



Pearson

Support Notes (Issue 1)

September 2017

Certificate in Digital Applications
(DA102) Creative Multimedia

M.I. (Most Interesting)

Key points for this SPB

- The DA102 SPB 0917 is valid for moderation in June 2018, December 2018, June 2019 and December 2019.
- Unit 2 is a 90-Guided Learning Hours (GLH) unit. Centres must allow 30 hours for students to complete their Summative Project.
- For this SPB the product is a multimedia record of what the student found to be M.I. (Most Interesting) in the last year. The record is intended to be part of a fictional collection of records that will become a digital history of life and times in the local area.
- It is important to note the emphasis on local content, as it hoped that this will assist in the gathering of suitable and original assets.
- The multimedia record is to comprise the following products:
 - M.I. web page – to act as an index to the other products in the record
 - M.I. facts presentation
 - M.I. animation on a topic of the student's choice
 - M.I. movie of local people at work or at play.
- For this SPB the evidence is:
 - layout design, annotated storyboards and sketch designs
 - proposal
 - assets table
 - review.
- The target audience for the record is members of the student's peer group.
- These support notes should be read in conjunction with the [Chief Examiner's report](#) available on the Pearson website.

Introduction

Before tackling the Summative Project Brief (SPB), students should have acquired the appropriate skills, knowledge and understanding as specified in the 'What You Need To Learn' sections of the DA102 specification.

Teachers and students should remember that the emphasis of the 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.

Section 1: Tackling the M.I. (Most Interesting) SPB

The scenario

This project requires the creation of a multimedia record of what the student found to be M.I. (Most Interesting) in the last year.

Other than their name, students should not include their own personal or contact details in the record.

The assets table

An assets table is required, in which students give details of all assets they use, including any they have created themselves. They should be reminded that search engines such as Google should not be cited as sources. An assets table is not provided, however students may use the bulleted list on the Getting organised page of the SPB to create a template.

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. Students should identify where the asset is used in the project, for example 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 multimedia record. Screenshots, showing work in progress on selected assets, should provide good evidence of preparation.

Design

Students who produce detailed, up-front designs, and use feedback from others to refine them, are more likely to produce a product 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 product, for example colour schemes, fonts, placement of assets, number and types of asset to be used, navigation.

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 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 finished multimedia product(s), avoiding accounts of what they did and how they did it.

Students should comment on the strengths of the product(s) 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 multimedia record.

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 2: The online record

General

The project requires the creation of a set of multimedia products that together will comprise a student's online record of M.I. (Most Interesting) aspects of life and times in their area for the last year.

The record is to comprise the following products:

M.I. web page

The M.I. web page should be designed to encourage people to view the other products of the record. Where possible the other products should be embedded into the html page, although a hyperlink to open the presentation is expected.

The web page must include all content listed in the SPB.

Students must produce a layout drawing or wireframe to illustrate their ideas for the web page. The drawing should be annotated to explain their design decisions.

Any appropriate software or hand drawing technique may be used to create the layout drawing.

M.I. facts presentation

The presentation must be based on relevant text with images and outline five facts that the student has discovered and found interesting during the year. It is anticipated that the facts will concern the local area.

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. The effects and transitions should be selected so that overall timings are not unduly affected.

The slideshow should be considered as a finished section of the record 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.

M.I. animation

The animation should feature a topic of local interest that will entertain the target audience. Students may require guidance in the selection of a suitable topic.

The animation should be either stop frame or motion tween, run for approximately 20 seconds and include suitable background sound effects.

Students must complete a timeline storyboard for the animation. The storyboard should include 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.

M.I. people movie

Students must create a movie to show at least two local M.I. people at work or at play. The movie must address the requirements listed in the SPB. Ideally, M.I. people could include one member of the student's peer group and one older mentor, coach or local VIP, etc.

Students must produce a series of sketches to illustrate their ideas for the movie, including action in the video clips. The sketches should be annotated to explain their design decisions. Any appropriate software or hand drawing technique may be used to create the design sketches.

The finished movie should run for 30–45 seconds and consist of a combination of at least two original video clips with transitions and additional audio (for example music, voice, sound effects), as deemed appropriate. This is an opportunity for students to demonstrate their ability to capture, edit and import sound.

It is necessary to involve others in the content of the video, but students must design, record and edit it themselves.

Consideration should be given to the location of the filming to avoid undue background noise, for example stairwells or corridors are usually unsuitable.

When preparing the finished movie, students should be advised to make use of options for optimising output size when publishing the raw footage.

Section 3: Saving the evidence

Students are asked to create named subfolders to store work for submission.

The  symbol indicates a product to be stored in the PRODUCTS subfolder. For this project the product is an online record.

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 storyboards must be legible.

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 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 Digital Applications moderators' toolkit

The Digital Applications moderators' toolkit specifies the file types that all moderators can view. It is each student's responsibility to ensure that his or her work **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 4: The index page

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 Digital Applications moderators' 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 computer. If students have access to a standalone computer that only has the Digital Applications moderators' 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.

The required product 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.

Section 5: 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 receive feedback on his or her 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*' (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, 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 the teacher 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 the teacher must not suggest, or direct students towards, specific solutions.

The teacher must not provide feedback on a student's finished products, but may suggest general questions to consider (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*) 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, students must seek feedback from their end-of-project reviewer on the finished 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.

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](#)