**CARIBBEAN EXAMINATIONS COUNCIL**

Caribbean Advanced Proficiency Examination®
**CAPE®**

# DIGITAL MEDIA SYLLABUS

**Effective for examinations from May-June 2014**

# Contents

First issued in 2013


Please check the website www.cxc.org  for updates on CXC's syllabuses.

# Introduction

The Caribbean Advanced Proficiency Examination (CAPE) is designed to provide certification of the academic, vocational and technical achievement of students in the Caribbean who, having completed a minimum of five years of secondary education, wish to further their studies. The examinations address the skills and knowledge acquired by students under a flexible and articulated system where subjects are organised in 1-Unit or 2-Unit courses with each Unit containing three Modules. Subjects examined under CAPE may be studied concurrently or singly.

The Caribbean Examinations Council offers three types of certification. The first is the award of a certificate showing each CAPE Unit completed. The second is the CAPE Diploma, awarded to candidates who have satisfactorily completed at least six Units, including Caribbean Studies. The third is the CAPE Associate Degree, awarded for the satisfactory completion of a prescribed cluster of seven CAPE Units including Caribbean Studies and Communication Studies. For the CAPE Diploma and the CAPE Associate Degree, candidates must complete the cluster of required Units within a maximum period of five years.

Recognised educational institutions presenting candidates for the CAPE Associate Degree in one of the nine categories must, on registering these candidates at the start of the qualifying year, have them confirm, in the required form, the Associate Degree they wish to be awarded. Candidates will not be awarded any possible alternatives for which they did not apply.

# Digital Media Syllabus

♦ **RATIONALE**

The Digital Media area of study encompasses all the domains of learning, namely, cognitive, affective and psychomotor. The field of study covers such topics as the theory and history of digital media, the impact of digital media on society, digital media business and entrepreneurial models and elements and principles of digital design and manipulative or practical skills.

In the Caribbean, knowledge and information are increasingly communicated through digital images and electronic media. The creation and manipulation of digital media serves to disseminate this information and build bridges to the evolving national, regional and international society in the digital era. Digital Media competencies are therefore of great relevance and practical value.  By increasing the cadre of digital media practitioners, such as content creators, animators, web developers, graphic artists and mobile app developers, the region secures the skillsets and knowledge base that are essential to building and sustaining the digital economy in the Caribbean.

The CAPE Digital Media course will facilitate the development of important learning and problem-solving skills, foster creativity, encourage innovation and entrepreneurship, and inculcate a sense of value in students for their own work and respect and regard for the work of others.  This syllabus in Digital Media will contribute to the development of the *Ideal Caribbean Person,* by promoting and encouraging teamwork, collaboration, and the cross-pollination of ideas among students of different ethnic backgrounds, cultures and points of view in the region. The syllabus will also help students to develop intellectually and seeks to refine their critical thinking skills and judgments and the acquisition of skills as defined in the UNESCO Pillars of Learning through research and the making of digital media. These include the responsibilities of learning to know, learning to do, learning to live together, learning to be and learning to transform oneself and society

Students are offered the opportunity to acquire a variety of experiences and skills in the areas of digital media conceptualisation, design and development.  It also fosters interest and enjoyment in the practical application, production and consumption of digital media and seeks to develop informed citizens, competent practitioners and raise the standard of digital media production among students and across industry.

♦ **AIMS**

This syllabus aims to:

1. develop an understanding of basic concepts in digital media;

2. develop an appreciation for the similarities and differences between new media and traditional media;

3. develop an understanding of the historical context of digital communication;

4.      develop an understanding of the digital media environment/ecosystem;

5.      encourage critical reflection on the consequences and ethical implications of new technology on the traditional media as well as cultures, societies, and political systems;

6.      develop an understanding of the opportunities and techniques for creating digital media products and solutions;

7.      develop an appreciation for the role, value and significance of digital media to Caribbean society and regional development;

8.      encourage a culture of innovation, creative thinking and design;

9.      develop an appreciation for digital media tools and platform;

10.    develop an appreciation for the considerations of working in the digital media industry;

11.    develop an understanding of the trends and development in digital media;

12.    encourage the identification and design of relevant digital media solutions that address Caribbean problems and needs;

13.    encourage the use of new software and hardware inventions;

14.    encourage awareness of the entrepreneurial potential in the use of digital media in the pursuit of innovative and entrepreneurial activities.


## ♦ SKILLS AND ABILITIES TO BE ASSESSED

The skills and abilities that students are expected to develop on completion of this syllabus have been grouped under three headings:

(a)     Knowledge and Comprehension;

(b)     Creativity, Innovation and Collaboration;

(c)     Digital Literacy and Communication.


**Knowledge and Comprehension**

The ability to:

(a)     define terms and concepts;

(b)     describe current developments;

(c)     explain the economic, social and cultural impacts;

(d)     explain the entrepreneurial opportunities;

(e)     explain intellectual property protection and compliance;

(f)     describe ethical issues and considerations.

**Creativity, Innovation and Collaboration**

The ability to:

(a)    analyse information;

(b)    utilise process design principles;

(c)    troubleshoot and solve a problem;

(d)    conceptualise an innovative and creative design solution;

(e)    apply digital media marketing models and approaches;

(f)    work with others to realise a product;

(g)    apply pre-production skills and techniques;

(h)    plan and design innovative solutions;

(i)    apply the creative process to solve local problems.


**Digital Literacy and Communication**

The ability to:

(a)    select and use appropriate tools;

(b)    use social media and other digital platforms;

(c)    use appropriate terminology in discussing their discipline;

(d)    use appropriate technology;

(e)    market the products of their work.


♦    **PRE-REQUISITES OF THE SYLLABUS**

Any person who has completed five years of secondary education or its equivalent should normally be able to pursue the course of study defined by the syllabus.

# ♦ STRUCTURE OF THE SYLLABUS

The Digital Media Syllabus consists of two Units of 150 hours, each comprising three Modules of 50 hours each. Each Module is compulsory. Together the two Units provide a comprehensive introduction to the field of Digital Media.

**UNIT 1*:* DIGITAL MEDIA FUNDAMENTALS**

| | | |
|---|---|---|
| Module 1 | - | Understanding Digital Media |
| Module 2 | - | Digital Media Ecosystem |
| Module 3 | - | Creative Solution Design |

**UNIT 2: APPLIED DIGITAL MEDIA**

| | | |
|---|---|---|
| Module 1 | - | Visual and Interactive Design |
| Module 2 | - | Web and Digital Publishing |
| Module 3 | - | Mobile App Development |

# ♦ EQUIPMENT AND SOFTWARE

Candidates must be able to access equipment and materials that provide them with opportunities to participate in activities in a learning environment similar to that of a real digital media work place. In particular, candidates will need access to digital media hardware and software.

**Essential**

1.  Broadband Internet Access.

2.  Computing Device with audio and video capture capability with built-in microphone, camera and external speakers:

    (a)     Desktop Computers (Apple / Windows / Linux)
    (b)     Or Tablets (Apple iOS/Android)
    (c)     Or Smartphone

| AUDIO | VIDEO | SUPPORT ACCESSORIES |
|---|---|---|
| **Minimum Requirement** | **Minimum Requirement** | **Recommended** |
| Portable Audio Recorders – (Mobile Phone, MP3 player or dedicated audio recorder) | Mobile Phone Camera | Portable Storage Devices |
| **Recommended** | **Recommended** | **Recommended** |
| Desktop Speakers | Digital Cameras | Portable Storage Devices |
| Stand-alone Microphones | Camcorders | Multimedia Projectors |
| | Video Cameras | CD and DVD Burners |
| | | Scanners |
| | | Printers |
| **Optional** | **Optional** | **Optional** |
| Audio adapters and connector as necessary | Lighting Kit (Basic) | Tripods |
| Audio Mixers | Portable Green Screen | Microphone Stands |
| | Clapper | |

## Software

These resources can be secured, for example, through appropriate partnership agreements or in-school Bring Your Own Device (BYOD) policies.

| VIDEO EDITING | SOUND EDITING | ANIMATION | GRAPHIC DESIGN |
|---|---|---|---|
| **Free** | **Free** | **Free** | **Free** |
| Blender | Audacity | Blender | Inkscape |
| Windows Movie Maker | Wavepad Sound Editor | Monkeyjam | Pencil |
| iMovie | Powersound | Synfig | GIMP |
| | | Powtoon.com | |
| | | Google Sketchup | |
| | | Pixen | |
| **Commercial** | **Commercial** | **Commercial** | **Commercial** |
| Adobe After Effects | Sound Forge | Adobe Flash | Publisher |
| Apple Final Cut Pro | GoldWave | Autodesk Maya | Sketch |
| Sony Vegas | Adobe Audition | NewTek LightWave 3D | Adobe Illustrator |
| | | | Paint.NET |

| E-BOOKS | PHOTOGRAPHY | MOBILE APP DEVELOPMENT | WEB DEVELOPMENT |
|---|---|---|---|
| **Free** | **Free** | **Free** | **Free** |
| Google Docs | GIMP | PhoneGap | Composer |
| Kindle | Pixlr | Mo Sync | Weebly |
| iAuthor | Photoscape | Widget Sync | Yola |
| MobiPocket Creator | Google Picasa | Whoop | Wix |
| Cute PDF | Live Quartz | AppMakr | Firebug |
| Zinepal | iPhoto | MobileNation | Apatana Studio |
| | Microsoft Photoeditor | SenchaTouch | |
| | | Mobile OS Emulator (Android/iOS/Blackberry) | |
| **Commercial** | **Commercial** | **Commercial** | **Commercial** |
| Adobe InDesign | Adobe Photoshop | GENWI | Adobe Dreamweaver |
| Adobe Acrobat | GIMP | BuidAnApp | Panic Coda |
| | | iBuildApp | |
| | | LiveCodeMobile | |
| | | MobileNation | |

