Support Notes (Issue 1)
September 2017

Certificate in Digital Applications

(DA202) Creative multimedia

Splash Out

Key points for this SPB

The DA202 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.

The recommended maximum size for the eportfolio is 70 MB.

For this SPB the products are:

- a welcome screen
- a navigation screen
- an activities movie
- a try surfing animation
- a new this year gallery
- a find out more contact screen.

For this SPB the evidence is:

- a design for the layout of the navigation screen
- a timeline storyboard to illustrate ideas for the activities movie
- a storyboard to illustrate ideas for the animation
- a series of sketches to illustrate ideas for the gallery
- an assets table
- a proposal
- a project review.

The target audience for the products is 18–24 year olds.

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

Introduction

Unit 2 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 DA202 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 multimedia 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 Splash Out SPB

The scenario

This project requires the creation of a series of multimedia products for an online action brochure for a fictitious adventure holiday company called *Splash Out Holidays*. Students need to be clear about the audience and purpose of the products.

Proposal

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

Gathering assets

An assets table is required where students must give details of all assets from both primary and secondary sources. Students should be encouraged to add all assets, including those they have created themselves. Students frequently only include sources of images, but the table should give details of all assets, including sound and video. Students should be reminded that search engines such as Google, or 'the internet', should not be cited as sources.

It is important that students illustrate how they have developed their assets to make them suitable for use in their products. Selected screen prints, with suitable annotation, of important stages in the development of main assets, for example resizing video content or synchronising audio should provide good evidence for assessment.

Design

Candidates who produce detailed up-front designs, and use feedback from others to refine them, are more likely to create products that are 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, 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 should annotate their designs to help describe their ideas, to give reasons why they intend to do things in a particular way (design decisions) and to show feedback from their test buddies.

Retrospective 'designs' are not acceptable.

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 multimedia work and its suitability for the identified audience and purpose.

Section 2: The products

Welcome screen

Students should aim to produce a welcome screen that is animated and attracts the attention of the target audience. It should include the titles or headings '*Splash Out*' and 'Action brochure', utilise motion and audio, and lead to the navigation screen.

Navigation screen

This navigation screen is intended to allow the user to select a component of the brochure. It must present suitable images with hotspots, rollovers, or other navigation features, which provide links to the activities movie, try surfing animation, new this year gallery and find out more contact screen.

Students must produce a design to illustrate their ideas for the layout of the navigation screen. The sketch layout may be hand drawn or software generated and should be annotated to explain design decisions.

Activities movie

The activities movie should run for approximately 60 seconds and comprise a series of edited video clips of young people giving feedback about activities experienced during a *Splash Out Holiday*. The feedback should be illustrated

using relevant still images, combined with the video content, using suitable transitions, captions and sound effects. The movie is intended to promote a positive image of *Splash Out*.

The movie should include a title screen.

It is acceptable to involve others in the production of the video footage, provided that the student independently designs, records and edits the final product.

Students must use an annotated timeline storyboard to illustrate their ideas for the video content and action. The illustrations for the storyboard may be hand drawn or software generated.

When preparing the image and video files, students should remember that there is a constraint on the overall eportfolio size and make use of options for output sizes when publishing the product.

The movie should provide a link to return to the navigation screen.

Try surfing animation

The try surfing animation is intended to entertain the target audience and encourage people to give surfing a try. It should feature a cartoon character learning to surf, and run for approximately 25 seconds.

It should comprise animated graphic assets combined with synchronised music.

Students should be clear that a character animated using motion tweens is required. A still image moving across the screen is not enough.

Students must produce a visual script in the form of a storyboard for the animation. The storyboard should illustrate the proposed motion(s) and be annotated to explain the design decisions, including the intended synchronisation between the animation and music.

Students should remember that there is a constraint on the overall eportfolio size and make use of options for output sizes when publishing the synchronised file.

The animation should provide a link to return to the navigation screen.

New this year gallery

The new this year gallery is to provide information about three new water sports or activities. The gallery should scroll and have user controls. It should present images of the chosen sports or activities and text-based information about the chosen sports or activities.

Students must use a series of sketches to illustrate their ideas for the layout and content of the gallery. The sketches may be hand drawn or software generated and should be annotated to explain design decisions.

The gallery should provide a link to return to the navigation screen.

Find out more contact screen

The find out more contact screen must be an adapted version of the welcome screen.

It must include: a drop down list for users to nominate their favourite activity, a facility for users to request further details and text boxes for a user's email address and feedback.

It is envisaged that the contact screen will incorporate a submit button, or similar, but it is not envisaged that the screen will be able to send input data.

Section 3: The eportfolio

The recommended maximum size for the eportfolio is 70 MB. Eportfolios that exceed the recommended maximum size may be indicative of poorly prepared assets 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 multimedia product including assets 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 are asked to 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 storyboards 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 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

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 assets
• gathering assets
• 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 students 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 a student's 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 the following additional support is 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