that will appeal to the target audience and encourage them to take part in the reading campaign. The mascot should promote reading as a fun activity.

### **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 their 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. Students should identify if they need permission to use it and note whether the source is primary or secondary. The students should identify where the element is used in the project, e.g. on the reading 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 received should be constructive and allow the student to improve 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 a teacher.

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 and how the product will appeal to them.

Students should include ideas for the mascot as this will appear on all products. The mascot must appeal to the target audience and promote reading as a fun activity.

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 copyright restrictions.

## **Elements**

Students should use the elements table as directed in the SPB. Students need to record details of how each element is prepared, e.g. resizing an image. 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.

Students must comply with copyright.

## **Design log**

Students should use a design log to record 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 and details of the software tools used to create each product.

The design log may be presented in any appropriate format, e.g. annotated screenshots.

## **The products**

### **Campaign mascot**

Students will need to create a mascot that will promote reading as a fun activity. The mascot must be an original design created using vector tools. It must be suitable for the target audience.

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

### **Bookmark**

The bookmark must include the mascot plus other elements that promote reading. It needs to be created using both bitmap and vector tools. Students should be encouraged to research different styles of bookmark to ensure they create one that is appropriate for the target audience. Students should also be encouraged to be imaginative when considering the shape and design of their bookmark.

### **Book bag**

Students should research a range of existing book bags to ensure they are creating one of a suitable size and style.

The bag should be created in two steps.

The first step is to create the net for the bag using only vector tools. The scale and dimensions must be shown. Students must remember this is a bag for carrying books so should be an appropriate size and shape for this purpose. The net is submitted as evidence but not as a final product.

The second step is to create and add a surface design to the net using image editing tools. The design must include the mascot plus other appropriate elements. The complete book bag design is submitted as a product.

### **Reading mat**

Students are required to create one piece of an interlocking reading mat. The section they create must have the facility to interlock with other sections; however, students are not required to create those other pieces.

Students should research different types of interlocking reading mats to ensure they are creating one that is fit for purpose.

The outline for the individual piece of the reading mat must be created using vector tools. The mascot must be included on the mat along with other appropriate elements.

## **Display banner**

Students may find it useful to research different types of display banners.

Vector tools should be used to draw the outline of the banner.

The banner must include the mascot, images of the bookmark and book bag, plus other appropriate elements. It is intended as a promotional item to persuade children to take part in the reading campaign.

Students should produce a virtual representation of the banner in position at the entrance to the school.

## **Project review**

Students should aim to produce a detailed review of the products, avoiding accounts 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 file types listed in the CiDA/DiDA 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 stand-alone machine. If students have access to a stand-alone computer that only has the CiDA/DiDA 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. 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.