## Additional Online Resources

### Motion Graphics
Motiongraphics.nu
Motionspire.com
Shots.net

### Royalty Free Sound
freesound.org
soundjay.com
soungle.com
royaltyfreemusic.com
audiomicro.com/free-sound-effects

### Royalty Free Video
http://xstockvideo.com/
http://commons.wikimedia.org/wiki/Category:Videos

http://www.footagefirm.com/free-footage
http://www.stockfootageforfree.com
http://www.movietools.info/
http://www.detonationfilms.com/Stock_Directory.html
http://www.vimeo.com/groups/freehd
http://worldclips.tv/
http://www.krishnacreationz.com/

### Royalty Free Digital Images
www.sxc.hu
www.stockvault.net
www.morguefile.com
www.openphoto.net
www.freepixels.com
www.freerangestock.com

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# ♦ UNIT 1:  DIGITAL MEDIA FUNDAMENTALS
## MODULE 1:  UNDERSTANDING DIGITAL MEDIA

**GENERAL OBJECTIVES**

On completion of this Module, students should:

1.    develop an understanding of digital media;

2.    appreciate the impact of digital media on society;

3.    develop an appreciation for the business of digital media;

4.    understand the Open Movement;

5.    appreciate the future of digital media.


**SPECIFIC OBJECTIVES**

Students should be able to:

1.    define terms relating to digital media;

2.    describe the evolution of digital media;

3.    explain the types of digital media;

4.    discuss the importance of Caribbean content creation in the context of digital media;

5.    discuss digital media platforms;

6.    discuss the opportunities and pitfalls of digital media and the Internet;

7.    explain intellectual property, patents and copyright protection as relates to digital media;

8.    discuss the ethical issues associated with the use of digital media;

9.    describe the types of digital media businesses;

10.    explain the Open Movement;

11.    identify digital media tools;

12.    discuss future trends and developments in digital media.

**UNIT 1**
**MODULE 1: UNDERSTANDING DIGITAL MEDIA (cont'd)**


**CONTENT**

**1.    Digital Media Terminologies**

    (a)    Audio, Bandwidth, Broadband.

    (b)    Capture, content integration, convergence, compression.

    (c)    Digital Media, digital rights management, download media.

    (d)    Frame, GIF, HDTV, HTML, hypermedia, hypertext, IP, JPEG, linear editing.

    (e)    Media, multicasting, new media, pixels, stream, vector graphics, webcast, XML.


**2.    Evolution of Digital Media**

    (a)    History and timeline – (transition from analog to digital media).

    (b)    Web 1.0 to Web 2.0: (transition from static hyperlinks to interactive web applications and services).

    (c)    Emergence of Broadband, Mobile and Social Media (smartphones, tablets and other wireless devices integrating social, data analysis and applications).

    (d)    Affordability and access (impact of increasing Internet access and lower cost computing devices).


**3.    Types of Digital Media**

    (a)    Definition- a form of electronic media where data are stored in digital (as opposed to analog) form.

    (b)    Examples of Digital Media:

        (i)     Digital Art- computer generated graphics, digital paintings, hybrid, digitised artwork, 2D versus 3D art;

        (ii)    Digital Audio- digital music, ringtones, sound effects;

        (iii)   Animation- stop motion animation, motion graphics, animated logo design, animated advertisements, animatics / pre-visualisation, storyboarding, 3D product design, modeling, character design;

(iv)     Mobile Apps- mobile games, reference, multimedia, utilities, productivity, social;

(v)      Mobile phone versus tablet apps;

(vi)     Digital Video- capture, editing, production;

(vii)    Digital Photography (Capture / Production) - capture, editing, production;

(viii)   EBooks- production tools, distribution platforms for electronic books;

(ix)     Websites- design, development, management.


4.      **Caribbean Content Creation in the Context of Digital Media**

(a)      Opportunities to meet local needs.

(b)      Create global opportunities.


5.      **Digital Media Platforms  (DMP)**

Definition - A digitised platform for media delivery of video, audio and/or data to multiple networks, such as Telco, cable, satellite, digital terrestrial broadcasting and the Internet.


6.      **Opportunities and Pitfalls of Digital Media and the Internet**

(a)      The opportunities - connections, branding, value added, follow up, communities, dynamic discussions, productive enhancing.

(b)      The pitfalls - permanent records, material discovery, ethical issues, confused text, time consuming, social issues.


7.      **Intellectual Property, Patents, Copyrights**

(a)      The reasons for and importance of intellectual property, patents and copyrights.

(b)      What do intellectual property, patents and copyrights protect?

(c)      Penalties for infringement of intellectual property, patents, copyrights.

(d)      Process involved in copyrighting and patenting one's work.

(e)      Authorised use of copyrighted material.

8.      **Ethical Issues Relating to Digital Media**

(a)      Cybercrimes.

(b)      Plagiarism.

(c)      What is right or wrong about individuals' actions when dealing with digital media for example:

(i)      downloading software that is too costly to purchase from file sharing networks;

(ii)      making copies of a borrowed CD or rented DVD before returning it;

(iii)      stripping DRM restrictions from downloaded media to make an unprotected copy.

9.      **Types of Digital Media Businesses**

(a)      Advertising Agencies - digital art, digital audio, animation, digital videos (capture/ production), digital photography (capture/production).

(b)      Effects Factories (Sound or Video) - digital audio.

(c)      Music Production Studios - digital audio.

(d)      Animation Firms - digital art, digital audio, animation, digital videos (capture/ production), digital photography (capture/production).

(e)      Mobile App Development - digital art, digital audio, animation, digital videos (capture/production), digital photography (capture/production), mobile apps, websites.

(f)      Media Houses - digital videos (capture/production), digital photography (capture/ production).

(g)      Gaming - digital art, digital audio, animation, mobile apps, digital videos (capture/ production), digital photography (capture/production).

(h)      Publishing Houses - electronic books, digital art, digital audio, animation, digital videos (capture/production), digital photography (capture/production), websites.

(i)     Website Development Firms: Websites, Digital Art, Animation, Digital Videos (Capture / Production), Digital Photography (Capture/Production).

(j)     Education Support Services: Digital Art, Digital Audio, Animation, Mobile Apps, Digital Videos (Capture/Production), Digital Photography (Capture/Production), Electronic Books, Websites.

(k)     Interactive Media Firms: Digital Art, Digital Audio, Animation, Mobile Apps, Digital Videos (Capture/Production), Digital Photography (Capture/Production), Electronic Books, Websites.

(l)     Training Firms.

10.    **The Open Movement Philosophy**

(a)     Open Source.

(b)     Open Data.

(c)     Open Educational Resources (OER).

(d)     Open Source versus Public Domain.

(e)     Creative Commons Licensing.

11.    **Digital Media Tools**

(a)     Open Source, Free and Internet Based Digital Media Tools (Audio Editing – Audacity, Wavepad, Wavosaur, Ardour.

(b)     Photo Editing – Pixlr, Picasa, Picnik; Video Editing – Moviemaker, Cinefix; MovieStorm, StoryBoard Pro.

(c)     Audio Slide Show – Photo Story, Animoto, Photo Peach.

12.    **Future Trends and Development**

(a)     Characteristics:

(i)      Greater accessibility;

(ii)     Affordability;

    (iii)  Pervasiveness of technology;

    (iv)  Increasing/decreasing adoption.

**Suggested Teaching and Learning Activities**

To facilitate students' attainment of the objectives in this Module, teachers are advised to engage students in the following teaching and learning activities.

1.  Have students develop the Digital Media timeline and make presentation to class with graphical images showing the evolution of the digital media devices.

2.  Invite local experts in the field of Digital Media to conduct forums with students.  Students would be given the opportunity to appreciate the role of digital media and the importance of local content at the national level and in the wider Caribbean context.

3.  Encourage students to discuss the social, political, economic, legal and cultural activities in their local and national context as well as in the wider Caribbean context.

4.  Teachers should have students compare and contrast traditional media with new media.

**RESOURCES**

Yue-Ling, Wong    *Digital Media Primer*.   United  Kingdom: Pearson Education, 2008.

Yue-Ling, Wong    *Instructor Resources to accompany Digital Media Primer:*   United States: Prentice Hall, Online, 2009.

**Websites**

- http://www.itvdictionary.com/definitions/digital_media_platform_dmp_definition.html
- http://www.brandchannel.com/images/papers/530_iconect_wp_social_media_legal_0911.pdf
- http://www.wipo.int/about-ip/en/
- http://www.zdnet.com/blog/bott/where-do-you-stand-on-digital-media-ethics/314
- http://www.zdnet.com/blog/bott/where-do-you-stand-on-digital-media-ethics/314

**UNIT 1**
**MODULE 2: THE DIGITAL MEDIA ECOSYSTEM**

**GENERAL OBJECTIVES**

On completion of this Module, students should:

1.    develop an understanding of the digital media environment;

2.    appreciate the characteristics of working in the digital media industry;

3.    develop the basic skill set to enter the digital media industry;

4.    develop an understanding of the entrepreneurial opportunities in the digital media industry.

