

Hidden treasure

D102 SPB 0909

SUPPORT NOTES

Issue 2

Introduction

These notes should be read in conjunction with the Chief Moderator's Report for D102 which offers feedback on the most recent moderation series.

Changes since the last issue are indicated by a vertical line in the left margin.

Before tackling the SPB, students should have acquired the appropriate ICT skills, knowledge and understanding as specified in the 'What You Need To Learn' and 'ICT skills' sections of the Unit 2 specification.

Students must have access to a range of appropriate multimedia software (see pages 92/93 of the specification). Some suggestions can be found at the end of this document.

The D102 SPB 0909 is valid for moderation in May and December 2010 and in May and December 2011.



Section 1: Using the SPB

Access and Navigation


The SPB is a complete, integrated digital publication and is intended to be accessed on-screen. Although it may be useful to print off sections for reference purposes, students may be disadvantaged if they do not work from the interactive onscreen brief.

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 (such as the eportfolio), they appear as a submenu from the main link.

The symbol  at the top of each page allows students to print the page. A new feature is indicated by the symbol  which allows students to listen to the contents of the page. This feature will be activated once the feedback period is over.


Mark Alerts


Indicated by the symbol , each Mark Alert is a series of questions with tick boxes. Clicking the symbol opens another web page and students may tick the questions onscreen or print the list and complete on paper. Students should check that they can tick each box to help them ensure that they have met the requirements and that their work is fit for purpose.


Section 2: What, where, who?

What evidence is required?

Students do not need to submit evidence of everything they do during their work on the project.

The symbol  indicates a task to be done.

The symbol  indicates a stage where evidence must be saved for the eportfolio. There is also a checklist attached to the first eportfolio page.

Students should not be tempted to omit tasks which are not preceded by the  symbol as they are crucial to success. A good example is an instruction to test a product. It is not necessary for students to write long commentaries explaining how they achieved each task.

Students must ensure that they present all evidence as clearly as possible, remembering that moderators will view the eportfolios on screen.

Copyright

This SPB provides students with the opportunity to create all the publications using only primary sources or copyright-free sources.

Where secondary sources are used, students must ensure that their use complies with copyright. However, please note that this does not apply to Task 1 where there must be clear evidence that any assets used are copyright-free.

The Moderator's Toolkit

The Moderator's Toolkit specifies the readers and players that all moderators will have available. It is each student's responsibility to ensure that their eportfolio only includes files which can be read using the toolkit.

Some support documents are supplied as .rtf files. If students have made use of these documents, they must be converted to an acceptable file type for inclusion in the eportfolio.

The Moderator's Toolkit is published on the Edexcel website. It will be updated when necessary.

What additional resources are provided?

There are a number of files provided with the SPB, accessed via links within the brief. Where a task requires use of a file, for example the planning template, students should save a copy to their user area before continuing.

Where does the work have to be carried out?

Work on the products themselves must be carried out within the controlled environment and the teacher must be able to authenticate each student's complete eportfolio with confidence.

However, there is much that can be done away from the controlled environment including:

- reviewing and updating the plan - students may not have time during the lesson to add comments but should be encouraged to do so while it is fresh in their minds
- researching appropriate sources of assets, keeping records of where each was found and how it could be used
- initial design documents for the treasure hunt and feedback from others on these designs
- prototyping of own, or others', products
- gathering feedback from test users so that products can be improved where appropriate
- answering questions in the review document
- updating the assets table.

Who can help?

It is expected that students will generally be given support and guidance by teachers at this level. This support might take the form of prompts to get feedback at an appropriate time in the development of their project; it might even be pointing out who are appropriate test users or reviewers of the products being produced. The amount of guidance must be taken into account when assessing the work.

The scaffolding documents are provided to assist students but it is anticipated that teachers will help students in their use of these documents, to enable them to get the best from them.

Test users should be asked to try out and comment on products under development and this should be viewed as an ongoing process. Students should not wait until products are complete at which point it will be too late to take advantage of any suggestions for improvements. Test users can be peers, teachers or other adults who can offer constructive feedback.

Reviewers comment on final products and the eportfolio, and these comments will be used in the project review. It is often helpful to gather reviewers' feedback as components are completed. Reviewers should also be asked to comment on the student's work on the project as a whole.

Time should be allocated on the plan for gathering and responding to test user feedback and for gathering reviewer feedback. Students should check when suitable test users and reviewers are available for comment before including them in the plan.

Section 3: Tackling the SPB

The scenario

The aim of this project is to produce a multimedia treasure hunt, which consists of a number of components. Each of these components should be viewed as a product in itself. Students need to be clear about the audience for the treasure hunt and the purpose of each component.

Where links are provided to resources on external websites, these are independent organisations with no affiliation to Edexcel. Edexcel is not responsible for the content of these websites.

Planning

Teachers should use the planning notes provided and work with the students to produce a workable up-front initial plan.

The plan should allocate time to main tasks and include other information indicated in the planning notes.

Interim checkpoints should be included on the plan when students will discuss progress-to-date with their teacher and make any adjustments that are necessary.

