

Hidden treasure

D202 SPB 0909

SUPPORT NOTES

Issue 2

## Introduction

These notes should be read in conjunction with the Chief Moderator's Report for D202 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 also be found at the end of this document.

The D202 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 on-screen 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 off each item 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 the products as clearly as possible, remembering that moderators will view all evidence on screen.

### Copyright

Students MUST comply with copyright in their products. The review notes require them to 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 which is an issue and explain what would need to be done to comply 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.

It is generally the case that suitable assets can be obtained from primary or copyright-free sources.

### 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 DiDA micro-site. It will be updated when necessary.

### **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 after each session
- completing the project log - students may not have time during the lesson to complete the log so they should be encouraged to comment on the day's activities at home while they are fresh in their minds
- researching appropriate sources of information related to the scenario and products, keeping records of where information was found and how it could be used
- initial design documents for the products 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
- reviewing final products and the eportfolio
- updating the assets table.

### **Who can help?**

Although students must work independently at level 2, this does not mean that they are on their own!

For planning, the emphasis is on the use of the ongoing plan throughout the project. It is better for students to have any help they need to produce an initial workable plan which can be used effectively.

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 when it will be too late to take advantage of any suggestions for improvements. There is no doubt that students who take careful account of feedback from reliable test users improve their chances of higher marks. 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 final review. It is often helpful to gather reviewers' feedback as work is completed but students must take care to record the feedback for later use. 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 one final product, 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

It cannot be emphasised too strongly that students must start out with a workable plan which gives them a clear overview of timings and objectives and allows them to monitor their progress during the project. Teachers should give as much guidance as necessary to achieve this, as benefits can be expected throughout the rest of the project.

As students are reading the SPB, they may find it helpful to write notes on what is required to help them understand what the objectives of the SPB are and what they are required to do. From these notes they will be able to generate their plan. Remind them that if it takes time, it should be in the plan.

Students must give an indication of time for sub-tasks. They will need to estimate this in order to calculate time needed for main tasks and it is often an adjustment of some sub-tasks that needs to be carried out to stay on track. If students are giving times as lessons, e.g., 1 lesson, they must indicate somewhere on their plans how long a lesson is. Students should also build in some contingency time.

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.

Students must agree their initial plan with their teacher before continuing. Teachers should offer feedback at this stage that will enable the student to formulate a workable plan which is easy to view on screen.

The eportfolio checklist indicates that an initial plan should be included as well as a final plan (the result of completing the ongoing plan on a regular basis). Interim plans should only be submitted if they are really needed for clarification.

#### Using the plan

Students are required to make a copy of the initial plan for use throughout the project. They must use a project log to record their progress at the end of each session. This can be achieved by adding comments to a comments column on the ongoing plan. This log will help when carrying out the review at the end of the project and in producing commentaries. Reminders to update the ongoing plan and log appear throughout the brief.

### **Gathering assets**

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

Students should be quite clear about the need to comply with copyright if they use secondary sources.

An assets table is required where students must give details of all assets from both primary and secondary sources. They should be reminded that search engines such as Google or 'The Internet' should not be cited as sources.

It is important that students indicate how they have prepared assets to make them suitable 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**

Students should aim to produce a detailed evaluation of all aspects of the project listed in the review notes document (linked from the review page), avoiding long narratives of what they did and how they did it. They should make specific and valid suggestions for improvement.

Students are expected to incorporate feedback from their teacher and other reviewers. Remember to include feedback from people who make up the target audience. This feedback should be sought once products are finalised and should help to identify improvements that might be made another time. This should not be confused with interim feedback received from test users during development.

Students should be reminded to address any copyright issues.

## Section 4: The Products

### General

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

Students should create a Treasure folder (with sub-folders as required) to store all the components. 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 products are fit for purpose.

It must, of course, be possible to view 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 must endeavour to clearly explain their design decisions.

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.

Students should be encouraged to annotate their designs to help describe their ideas or to show feedback from their peers.

### **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 products and ask suitable questions about them.

Students are not advised to choose themes from TV/films etc as this would most likely cause problems with copyright

### **Treasure hunt overview**

The treasure hunt has three tasks. Each task must be related to the theme and players must answer questions to find part of a combination. At the end, the correct combination 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. All letters must be upper-case.

Task 1 will find three letters and/or numbers. Students may choose the number of questions you ask for Tasks 2 and 3 but the complete combination must consist of ten letters and/or numbers.

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 three puzzles - guess the object, guess the sound and spot the difference(s). Each puzzle should generate one number/letter in the combination.

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

Each of the puzzles must consist 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.

Any suitable software may be used, including presentation software.

### **Task 2 - animation**

This product must be a proper animation which can be viewed using a browser or media player. It must run for 30 to 60 seconds and not include any credits.

**N.B. 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, for example Flash or Java Applets. They should refer to the animation notes in the SPB. These notes are reproduced 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 interactive map.

Students should not underestimate the importance of the timeline storyboard, 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 must appear at the end of the movie and not as a separate link from the map. 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 voiceover for the movie. They must record it themselves but someone else may read the text. 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 voiceover separately but it should last the length of the movie. They should take care to ensure that the voiceover is accurately synchronised with the images.

Students are required to produce a detailed timeline storyboard and a script for the movie. The script could be an integral part of the timeline storyboard. As with the animation, students should not underestimate the importance of the timeline storyboard.

### **The interactive map**

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

Students are free to produce any type of map, with or without roads. It must be clear what links there are and the design must reflect the chosen theme.

The map should clearly show the location of the treasure container.

Hotspots or other visual links should be used to indicate where links will take the user.

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

### **The instructions and coding sheet**

The onscreen instructions must identify the chosen target audience and contain the information listed in the SPB.

The coding sheet must be a printable document. 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.

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.

In order to access higher marks in this strand, students must make the eportfolio a multimedia showcase for their products, incorporating multimedia assets where appropriate. They should, however, avoid inappropriate assets which are not 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, SPB name and level. It must also indicate the browser used to test the eportfolio.

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 produce detailed commentaries contextualising the evidence. The products should be the central focus of the eportfolio and students should aim to draw the moderator's attention to them from the outset.

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 which includes most, if not all, of the items that students should include. 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.

### 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*

## Appendix

### Notes on animation as in the SPB

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](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](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.