**SPECIFIC OBJECTIVES**

Students should be able to:

1.    discuss the characteristics of a digital user (native and immigrants);

2.    discuss the characteristics of the digital media environment;

3.    explain the key aspects of the digital media value chain;

4.    discuss the characteristics of the modern work environment;

5.    discuss the challenges and opportunities in the digital media industry (regional/global);

6.    evaluate project funding opportunities available for digital content creators;

7.    discuss the skills that support employment and entrepreneurship in the digital media industry;

8.    apply the process of concept formulation to the development of digital media content;

9.    present project proposals.

**CONTENT**

**1.    Characteristics of Digital Users**

(a)    Digital native (beliefs, attitudes, practices).

(b)    Digital immigrant (beliefs, attitudes, practices).

(c)    Rights and needs of the digital generation.

**2.** **Explain the Concept of Digital Media Ecosystem**

    (a)      Definition and scope of digital media ecosystem.

    (b)      Types of media in the digital media ecosystem, for example, reading, gaming, mobile.

    (c)      Major players in the digital media industry.

**3.** **The Key Aspects of the Digital Media Value Chain (Digital Value Chain)**

    (a)      Key aspects of the value chain.

    (b)      Stakeholders in the value chain (producer to end-user).

**4.** **Characteristics of the Modern Work Environment**

    (a)      Globalisation; rate of technological advancement.

    (b)      Work models – telecommuting, virtual work, micro work phenomenon.

**5.** **Challenges and Opportunities In The Digital Media Industry (Regional/Global)**

Analysis of the environment (political, economic, social and technological).

**6.** **Project Funding Opportunities**

    (a)      Types of funding (debt and equity).

    (b)      Sources of funding (Debt: Lending institutions and Equity: Crowd funding, Angels, Venture Capitalists, Investors).

    (c)      Project Proposal writing.

    (d)      Project pitching.

**7.** **Skills Needed to Enhance Employability and Entrepreneurial Skills**

    (a)      Continuous learning.

    (b)      Developing a portfolio.

    (c)      Marketing ideas.

**UNIT 1**
**MODULE 2: THE DIGITAL MEDIA ECOSYSTEM (cont'd)**

8.      **Process of Concept Formulation**

        Idea generation (brainstorming; free writing; word association, mind-mapping).

9.      **Complete Presentations**

        (a)     Effective oral presentation skills.

        (b)     Preparation and use of visual aids for presentations.

**Suggested Teaching and Learning Activities**

To facilitate students' attainment of the objectives in this Module, teachers are advised to engage students in the following teaching and learning activities.

1.      Develop a research paper that provides an overview of the social, economic and political characteristics of the DM industry, the processes, characteristics of the users and the working opportunities available to digital media practitioners.

2.      Place students in groups to brainstorm and develop ideas for varying digital media projects using brainstorming tools (for example, word association, sketching, and free writing).

3.      Create an interview setting.  Arrange for students to deliver an oral pitch that outlines their ideas. Pitches should be done with the support of visual props (for example, PowerPoint presentation, white board, flip chart).  Students should be encouraged to provide constructive feedback on each other's presentations to enhance their inquiry skills.

**RESOURCES**

Palfrey, John and Gasser, Urs       *Born Digital: Understanding the First Generation of Digital Natives*, New York: Basic Books, 2008.

Savage, T. M. and Vogel, K. E.       *Introduction to Digital Media*, Ontario:   Jones and Bartlett Publishers, 2009.

**Websites**

Generating ideas through practice - Drawing, sketching and designing (16/19)
http://www.youtube.com/watch?v=7wDXy4J2wfs)

3 Elements for a Perfect Elevator Pitch
(http://www.youtube.com/watch?v=glrgMC0o2UI&feature=related)

**UNIT 1**
**MODULE 3:  CREATIVE SOLUTION DESIGN**


**GENERAL OBJECTIVES**

On completion of this Module, students should be able to:

1.      understand the creative process - from idea to implementation;

2.      appreciate the role and importance of the creative process in solution design;

3.      develop the ability to plan and design creative solutions;

4.      demonstrate the ability to implement solutions using digital content creation tools.


**SPECIFIC OBJECTIVES**

Students should be able to:

1.      explain the concept of the creative process;

2.      describe the steps of the creative process;

3.      identify different ways of implementing the creative process;

4.      explain the concept of ideation;

5.      apply the creative process to solve local problems;

6.      apply pre-production skills and techniques;

7.      evaluate the utility of different digital media tools;

8.      communicate in the digital age;

9.      apply skills and techniques using image, audio and video.

**UNIT 1**
**MODULE 3:  CREATIVE SOLUTION DESIGN (cont'd)**

**CONTENT**

1.      **Definition of the Creative Process.**

2.      **Describe the Steps of the Creative Process**

(a)      Acceptance.

(b)      Analysis.

(c)      Definition.

(d)      Ideation.

(e)      Selection.

(f)      Implementation.

(g)      Evaluation (initiate, create, develop, implement).

3.      **Methods of Implementing the Creative Process**

Linear, cyclic, stepped with intermediate feedback loops and as a branched network.

4.      **Definition of the Term Ideation (as related to digital media)**

5.      **Application of the Creative Process to Local Problems – Global Solutions**

(a)      The seven phases of the creative process to local problems to arrive at a solution (global).

(b)      Creative solutions to the problems through the use of new hardware and software inventions (the user is sometimes right –designing for future needs).

(c)      Implementation.

6.      **Pre-Production Skills and Techniques to Possible Solution**

(a)      The role of pre –production in creating digital media.

(b)      Core elements of pre-production - resources (money, time, resource personnel, facilities, location), clearances, copyright (intellectual property), codes of practice and regulations and health and safety).

**UNIT 1**
**MODULE 3:  CREATIVE SOLUTION DESIGN (cont'd)**

(c)   Factors affecting creation of digital media content – rule of thirds, lighting, composition, psychology of colours.

**7.    Digital Media Tools**

(a)    Definition of digital media tools

(b)    Identification of tools (as identified in Unit 1 Module 1).

(c)    Uses of tools.

**8.    Communicating in The Digital Age**

(a)    Different methods of communication (for example, email, wikis, blogs, live streaming).

(b)    Integration of techniques to capture and share digitally (for example cloud computing).

**9.    Skills and Techniques Using Image, Audio and Video Manipulation**

(a)    Software using images (audio and video) to tell a story.

(b)    The final product should be exported in a format that can be used across platforms, for example, a computer.

**Suggested Teaching and Learning Activities**

To facilitate students' attainment of the objectives in this Module, teachers are advised to engage students in the following teaching and learning activities**.**

1.    Students should be provided with problems for which there are possible solutions. The students are then required to design a 'creative' digital solution. For example, students can be asked to capture a school's event (sports day).

2.    Students should be provided with a number of items and they must choose the most appropriate mode of communication.

3.    Students should be given content, example pictures, for which they will choose the most appropriate tool, both hardware and software, to create, edit and present.

4.    Invite resource persons with the relevant expertise to demonstrate how digital content can be created, or request a field trip to the resource person's work site so that students can be exposed to the process in a real world environment.

**UNIT 1**
**MODULE 3: CREATIVE SOLUTION DESIGN (cont'd)**


**RESOURCES**

Skype
Google hangout
Face-time
Audacity
Adobe Photoshop
Microsoft Publisher
GIMP

- http://picasa.google.com/
- http://www.picnik.com/
- http://www.wordle.net/
- http://www.youtube.com/editor

♦ **UNIT 2:  APPLIED DIGITAL MEDIA**
**MODULE 1:  VISUAL AND INTERACTIVE DESIGN**

**GENERAL OBJECTIVES**

On completion of this Module, students should:

1.      understand digital principles;

2.      apply multiple design options to create innovative ideas;

3.      understand the principles of design and colour and apply them to creative ideas;

4.      appreciate the pipeline process to conceptualise an idea;

5.      demonstrate a working knowledge of trends and developments in visual and interactive design.

**SPECIFIC OBJECTIVES**

Students should be able to:

1.      generate ideas based on design principles;

2.      apply design principles to the creation of a digital media product;

3.      discuss the impact and motivations for indigenous digital products;

4.      analyse examples of digital media solutions;

5.      select appropriate formats and platforms as it relates to digital media;

6.      integrate basic video and sound editing principles in design;

7.      apply basics of 2D and 3D animation;

8.      collaborate using interactive digital media;

9.      apply current industry practices to create a promotional campaign;

10.     discuss trends and developments in visual and interactive design.

**UNIT 2**
**MODULE 1:  VISUAL AND INTERACTIVE DESIGN (cont'd)**


**CONTENT**

1.   **Design Principles**

   (a)   Colour Theories, Harmony Rules, Tints, Shades, Gradients, Colour Mixing, New Colour Creation.

   (b)   Rules of composition, rule of thirds or the golden section/rectangle.

   (c)   Point of interest, the prominence of the subject.

   (d)   Composition, perspective, angles, lighting, repetition, proximity, white space, balance, and contrast.

   (e)   Visual impacts of specific colour combinations using a digital format.


2.   **Creation of a Digital Media product (Pre-Production Principles)**

   (a)   Planning designs, rough sketches, storyboards.

   (b)   Production schedule/planning and brainstorming processes.


3.   **Impact and motivations for indigenous digital products**

   (a)   Meaning of culture in evolving technology.

   (b)   Screening/critique and observation.

   (c)   Case studies – Santana T&T, Hama Films Mitzi and Howard Allen, UTT Crab Catcher Game, Jamaica Cabbie Chronicle.