The final column on the plan must be used for the project log - see below.

The initial plan should be saved to be submitted in the eportfolio. A copy should be made to create an ongoing plan. Interim plans should only be submitted if they are really needed for clarification.

Using the ongoing plan

Students are required to make a copy of the initial plan for use throughout the project. They must log their progress at the end of each session by adding comments to this ongoing plan. They should also record the date each main task is finished.

Reminders to update the ongoing plan and to add comments appear throughout the brief.

Gathering assets

Students will need to gather a variety of assets for use in their products. Some of the assets may be used in more than one of the products. Where practical, students could be encouraged to create their own assets and may enjoy the creative challenge of this process.

Students should be quite clear about the need to comply with copyright. This can be achieved by using only copyright-free material from primary and secondary sources.

An assets table is required where students must fully acknowledge all sources, both primary and secondary. Students should be reminded that the Internet or search engines such as Google should not be cited as sources.

It is important that students indicate how they have prepared assets for use in their products. This can be achieved in the assets table. We do not require a narrative description of the process itself or a series of detailed screenshots.

Project review

The project review has been split into two documents. The first is a Product Review which consists of a series of questions about each component of the treasure hunt which students should answer as they complete each one. There are reminders within the project brief.

The second document is the End-of-project Review which should be completed when the rest of the project is complete. Students should be encouraged to answer each question as fully as possible.

Section 4: The Treasure Hunt

General

The treasure hunt consists of a number of components. The three main ones (Tasks 1, 2 and 3) require some multimedia puzzles, an animation and a movie. They are accessed via a main screen which also provides links to the instructions, coding sheet and the ending screen.

Students should create a Treasure folder to store all components of the treasure hunt, with sub-folders as required. They should create additional folders for supporting evidence.

As each component is designed and produced, students should make use of feedback from well-chosen test users at different stages in the process.

Students are free to make use of software features such as wizards. However, they should be clear that wizards are only intended to help them, not do the job for them. They should customise the output from wizards to ensure that the outcomes are fit for purpose.

It must, of course, be possible to play the treasure hunt using only the Moderator's Toolkit. Students should not assume that further readers will be added to the toolkit before their work is moderated although additions to the toolkit will be notified to centres registered for email alerts.

Students should not underestimate the importance of accuracy and suitability and should remember that credit is not given for demonstration of skills but rather for producing products that meet the requirements of the brief and are suitable for the intended audience and purpose.

Students must ensure that they comply with copyright if they use assets from secondary sources.

Design

Candidates who produce detailed up-front designs and use feedback from others to refine them are most likely to produce products that are fit for purpose.

Students need to be clear that storyboards 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. Storyboards should be sufficiently detailed to clarify ideas, allow constructive feedback and facilitate implementation. Students should also show how testing, acting on feedback and refining their designs influenced the finished products.

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

For the movie, the script and storyboard may be combined - this could be by adding the script on, or adjacent to, each storyboard or by adding links to sections of the script.

Retrospective 'designs' are totally unacceptable. Students should be aware that it is not necessary to include images/thumbnails on the storyboards.

The proposal

Students must complete the outline proposal to give an idea of their intentions. They must gain approval from the teacher before continuing.

Audience and theme

Students are free to identify the age range of the audience but should make their choice clear in the instructions and in their commentary.

Students should choose a theme which interests them and which will appeal to the target audience. They should be encouraged to be creative in their choice of theme - it does not have to be pirates!

This theme must run throughout the treasure hunt so it is important that students select a topic that allows them to create the tasks and ask suitable questions about them.

Treasure hunt overview

The treasure hunt must have a theme running through. There are three main tasks. At the end of each, players must answer two questions. Each answer will give one character (letter or number) of a six-character combination. At the end, the correct combination of six characters will open the container.

Each answer must provide one number or letter for the combination. If the answer is a number, it must be between 0 and 9. If the answer is a word, only the first letter will be needed (capitals only).

As all the components are inter-related, students should try to take advantage of this by re-purposing assets where possible.

Task 1 - puzzles

Students must create two puzzles - guess the object and spot the difference(s). Each puzzle should generate one number or letter in the combination. Some websites are given to help with ideas.

Both puzzles should be related to the chosen theme and appropriate for the target audience.

Each of the puzzles must consist entirely of assets created by the student or, where assets from secondary sources are used, there must be clear evidence that these are copyright-free. It is NOT sufficient to explain what would need to be done if the product were to be published.

Students may choose any appropriate way(s) to generate the characters for the combination. For example, the player might name a difference or specify the number of differences. For sound, the player might name a sound or select from multiple choice answers (e.g. a, b, c).

Any suitable software may be used, including presentation software.

Students at level 1 are not asked to produce a design for this product, to be included as part of their evidence. They should, however, consider how the puzzles are accessed and how the person hunting the treasure would move from puzzle to puzzle then return to the main screen.

Task 2 - animation

This product must be a proper animation which can be viewed using a browser or media player. It must run for 20 to 40 seconds and not include any credits. Sound is not required.

A movie with still images and animated text is not acceptable, neither is a product created using presentation software.

