

Support Notes (Issue 1)

September 2015

Certificate in Digital Applications
(DA102) Creative Multimedia

iPies and Puds

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 DA102 specification.

The DA102 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 design, production and evaluation of their work.

Time

Unit 2, 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, these 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 **P** indicates a product to be stored in the PRODUCTS folder. For this project the products are a recipe page, an animation, a presentation and a video.

The symbol **E** indicates supporting evidence to be saved in the EVIDENCE folder. This evidence must include a storyboard for the presentation, a timeline storyboard and a script for the video of critics, a timeline storyboard for the animation, a design for the layout of the recipe page, an assets table, a proposal and a project 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 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 asset that 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/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 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 activities listed below, students are only able to work on the SPB in a lesson, under the 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 assets
- gathering assets and updating assets 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 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*' (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.

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 the students' final products, but may 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 students cannot receive feedback on the project review itself.

Section 4: Tackling the SPB

The scenario

This project requires the creation of multimedia products for a fictitious recipe eBook. The products are:

- a recipe page for a favourite dessert
- an animated introduction to the dessert
- a presentation to illustrate the ingredients required to make the dessert
- a video of critics reviewing the dessert.

Students need to be clear about the target audience and purpose of each product.

Folders

The SPB requires the creation of a folder called 'DA102SPB' 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 in the SPB.

Gathering assets

In creating the products, students will need to gather a variety of assets. It is likely that some of the assets will be used in more than one product.

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 Yahoo should not be cited as sources. An assets table is not provided, but teachers may use the bulleted list in the SPB to create a template 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, e.g. in the presentation, on slide two.

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

It is important that students illustrate how they have prepared assets to make them suitable for use in their products. Screenshots, showing work in progress on selected assets, should provide good evidence of preparation.

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 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 should be a member of the target audience.

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

Proposal

Students must complete a proposal to give an idea of their intentions. 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 consider how easy/difficult it will be to collect assets for their ideas.

Students should identify a target audience for the recipe. Teachers can assist students in identifying a suitable target audience.

Students should gain approval from the teacher before continuing. Teachers should advise students at this early stage if any of their ideas are not suitable for any reason, including copyright restrictions.

Design

Students who produce detailed up-front designs, and use feedback from others to refine them, are more likely to produce a set of products that is fit for purpose.

Students need to be clear that storyboards and other design documentation will enable them to develop their ideas about the 'look and feel' of the products, e.g. colour schemes, fonts, placement of assets, number and types of asset to be used, navigation, etc.

Designs should be sufficiently detailed to clarify ideas, allow constructive feedback and facilitate implementation.

Students may use any method to produce their storyboards and other design documentation; the quality of the content is what matters. For example, they may create a template, use an existing one or scan in hand drawn designs.

Retrospective 'designs' are not acceptable.

Students should be aware that it is not necessary to include images/thumbnails on all the designs.

Students should be encouraged to annotate their designs to help describe their ideas, and to give reasons why they intend to do things in a particular way (design decisions).

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 products.

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 products

General

The project requires the creation of a set of multimedia products for an eBook of recipes called iPies and Puds. It must be possible to view the set of products and all supporting evidence using only the file types listed in the CiDA/DiDA Moderator's Toolkit.

Recipe page

Students must select a favourite dessert. They must then produce a recipe page for their chosen dessert for the eBook. The aim of the page is to present the dessert in an attractive and interesting way and make people want to try it.

Students should produce a sketch design for the layout of their recipe page to indicate the nature and location of assets, with notes on how these are to be developed or customised. The sketch designs may be computer generated or hand drawn and scanned.

The recipe page is intended to help students present their other products. The finished page should include the introductory animation, provide a link to the presentation and feature the video of critics reviewing the dessert.

The recipe page should also include suitable titles, the recipe and an illustrated description of the chosen dessert.

Introductory animation

Students must create an original animation that introduces their dessert and captures the attention of anyone browsing the eBook. It is envisaged that the animation will illustrate a stage, or stages, in the preparation of the dessert.

Students must produce a timeline storyboard for the animation, to include a series of sketches illustrating their ideas for the content and action of the animation. The storyboard may be hand drawn or software generated. The storyboard should indicate suitable sound effects linked to the content.

Students should be clear that a proper animation is required. There are many ways of creating animations but a still image moving across the screen is not enough! Timeline-based software may be used or students may wish to produce still images using a webcam or digital camera to create the individual frames. They might create the content for frames using graphics that are computer generated, or possibly create frame-by-frame animation using flexible modelling materials.

The animation provides an opportunity for students to demonstrate their ability to record, edit and import sound.

Presentation of ingredients

The presentation must be based on images of the various ingredients required to make the chosen dessert. It should not include detailed recipe instructions, but should aim to further encourage people to make the dessert.

Students must complete a storyboard for the presentation to include designs for each slide. The storyboard should be annotated to explain the designs.

The presentation should include up to six slides. Students should use a range of images and should be encouraged to use suitable effects and transitions. Effects and transitions should be selected so that overall timings are not unduly affected.

The slideshow should be considered as a supporting product to be viewed without any verbal presentation. It should run automatically with sensible timings and loop continuously.

Any appropriate software may be used to create the presentation.

Video of critics

Students must create a video featuring at least two critics reviewing the chosen dessert, using a pre-prepared script.

Students must complete a timeline storyboard and script for the video. Teachers may provide guidance on the content of the script.

The video should run for approximately 45 seconds and consist of a combination of original clips, with additional audio (e.g. music, sound effects) as deemed appropriate, with text-based title and credit screens.

It is acceptable to involve others in the content of the video, provided that students design, record and edit it themselves.

When preparing the finished video, students should remember that there is a constraint on the overall folder size (70 Mb) and make use of options for optimising output sizes when publishing the raw footage.

Any appropriate software may be used to create the video.

Section 6: The index page

The recommended maximum size for the complete eportfolio of work is 70 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, centre name and number and SPB name. 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.