4.   **Digital Media Solutions**

   (a)   Target audience/market; design, purpose.

   (b)   Setting timelines; content delivery.

   (c)   Product/Idea evaluation.

**UNIT 2**
**MODULE 1: VISUAL AND INTERACTIVE DESIGN (cont'd)**

5.      **Digital Media Platforms and Formats**

        (a)      Different digital platforms.

        (b)      Formats: selecting appropriate formats, distinguishing between formats, when to use which format, how they work, how they differ.

        (c)      Importing and exporting data for different uses.

        (d)      Cross-platform compatibility.


6.      **Audio and Video Principles**

        (a)      Basic application of image manipulation, editing and compositing.

        (b)      Sound editing: record, manipulate, work with multiple tracks, export in various formats (mp3, wav, ogg).

        (c)      Video: capture video with a recording device (camera, cell, tablet), mounted devices (for example, with a tripod or stabilization), recording sound for video (indoor, outdoor considerations), edit video, add transitions and basic effects, lighting and light sources, export in different formats (mv4, avi, mpeg).


7.      **2D and 3D Concepts**

        (a)      2D Principles; bouncing ball exercise (keyframing, timing, spacing, squash and stretch), interpolation/tweening.

        (b)      3D Modeling; bouncing ball exercise (keyframing, timing, spacing, squash and stretch), character animation (ability to create a basic walk cycle), interpolation/tweening.


8.      **Interactive Digital Media**

        (a)      Electronic communities.

        (b)      Communication at a distance.

        (c)      Using technology to participate in self-directed and collaborative activities.


9.      **Industry Practices For Promotional Campaigns**

        Social networking, Internet, blogs, text messaging, guerrilla campaigns, viral marketing.

**UNIT 2**
**MODULE 1:  VISUAL AND INTERACTIVE DESIGN (cont'd)**

10.    **Trends and Developments in Visual and Interactive Design**

    (a)    Commoditisation.

    (b)    Pervasiveness of technology.

    (c)    Affordability.

    (d)    Accessibility.

    (e)    Adoption.

    (f)    Empowerment.

**Suggested Teaching and Learning Activities**

To facilitate students' attainment of the objectives in this Module, teachers are advised to engage students in the following teaching and learning activities.

1.    Create a brainstorming chart of five concepts for a digital media product following the guidelines provided (5 minutes).

2.    Create a draft design for a character or product based on your own cultural, personal interest.

3.    Design a character for a game/book/comic/animation using colour theory to indicate if it is a villain or hero.

4.    Create a basic 3 Dimensional shape using basic polygons and apply a simple texture to its surface.

5.    Design a 2 Dimensional environment for a storyboard frame applying rules of composition, rule of thirds or the golden section/rectangle.

**RESOURCES**

Williams, Richard         *The Animator's Survival Kit: A Manual of Methods, Principles and Formulas for Classical, Computer, Games, Stop Motion and Internet Animators:* United Kingdom: Faber and Faber, 2002.

CABBIE CHRONICLES -     http://www.youtube.com/watch?v=4a5DFSbSP9U
SANTANA –         http://www.youtube.com/watch?v=mkoBWYLEUr0
RICHARD WILLIAMS –     The Animator's Survival Kit, Expanded Edition:

- http://picasa.google.com/
- http://www.picnik.com/
- http://www.wordle.net/
- http://www.youtube.com/editor

**UNIT 2**
**MODULE 2:  WEB AND DIGITAL PUBLISHING**


**GENERAL OBJECTIVES**

On completion of this Module, students should:

1.      develop an understanding of digital publishing platforms and tools;

2.      appreciate the considerations associated with digital publishing;

3.      create a layout for digital content creation;

4.      develop content appropriate for digital publishing in the Caribbean context;

5.      develop awareness of current and future trends in digital publishing.


**SPECIFIC OBJECTIVES**

Students should be able to:

1.      explain digital publishing and Internet terminology;

2.      generate content ideas for digital publishing;

3.      create content for publishing online;

4.      apply tools and techniques for digital content development;

5.      create website(s);

6.      evaluate digital publishing platforms and websites;

7.      discuss online publishing tools;

8.      describe content management tools and techniques;

9.      discuss developments and trends in digital publishing.

**CONTENT**

1.     **Digital Publishing and Internet Terms**

   (a)     Digital publishing platforms (for example, Amazon, Nook, Google, Kobo, CMS platforms, interactive e-book, ePub, ISBN, metadata).

   (b)     Brief history of the Internet and the digital revolution (history, developments, technology, accessibility, MMOG).

2.     **Authoring Digital Content**

   (a)     Digital Media writing techniques (for example, writing for blogs, podcast, video, audio slideshow).

   (b)     Conceptualisations, storyboards, scripts, creativity within a Caribbean perspective.

   (c)     Copyright laws and ethical standards of digital content creation and use in the Caribbean and globally (plagiarism, cybercrimes).

3.     **Content Development**

   (a)     Brainstorming.

   (b)     Content checklist.

4.     **Tools and Techniques**

   (a)     Cameras (cellular, handheld, mounted, tablets); shooting video/audio/images for the web, rule of thirds, composition, depth, angles.

   (b)     Software (open/industry standard can be used).

   (c)     Best practices for basic photo, audio, video editing techniques to create a product for the web (adding text to image, changing backgrounds, working with multiple audio tracks, breadcrumbs, creating podcasts).

5.     **Website Building (Elements of Design)**

   (a)     Fundamentals: HTML hyperlinking lists. CSS embedding multimedia components, and external widgets, background colour, print versus screen resolution.

   (b)     Website structure, wireframes and mock-ups.

(c)     Page Design and Layout: Contrast, layout, text, link, graphics, usability, user-friendly, three-click approach.

6.     **Digital Publishing Platforms**

(a)     Characteristics: Strategic technology investments, growth in digital products, realistic expectations, leadership in digital publishing.

(b)     Site analytics, Evaluation of websites (accuracy, authority, usability, accessibility, satisfaction, purpose, "trunk test").

7.     **Online Publishing Tools**

(a)     Hosted (free or paid).

(b)     Creating online spaces (for example, wiki, blog, social networking tools).

8.     **Web Content Management (WCM)**

(a)     Content management systems and tools (open source software, proprietary.

(b)     Self-hosted, third party hosted.

(c)     Definition.

(d)     Classifications.

9.     **Tracking new trends and developments in web publishing**

(a)     Commoditisation.

(b)     Pervasiveness of technology.

(c)     Affordability.

(d)     Accessibility.

(e)     Adoption.

(f)     Empowerment.

**UNIT 2**
**MODULE 2: WEB AND DIGITAL PUBLISHING (cont'd)**

**Suggested Teaching and Learning Activities**

To facilitate students' attainment of the objectives in this Module, teachers are advised to engage students in the following teaching and learning activities.

1. Engage in publishing e-magazines/e-books as a group/individual assignment.

2. Students can keep blogs and be encouraged to comment on each other's blog.

3. Students can be encouraged to build their own portfolio website consisting of multiple sections (home page and others). On these pages all published materials should be linked.

**RESOURCES**

Castro, E.            *From InDesign,* United States: Cookwood Press, 2012.

Felke-Morris, T.       *Basics of Web Design*, Reading, MA: Addison-Wesley, 2012.

Kasdorf, W.          *The Columbia Guide to Digital Publishing,* New York: Columbia University Press, 2003.

Krug, S.             *Don't Make Me Think: A Common Sense Approach To Web Usability*, San Francisco: New Riders Publishing, 2006.

**Software**

Notepad, MS Word, Kompozer, Amaya, Open BEXI HTML Builder, GIMP, Open Office Draw, Filezilla, Firebug, iBooks, Adobe Creative Suite including Adobe Dreamweaver, Windows Movie Maker, iMovie, Audacity, wordpress.com, blogger.com, ELXIS

**Website**

www.digitalbookworld.com

**UNIT 2**
**MODULE 3: MOBILE APP DEVELOPMENT**


**GENERAL OBJECTIVES**

On completion of this Module, students should:

1.      understand the components of the mobile ecosystem;

2.      appreciate the importance of mobile content in the Caribbean context;

3.      understand the processes of developing mobile apps;

4.      understand approaches to mobile development strategies;

5.      understand mobile app revenue generation models;

6.      understand the considerations associated with marketing mobile apps;

7.      develop awareness of current and future trends and how they affect the Caribbean mobile ecosystem.


**SPECIFIC OBJECTIVES**

Students should be able to:

1.      discuss the relationships within the mobile ecosystem;

2.      distinguish between the various mobile operating systems platforms and devices;

3.      contrast the global context of the mobile ecosystem to the Caribbean context;

4.      examine the benefits of developing applications to address local needs;

5.      describe the characteristics of the mobile user experience;

6.      apply tools and techniques required to create a mobile application;

7.      describe approaches to marketing and distributing mobile applications;

8.      discuss revenue models associated with mobile applications;

9.      describe how new developments and trends will impact the future of the mobile ecosystem.

**UNIT 2:**
**MODULE 3: MOBILE APP DEVELOPMENT (cont'd)**


**CONTENT**

**1.      Mobile Ecosystem**

   (a)      Content, infrastructure, devices and users within the mobile ecosystem.

   (b)      Carriers, consumers, enabling environment (for example, policy, developers).


**2.      Mobile Operating Systems, Platforms and Devices**

   (a)      Operating systems and platforms: (for example, iOS, Android, Blackberry).

   (b)      Devices: smart phones, feature phones, tablets.