Students may use any other multimedia authoring software capable of producing an animation that is fit for audience and purpose. Please refer to the animation notes at the end of this document.

The questions must not form part of the animation and must be accessed via a separate link on the main screen. Each question should generate one number or letter in the combination.

Students should not underestimate the importance of the timeline storyboard for their animation, both in terms of development and in terms of assessment. If a timeline is constructed as part of the design process, students are more likely to create a product that is within the acceptable limits.

Task 3 - movie

The movie must run for between 40 and 60 seconds before the questions appear. The questions should then stay on screen until the user closes the window. There should not be any credits.

The movie must consist entirely of still images related to the chosen theme.

Students are required to produce an original soundtrack for the movie. It must be suitable for the content and the audience. Sound is often of poor quality when recorded using a digital camera or phone. Students might consider recording and editing the soundtrack separately but it should last the length of the movie. They should take care to ensure that the soundtrack is accurately synchronised with the images.

Students are required to produce a detailed timeline storyboard for the movie.

The questions must appear at the end of the movie and not as a separate link from the main screen. Each question should generate one number or letter in the combination.

As with the animation, students should not underestimate the importance of the timeline storyboard.

The main screen

The main screen is central to the treasure hunt as all other components can be accessed from here.

Students are free to design a suitable screen but it must be clear what links there are and the design should reflect the chosen theme.

It should be easy for players to return to the main screen at each stage of the treasure hunt. Students should ensure that both Task 1 puzzles are accessible.

When creating the main screen, students should ask for feedback on the design but it will not be a useable component at this stage.

The instructions and coding sheet

Students should use the given template but may format it to suit the audience. It must be printable as players will use it to record the characters in the combination. It should not already contain the answers but it should contain the questions and instructions where appropriate, to clarify what the user is required to enter.

The ending

Students may need assistance with this section - ensuring that the two given files are stored within the same folder in the eportfolio and altering the .txt file to match their correct code. This is perfectly acceptable.

The code is case-sensitive so students may wish to decide whether to use capitals or lower case and include this information in the instructions.

Students should not attempt to edit the Flash movie.

Section 5: The eportfolio

The maximum size for the eportfolio is 30 MB.

Any suitable software may be used to construct the eportfolio but it must be viewable using the Moderator's Toolkit.

There must be an easily recognisable home/index page in the main folder. This should include student name and number, centre name and number, SPB name and level. It must also indicate the browser used to test the eportfolio.

Students should ensure that they provide working links to all the specified items of evidence even when the eportfolio is viewed on a standalone machine. If students have access to a standalone computer which only has the Moderator's Toolkit installed then they will also be able to check that their eportfolio conforms to the technical specification.

Students should try to create a showcase for their treasure hunt, incorporating multimedia assets where appropriate. They should, however, avoid inappropriate assets which are not relevant to the audience and purpose.

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. They should introduce evidence with helpful comments.

There is no need to include evidence of testing the eportfolio. It should be possible to infer that testing has occurred and to judge its effectiveness by the quality of the product.

There is a link to an eportfolio checklist showing the evidence that students should include. Additional items should only be added if these are necessary for assessment to be effective. Students should be guided to remove redundant and duplicated work before submission.

Some possible software choices

Movie Maker, Producer, Flash, Matchware Mediator, Adobe Premier Elements, Ulead Video Studio, SWiSHmax, Sothink SWF Quicker, Dreamweaver, Fireworks, Freehand, FrontPage, Photoshop or Photoshop Elements

Dance EJ, Audacity, Magix Music Maker, Garage Band

IClone, Stop Motion Pro, Toon Boom Studio, Tales Animator 2.0 (free), Pivot Stick Figure Animator (Free), Alice 2.2

Notes on animation

There are many ways that you might go about creating your animations and the task can be as easy or difficult as you want to make it, but the principle behind them is the same. An animation is simply a series of still images which are played one after another at a speed which is fast enough to trick the eye into thinking it is a moving image.

A simple example might be an animated .gif image. These are normally quite short in duration, perhaps only a second or two long, so only a small number of individual frames are required. You will have seen examples of these on many websites.

Creating an animation is a three-step process:

- make up your mind what you want to do
- create a good storyboard
- create your animation

You really don't need expensive software or equipment to produce a good animation. You can use timeline-based software or shoot still images using a webcam or digital camera to create the individual frames. You can also create the content for your frames using graphics which are computer-generated, or your own hand drawn artwork which is scanned in. Perhaps you could have a go with some sort of flexible modelling material, such as Plasticine or use figures such as Duplo or Stikfas.

You might also want to consider other software packages that allow you to create frame by frame animations using simple characters in the form of stick figures or 3D characters. This site has some examples:

http://www.stopmotionpro.com/index.php?option=com_content&task=view&id=46&Itemid=73

Here are some other examples created by primary school pupils:

http://www.downs.kent.sch.uk/page_viewer.asp?page=Animations&pid=11

Remember we are **not** looking for the sort of animation that you would include if you were allowing text to spiral onto the screen as part of a presentation. You must **NOT** use presentation software to create the animation.