**3.      Caribbean Context versus International Context**

   (a)      Regional and international statistics.

   (b)      Social and economic impact.

   (c)      Applications of mobile technology.

   (d)      Content consumption versus content production.

   (e)      Mobile and broadband Infrastructure.


**4.      Examples of Local Apps**

   (a)      Examples of local apps with global appeal (for example, bus schedules, restaurant reviews, hotels rankings, popular destinations).

   (b)      Social and cultural linkages – entertainment, news, history, culture.


**5.      Characteristics of the Mobile User Experience**

   (a)      Screen-size.

   (b)      Bandwidth.

   (c)      Portability.

   (d)      Processing power.

**6.     Tools and Techniques to Create a Mobile Application**

(a)     Conceptualisation.

(b)     Wire framing and prototyping.

(c)     Overview of available tools (for example android SDK, iOS SDK, Blackberry SDK, online app builders and online mobile app development resources).

**7.     Marketing and Distributing Mobile Applications**

(a)     The process of adding and downloading apps.

(b)     Approaches to approval and monitoring of app submissions.

**8.     Revenue Models and Apps for the Public Good**

(a)     Commercial.

(b)     Freemium.

(c)     In-app purchasing.

(d)     Civic apps and apps for the public good (for example, disaster preparedness, health and safety).

**9.     Tracking New Developments and Trends of the Mobile Ecosystem**

(a)     Proliferation of high speed networks.

(b)     Commoditisation of hardware.

**UNIT 2:**
**MODULE 3:  MOBILE APP DEVELOPMENT (cont'd)**


**Suggested Teaching and Learning Activities**

To facilitate students' attainment of the objectives in this Module, teachers are advised to engage students in the following teaching and learning activities.

1.      Engage students in creation of mobile applications as a group/individual assignment, by applying appropriate tools and techniques.

2.      Students can be encouraged to choose the best approach to market and distribute a mobile application.

 3.      Teachers should identify some new trends and have students discuss how it will impact the future of mobile application.


**RESOURCES**

Mobile developers guide to the galaxy

http://www.enough.de/fileadmin/uploads/dev_guide_pdfs/Guide_11thEdition_WEB-1.pdf
or

https://dl.dropbox.com/u/1004432/cxcdigitalmedia/Guide_11thEdition_WEB-1.pdf

# ♦ OUTLINE OF ASSESSMENT

Each Unit of the syllabus will be assessed separately.

**EXTERNAL ASSESSMENT**                                                    **(40 per cent)**

| **Paper 01** (1 hour 30 minutes) | This paper consists of forty-five multiple-choice questions with fifteen questions on each of the three Modules. | **(20 per cent)** |
|---|---|---|
| **Paper 02** (2 hours 45 minutes) | This paper consists of one question/task/project covering all the three Modules. | **(20 per cent)** |

**SCHOOL-BASED ASSESSMENT**                                                **(60 per cent)**

The School-Based Assessment for each Unit will be compulsory.

For Unit 1, students will be required to prepare a proposal based on an identified digital problem or idea and use it to create a digital solution to the problem. This will require the maintenance of a portfolio on the series of tasks performed leading to the final solution.

For Unit 2, students will be required to execute a series of practical digital tasks leading to the production of tangible digital products. A portfolio of the roadmap leading to this outcome will be kept by the student.

For both Units, digital outputs will be uploaded periodically onto an identifiable electronic submission facility (for example, Dropbox or Google Docs) created by the school and maintained at the school level.

The SBA will be designated as a project.

**MODERATION OF SCHOOL-BASED ASSESSMENT**

A sample of the tasks performed in class and the outputs kept on the local electronic submission facility will be requested by CXC for moderation purposes. These samples will be moderated by CXC Examiners. The marks assigned by the classroom teacher may therefore be adjusted to bring them in alignment with CXC's standards. The Examiner's comments will be sent to schools.

Copies of students' projects that are not submitted to CXC must be retained by the school until three months after publication of the examination results by CXC.

**ASSESSMENT DETAILS**

**Assessment for each Unit**                                        **40 Per Cent of Total Assessment**

External Assessment will be by electronic delivery for both Paper 01 – Multiple Choice and Paper 02 – Practical tasks.

**Paper 01 (1 hour 30 minutes - 20 per cent of total assessment)**

1. **Composition of the paper**

   The paper will consist of forty-five multiple-choice questions, fifteen each from each Module. All questions will be compulsory.

2. **Syllabus coverage**

   Knowledge of the entire syllabus will be required

3. **Question type**

   The questions will cover cognitive abilities including, but not limited to comprehension, application and analysis.

4. **Mark allocation**

   (a) One mark will be assigned for each multiple-choice question.

   (b) The total number of marks available for this paper is 45 which will be weighted to 90.

   (c) Paper 01 will contribute 20 per cent to the candidate's final grade.

5. **Electronic Devices**

   Only those devices specified in the examination equipment list on page 34 may be used during the examination. The candidates' private electronic devices must be disabled.

6. **Examination environment**

   The examination should be held in a controlled environment. Computers screens should be covered with privacy filter screens. Candidates will not be allowed Internet access during the examination. Machines must be cleared of all material that may compromise the examination.

**Paper 02 (2 hours 45 minutes – 20 per cent of the total assessment)**

1.      **Composition of paper**

This paper consists of one question comprising topics from all three Modules of the Unit
All tasks are compulsory.

2.      **Syllabus Coverage**

Knowledge of the entire Unit will be required.

3.      **Question Type**

The question requires performance of a series of practical activities including planning, scanning, photographing, digitizing, editing, format conversion.

Questions will describe activities to be performed and may include digital content which may need to be manipulated.

4.      **Mark Allocation**

For each Unit the question will be worth 45 marks. The total marks will be divided equally (15 marks each) across the three Modules.

5.      **Examination Equipment List**

| Unit 1 | Unit 2 |
|---|---|
| Computer | Computer |
| Privacy Filter Screen | Privacy Filter Screen |
| Headphones | Headphones |
| Simple Video Creation software (Picasa, Windows Movie Maker, iMovie, Openshot or equivalent) | Scanner or Camera for every 5 candidates |
| Photo editing software (Picasa, GIMP, Adobe Photoshop, Pixelmator or equivalent) | Drawing Pencils |
| Audio edition software (Audacity, Adobe Audition or equivalent) | Ream of letter size plain white paper sheets (for sketching and brainstorming) |
|  | Black Markers |
|  | Vector editing software (Inkscape, Adobe Illustrator or equivalent) |
|  | Image manipulation software (GIMP, Paint.NET, Adobe Photoshop, Pixelmator or equivalent) |
|  | A way to export to PDF |
| **NO INTERNET CONNECTIVITY WILL BE ALLOWED DURING THE EXAM** | |

## 6. Digital Delivery of question paper

(a) Paper 02 will be delivered to all centres on a password protected thumb-drive.

(b) The password for the thumb-drive will be securely delivered to the invigilator.

(c) The invigilator will release this password to a designated technical officer no sooner than one (1) hour prior to the commencement of the examination.

(d) The Technical Officer can be the subject teacher.

(e) The Technical Officer will distribute the instructions and assets required to complete the examination to each candidate's computer. See diagram below.
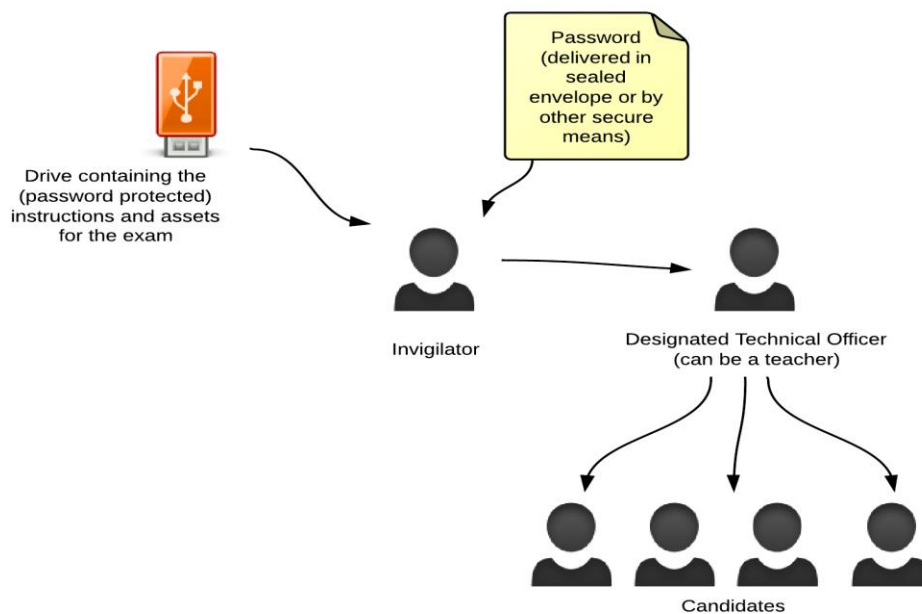


*Designated Technical Officer (Can be the Subject Teacher)*

## 7.    Submission Requirements and Procedure

(a)    A computer (minimum processor, memory requirements and available harddrive space: 4GB RAM/1GHz processor/40GB) must be assigned to each student, in order for their examination to be completed.

(b)    Candidates should NOT have access to the Internet for this paper.    All communication should be disabled, including any internal network.

(c)    Supporting sketches or other non-digital artifacts should be digitized and added to the candidate's submission folder.

(d)    All candidates, upon completion of Paper 02, must place all documents into a folder, compress that folder (using zip format) and name the compressed file with their candidate number only.

(e)    Internet access is needed only when the examination is completed and all examination materials are submitted, by the technical officer, directly to the CXC provided submission facility.

8.    The Technical Officer will submit a digital copy of all candidates' compressed folders to CXC electronic submission facility, from which the officer will receive a receipt.

9.    The Technical Officer will submit the thumb-drive with all candidates' folders to the invigilators.
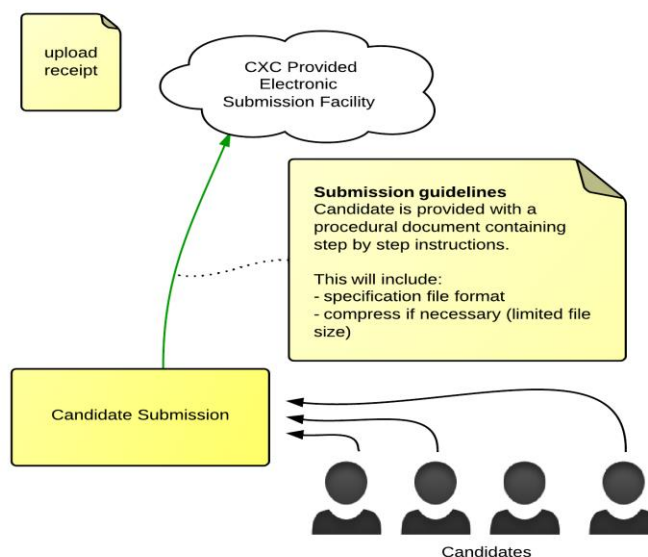


*Candidates' work submission diagram at the end of the examination*

**CONTINGENCY SUBMISSION PROCEDURE (WHERE THERE IS NO INTERNET CONNECTIVITY AT THE END OF THE EXAMINATION)**

**If there is a concern about reliable Internet access** the centre may opt to use a "contingency" machine and software recommended by CXC to create and print an offline receipt of the candidate's examination submission.  That receipt should eventually be submitted to the CXC electronic submission facility and the thumb-drive submitted to the invigilator.

1.      The centre should designate a machine as the "contingency" machine.

2.      One computer should be assigned as a server computer in a network with all the candidates' computers. Students should submit their final work to the server.  If the school does not have a network, then the Technical Officer should physically collect all candidates' work from their individual computers on a thumb-drive to be provided by the centre/school.

3.      The size of the thumb-drive will vary depending on the number of candidates at each school. For every 30 candidates, 1 GB of digital space will be required. See diagram below.
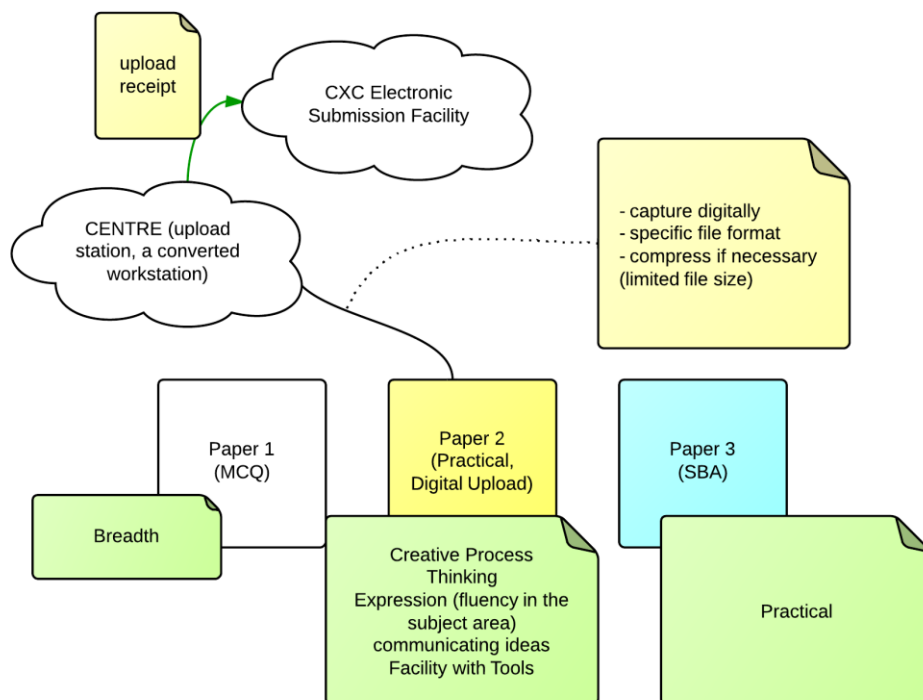


*Contingency Submission Procedure*

**School-Based Assessment – (60 per cent of Total Assessment)**

School-Based Assessment is an integral part of the students' assessment of the course of study covered by this syllabus. It is intended to assist the students in acquiring certain knowledge, skills and attitudes that are associated with the subject. The activities for the School-Based Assessment are linked to the syllabus and should form part of the learning activities to enable the students to achieve the objectives of the syllabus.

During the course of study for the subject, students obtain marks for the competence they develop and demonstrate in undertaking their School-Based Assessment assignments. These marks contribute to the final marks and grades that are awarded to the students for their performance in the examination.

The guidelines provided in this syllabus for selecting appropriate tasks are intended to assist teachers and students in selecting assignments that are valid for the purpose of School-Based Assessment. The guidelines provided for the assessment of these assignments are also intended to assist teachers in awarding marks that are reliable estimates of the achievements of students in the School-Based Assessment component of the course. In order to ensure that the scores awarded are in line with the CXC standards, the Council undertakes the moderation of a sample of the School-Based Assessments marked by each teacher.

School-Based Assessment provides an opportunity to individualise a part of the curriculum to meet the needs of the student. It facilitates feedback to the student at various stages of the experience. This helps to build the self-confidence of the students as they proceed with their studies. School-Based Assessment also facilitates the development of the critical skills and abilities emphasised by this CAPE subject and enhances the validity of the examination on which the students' performance is reported. School-Based Assessment, therefore, makes a significant and unique contribution to both the development of the relevant skills and the testing and rewarding of the student.

**UNIT 1: DIGITAL MEDIA FUNDAMENTALS**

1. **Aims Of The Project**

   (a)     Develop candidate's personal insights into the fundamentals of digital media.

   (b)     Provide opportunities for all candidates to demonstrate their creative thinking and innovation that will be expressed via digital tools.


2. **Requirements**

   Each candidate is required to design a product or service (preferably for a local social element or one that is entrepreneurial) and create a proposal, that must be presented to an audience of at least five (this audience may include classmates, other students, parents and teachers). The proposal must consist of an overview, concept, methodology, budget and action that must also be included in the presentation.


3. **Integration of Project Into The Course**

   (a)     The activities related to project work should be integrated into the course so as to enable candidates to learn and practise the skills of undertaking a successful project.

   (b)     Some time in class should be allocated for general discussion of project work.  For example, discussion of how data should be collected, how data should be analysed and how data should be presented.

   (c)     Class time should also be allocated for discussion between teacher and student, and student and student.


4. **Management of Project**

   (a)     Planning: An early start to planning project work is highly recommended and the schedule of the dates for submission should be developed by teachers and candidates.

   (b)     Length: The length of the report of the project should be between 1000 and 1500 words excluding diagrams, graphs, tables and bibliography.

   (c)     Guidance:  Each candidate should know the requirements of the project and its assessment process.  Although candidates may consult with resource persons, in addition to the teacher, the candidate's submission should be his or her own work. The teacher is expected to give appropriate guidance at all stages of project work, for example, chapters to read, alternative procedures to follow and other sources of information.

5. **Authenticity**

Teachers are required to ensure that all projects are the candidates' work. A recommended procedure is to:

(a)     engage candidates in discussion;

(b)     ask candidates to describe procedures used and summarise findings either orally or in writing;

(c)     ask candidates to explain specific aspects of the analysis.


6. **Submission Guidelines**

The candidate should utilise digital submission when delivering milestones to the teacher. Teachers should collect the student's completed SBA in a digital format, since the submission of the samples for moderation must be uploaded to CXC electronic submission facility.


7. **Allocation of Marks To Modules**

The teacher is required to allocate one-third of the total score for the School-Based Assessment to each Module. Fractional marks should not be awarded. In cases where the mark is not exactly divisible by three, then:

(a)     when the remainder is 1 mark, the mark should be allocated to Module 3;

(b)     when the remainder is 2, then 1 mark should be allocated to module 3, and the other mark to Module 2, for example, if the total SBA score for a candidate is 35, this mark would be allocated as follows:
35/3 = 11 remainder 2 so 11 marks to Module 1 and 12 marks to EACH of Modules 2 and 3.

**ASSESSMENT CRITERIA FOR THE PROJECT**

**General**

It is recommended that candidates be provided with the assessment criteria before commencing the project. It is also recommended that students work in groups of 2 to 3 for the School-Based Assessment.

**Proposal/Research**

- Description of Service or Product

- Research – Data to justify why the project was selected

    - Identify target audience

    - Design data capture instrument

    - Data collection, presentation and analysis

- Rationale - Overview of Problem that is being solved

- Pitch (5 minute oral presentation, to sell the idea)

- Proposal

    - Overview

    - Concept (draft designs)

    - Methodology/Tools/Techniques

    - Budget

**Progress and Process**

- Timeline/Production Schedule/Milestone Chart

    - Gives a timeline

    - Presents production schedule

    - Indicates milestones

- Initial Content/Scripts/Mock-ups/Rough Designs

    - Clearly identifies a crisis/problem and resolution/solution

    - Demonstrates development and clear direction

- Drafts

  - Follows the storyboard, mock-up or rough design
  - Clearly illustrates the concept
  - Preproduction/Previsualization/Interface Design
  - Basic Storyboard/Wireframes/Animatic/Outline
  - Brainstorming Chart
  - Final Models/ Props/Assets/Final Content

- HTML Mock-ups/Rough Edits/Interface

  - Implemented

  - Relevance

- Use of Collaboration Tools

  - Student communicates using collaboration tools, for example, Skype, Google Docs, Dropbox, Wikis, Blogs, Google Hangout

  - Student uses digital tools to visually share ideas

**Product**

- E-content/Website/Mobile Application or Interactive product

  - Animation or visualisation or 3D component

  - Appropriate use of design and composition principles

    - Good overall composition
    - Good use of colours or texture
    - Good use of space
    - Good use of typography or camera angles

  - Appropriate user experience

  - Convergence of techniques

**CRITERIA FOR MARKING THE INTERNAL ASSESSMENT PROJECT**

The project will be graded out of a total of 45 marks (which will be weighted by CXC to 135) and marks will be allocated to each task as outlined below.  Candidates will be awarded marks for communicating information in a logical manner using correct grammar and terminology.

**Proposal/Research**                                                                              **[15]**

- Description of Service or Product                                   [1]

- Research – Data to justify why the project was selected

    - Identify target audience                                  [1]
    - Design data capture instrument                     [1]
    - Data collection, presentation and analysis      [1]

- Rationale - Overview of Problem that is being solved          [2]

- Pitch (5 minute oral presentation, to sell the idea)           [2]

- Proposal  (5 – 6 page document)

    - Overview                                                       [1]
    - Concept (draft designs)                                [2]
    - Methodology/Tools/Techniques                    [2]
    - Budget                                                          [2]

**Progress and Process**                                                                        **[15]**

- Timeline/Production Schedule/Milestone Chart

    - Gives a timeline                                            [1]
    - Presents production schedule                       [1]
    - Indicates milestones                                     [1]

- Initial Content/Scripts/Mock-ups/Rough Designs

    - Clearly identifies a crisis/problem and
      resolution/solution                                        [1]
    - Demonstrates development and clear direction    [1]
    - Drafts

        - Follows the storyboard, mock-up or rough
          design                                                      [1]
        - Clearly illustrates the concept                  [1]

    - Preproduction/Revisualisation/Interface Design
    - Basic Storyboard/Wireframes/Animatic/Outline    [1]
    - Brainstorming Chart                                      [1]
    - Final Models/ Props/Assets/Final Content        [1]

- HTML Mock-ups/Rough Edits/Interface

  - Implemented                                                    [1]
  - Relevance                                                      [2]

- Use of Collaboration Tools

  - Student communicates using collaboration tools,
    for example, Skype, Google Docs, Dropbox, Wikis,
    Blogs, Google Hangout                                          [1]
  - Student uses digital tools to visually share ideas            [1]

**Product**                                                        **[15]**

- E-content/Website/Mobile Application or Interactive product

  - Animation or visualisation or 3D component                    [2]
  - Appropriate use of design and composition principles

    - Good overall composition                                    [2]
    - Good use of colours or texture                              [2]
    - Good use of space                                           [2]
    - Good use of typography or camera angles                     [2]

  - Appropriate user experience                                   [2]
  - Convergence of techniques
    (At least two techniques clearly demonstrated)                [3]
    Where evidence is weak award 1 mark

  **TOTAL**                                                        **[45]**

## UNIT 2: APPLIED DIGITAL MEDIA

1.  **Aims of the Project**

    (a)  Develop candidate's understanding and application of digital media.

    (b)  Provide opportunities for all candidates to demonstrate their creative thinking, innovation and problem-solving skills to create digital solutions.


2.  **Requirements**

    Each candidate is required to design a product or service (preferably for a local social element or one that is entrepreneurial), which must be implemented using appropriate digital tools. In addition to the product/service, the candidate is required to include a proposal, his/her progress which must be shown incrementally, as well as the process that was used.


3.  **Integration of Project into the course**

    (a)  The activities related to project work should be integrated into the course so as to enable candidates to learn and practise the skills of undertaking a successful project.

    (b)  Some time in class should be allocated for general discussion of project work.  For example, discussion of how data should be collected, how data should be analysed and how data should be presented.

    (c)  Class time should also be allocated for discussion between teacher and student, and student and student.


4.  **Management of Project**

    (a)  Planning: An early start to planning project work is highly recommended and the schedule of the dates for submission should be developed by teachers and candidates.

    (b)  Length: The length of the report of the project should be between 1000 and 1500 words excluding diagrams, graphs, tables and bibliography.

    (c)  Guidance:  Each candidate should know the requirements of the project and its assessment process.  Although candidates may consult with resource persons in addition to the teacher the candidate's submission should be his or her own work. The teacher is expected to give appropriate guidance at all stages of project work, for example, chapters to read, alternative procedures to follow and other sources of information.

5. **Authenticity**

Teachers are required to ensure that all projects are the candidates' work.   A recommended procedure is to:

(a)     engage candidates in discussion;

(b)     ask candidates to describe procedures used and summarise findings either orally or written;

(c)     ask candidates to explain specific aspects of the analysis.


6. **Submission Guidelines**

The candidate should utilise digital submission when delivering milestones to the teacher. Teachers should collect the candidate's completed SBA in a digital format, since the submission of the samples for moderation must be uploaded to CXC electronic submission facility.


7. **Allocation of Marks To Modules**

The teacher is required to allocate one-third of the total score for the School-Based Assessment to each Module. Fractional marks should not be awarded. In cases where the mark is not exactly divisible by three, then:

(a)     when the remainder is 1 mark, the mark should be allocated to Module 3;

(b)     when the remainder is 2, then 1 mark should be allocated to Module 3, and the other mark to Module 2, for example, if the total SBA score for a candidate is 35, this mark would be allocated as follows:

35/3 = 11 remainder 2 so 11 marks to Module 1 and 12 marks to EACH of Modules 2 and 3.

**ASSESSMENT CRITERIA FOR THE PROJECT**

**General**

It is recommended that candidates be provided with the assessment criteria before commencing the project. It is also recommended that students work in groups of 2 to 3 for the school-based assessment.

**Research/Pitch**

- Description of Service or Product

- Research – Data to justify why the project was selected

  - Identify target audience
  - Design data capture instrument
  - Data collection and analysis
  - Data presentation

- Rationale - Overview of Problem that is being solved

- Pitch (5 minute oral presentation, to sell the idea)

**Progress and Process**

- Timeline/Production Schedule/Milestone Chart

- Basic Sketches/Rough Designs

- Drafts

**Proposal**

Digital/Interactive Proposal

- Overview

- Concept (draft designs)

- Methodology/Tools/Techniques

- Budget

- Action

- Use of digital tools for presentation of concept

**CRITERIA FOR MARKING INTERNAL ASSESSMENT PROJECT**

The project will be graded out of a total of 45 marks (which will be weighted by CXC to 90) and marks will be allocated to each task as outlined below. Candidates will be awarded marks for communicating information in a logical manner using correct grammar and terminology.

**Research/Pitch**                                                                        **[10]**

- Description of Service or Product

  -      Name of product                                                   [1]
  -      Purpose of product                                                [1]

       Research – Data to justify why the project was selected

  -      Identify target audience                                       [1]
  -      Design data capture instrument                           [1]
  -      Data collection                                                     [1]
  -      Data analysis                                                        [1]
  -      Data presentation                                                [1]

- Rationale - Overview of Problem that is being solved          [1]

- Pitch (5 minute oral presentation, to sell the idea)

  -      Clearly state the problem and situation                [1]
  -      Describe solution and target audience                   [1]

**Progress and Process**                                                              **[15]**

- Timeline/Production Schedule/Milestone Chart

  -      Gives a timeline                                                     [1]
  -      Presents production schedule                              [2]
  -      Indicates milestones                                            [2]

- Basic Storyboard/Wireframes/Mock-ups/Rough Designs

  -      Clearly identifies a crisis/problem and
         resolution/solution                                               [2]
  -      Clarity                                                                    [2]
  -      Demonstrates development and clear direction       [2]

- Drafts

  -      Follows the storyboard, mock-up or rough design   [2]
  -      Clearly illustrates the concept                             [2]

**Proposal**                                                                                          **[20]**

    Digital/Interactive Proposal

- Overview

    - Brief introduction                                                    [1]
    - Summary of the content                                          [2]

- Concept (draft designs)

    - States idea                                                              [1]
    - Indicates how idea works                                        [2]
    - Impact of the concept                                            [2]

- Methodology/Tools/Techniques

    - Tools (some tools identified [1], all tools identified [2])   [2]
    - Methodology explained                                          [3]
      (basic [1], adequate [2], thorough [3])

- Budget

    - Breakdown: basic[1], adequate [2], thorough[3])   [3]

- Use of digital tools for presentation of concept

    - Use of digital tools                                                 [2]
    - Evidence of application of the creative process      [2]

**TOTAL**                                                                                             **[45]**


♦  **REGULATIONS FOR RESIT CANDIDATES**

Resit candidates must rewrite Papers 01 and 02 of the examination for the year for which they re-register.   Resit candidates may elect not to repeat the School-Based Assessment component provided they rewrite the examination no later than two years following their first attempt.

Resit candidates must be entered through a school, approved educational institution or the Local Registrar's office.

♦ **REGULATIONS FOR PRIVATE CANDIDATES**

Private candidates must take Papers 01, 02 and 031 (SBA).

Candidates entered for the examination through private institutions recognised by the Council will be required to complete all the requirements of the syllabus. Although the project is assessed in components in class, candidates are to be given the entire project. As candidates work on individual components in class, they must be monitored by tutors in the institution and given feedback before the final assessment of that component. Tutors must also monitor candidates' project to determine veracity of work submitted. Tutors should not accept projects which were not monitored during development. The marks recorded in the three components will be collated to form the final SBA mark for submission by May 31, in the year of the examination. For these candidates, the mark allocated to collaboration will be awarded based on the use of digital tools to communicate progress with the teacher.

In order to be assessed on the criterion of collaboration with colleagues in the school-based assessment, the private candidate should be directed to interact with other candidates (from a school or other private candidates offering the subject). It is the responsibility of the candidate to provide evidence of such collaboration to the teacher.

Candidates as well as tutors must retain a copy of the completed component as part of their portfolio.

♦ **ASSESSMENT GRID**

The Assessment Grid for each Unit contains marks assigned to papers and to Modules, and percentage contributions of each paper to total scores.

| Papers | Module 1 | Module 2 | Module 3 | Total | Percentage (%) |
|---|---|---|---|---|---|
| **Paper 01**<br>1 hour 30 minutes | *15* | *15* | *15* | 45 | 20 |
| **Paper 02**<br>**2 hours 45 minutes**<br>A case/problem/project/task | *15* | *15* | *15* | 45 | 20 |
| School-based Assessment<br>**Paper 031** | *15 (45)\** | *15 (45)\** | *15 (45)\** | 45 (135)\* | 60 |
| **Total** | **75** | **75** | **75** | **225** | **Percentage 100** |

*Weighted scores are in brackets

♦ **GLOSSARY OF BEHAVIOURAL VERBS USED IN THE DIGITAL MEDIA EXAMINATION**

| VERB | DEFINITION | COGNITIVE LEVEL |
|---|---|---|
| **Define** | Provide a precise statement giving the **nature** or the **scope** or the **meaning** of a term; or use the term in one or more sentences so that the meaning is clear and precise. | |
| **Identify** | Name specific components or features.  Point out, indicate without explanation or recognise and select. | |
| **List** | Stating or naming chronologically or otherwise without explanation or description. | Recall |
| **Name/Label** | Provide actual names (but no other details). | |
| **Give/State** | Provide short, concise statements. | |
| **Select** | Choose from a list. | |
| **Describe** | Provide a detailed account, including significant characteristics or elements of an issue or situation. | |
| **Explain** | Provide statements on **what** happened, **how** it happened and **why** it happened.  Provide elaboration of particular terms, concepts, approaches. | |
| **Interpret** | Explain the meaning of. | Comprehension |
| **Outline** | Provide main points, or features only without details. | |
| **Plan** | Prepare to conduct an investigation. | |
| **Classify** | Put into groups according to given criteria. | |
| **Apply** | Use knowledge and/or principles, approaches or theories to solve problems. | |
| **Comment** | State opinion or view with supporting reasons. | |
| **Arrange** | Put in specific or logical order. | |
| **Show/Solve** | Use evidence to prove or manipulate to arrive at results. | Application |
| **Use/Create** | Employ knowledge to produce something new. | |
| **Compare and contrast** | State, describe and elaborate on the similarities and differences. | |
| **Develop** | Elaborate on or expand an idea or argument with supporting reasons. | |

| VERB | DEFINITION | COGNITIVE LEVEL |
|---|---|---|
| **Discuss** | Write an extended answer defining key concepts, stating what is, exploring **related** concepts and issues, present reasoned arguments for and against, using detailed examples but **not** necessarily drawing a conclusion. | Synthesis |
| **Plan** | Show a series of systematic steps which, when followed, will lead to a solution. | |
| **Compose** | Combine principles and elements of design together elements to create a layout. Put together existing information to produce a new object. | |
| **Analyse** | Examine methodically and in detail the elements of a process, a situation or a theory, and then draw (a) conclusion(s). | |
| **Outline** | Provide in skeletal form. | Analysis |
| **Differentiate or Distinguish** | State or explain briefly those differences between or among items or situations which can be used to define them or place them into separate categories. | |
| **Evaluate** | Weigh evidence and make judgements based on given criteria.<br><br>The use of logical supporting reasons for a particular point is more important than the view held; usually both sides of an argument should be considered. | |
| **Assess** | Present reasons for the importance of particular structures, relationships, processes or approaches. | Evaluation |
| **Investigate** | Use appropriate procedures to observe, research, record data, analyse and draw logical conclusions. | |
| **Justify** | Explain the correctness of/give reasons for the selection of. | |

# CARIBBEAN EXAMINATIONS COUNCIL

## Caribbean Advanced Proficiency Examination®
## CAPE®

# DIGITAL MEDIA

## Specimen Papers and
## Mark Schemes/Keys

| | | |
|---|---|---|
| **Specimen Papers:** | - | Unit 1, Paper 01 |
| | | Unit 1, Paper 02 |
| | | Unit 2, Paper 01 |
| | | Unit 2, Paper 02 |
| | | |
| **Mark Schemes and Keys:** | - | Unit 1, Paper 01 |
| | | Unit 1, Paper 02 |
| | | Unit 2, Paper 01 |
| | | Unit 2, Paper 02 |

**SPEC 2013/02123010**

# C A R I B B E A N   E X A M I N A T I O N S   C O U N C I L

## CARRIBEAN ADVANCED PROFICIENCY EXAMINATION®

### DIGITAL MEDIA

### SPECIMEN PAPER

### Unit 1 – Paper 01

*1 hour 30 minutes*

### READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1.      This test consists of 45 items.  You will have 1 hour and 30 minutes to answer them.

2.      Each item in this test has four suggested answers lettered (A), (B), (C), (D).  Read each item you are about to answer and decide which choice is best.

3.      Look at the sample item below.

Sample Item

Which of the following is the LAST step in the creative process?

Sample Answer

(A)      Selection
(B)      Evaluation
(C)      Acceptance
(D)      Implementation

(A) ● (C) (D)

The best answer to this item is "Evaluation", so answer space (B) has been shaded.

4.      The use of mobile phones is NOT allowed.

5.      Internet connectivity is NOT allowed.

### DO  NOT  TURN  THIS  PAGE  UNTIL  YOU  ARE  TOLD  TO  DO  SO.

**1.** Which of the following BEST describes 'Digital Media'?

    (A) Online broadcast medium
    (B) Social media content
    (C) Internet transmission data wired over limited network
    (D) Electronic content that can be transmitted over a computer network

**2.** Which of the following does NOT refer to new media?

    (A) Feature TV offered over the air broadcast
    (B) Community participation around media
    (C) Democratization of the creation, publishing and distribution of media tools
    (D) On demand access to content anytime, anywhere using any digital device

**3.** Approximately, for how long have digital media been in existence?

    (A) 5 years
    (B) 10 years
    (C) 15 years
    (D) 30 years

**4.** In the early days of digital media, 'advertising' was construed to mean

    (A) the proliferation of websites
    (B) emergence of smart mobile devices
    (C) the proliferation of self-publishing platforms
    (D) message creation by electronic agencies

**5.** Which of the following BEST describes 'local content'?

    (A) Content that is not imported
    (B) Community owned and adapted knowledge
    (C) Indigenous content
    (D) Content for people in a certain locality

**6.** In terms of involvement in the digital revolution, the Caribbean Community can be characterized as

    (A) exporters of content
    (B) users of local content
    (C) creators of local content
    (D) mostly consumers of imported content

GO ON TO THE NEXT PAGE

7. Which of the following is used for media delivery?

   (A)    Mobile phone
   (B)    Keyboard
   (C)    Printer
   (D)    Mouse

8. Which of the following is NOT a characteristic of digital media?

   (A)    Create connections
   (B)    Create community
   (C)    Foster dynamic dialogue
   (D)    Produce permanent records

9. Which of the following is a pitfall of digital media?

   (A)    Boost brand
   (B)    Encourage too much follow up
   (C)    Create ethical issues in discovery
   (D)    Stabilise the value of resources

10. The source of intellectual property can be traced to

   (A)    conferred authority
   (B)    creation of the mind
   (C)    inherited liability
   (D)    shared effort

11. Which of the following is MOST likely to raise ethical issues associated with digital media?

   (A)    Sharing a personal video production
   (B)    Playing a rented DVD
   (C)    Stripping of a DRM protected track
   (D)    Downloading a Linux distribution movie using bittorrent

12. Which of the following businesses uses the long-tail business model?

   (A)    Apple iTunes
   (B)    NBC Universal
   (C)    Caribbean Sports Wear
   (D)    Website development firm

13. The open movement does NOT include open

   (A)    standards
   (B)    access movement
   (C)    source movement
   (D)    software initiative

14. Which of the following is a multimedia software tool?

   (A)    Eclipse
   (B)    Audacity
   (C)    Microsoft Word
   (D)    Google Chrome

**15.** Which of the following are digital media platforms?

   I.    Satellite
   II.   Internet
   III.  3D art

(A)   I and II only
(B)   I and III only
(C)   II and III only
(D)   I, II and III

**16.** A 'digital native' is an individual who

(A)   uses technology without difficulty
(B)   repairs and maintains computers and servers
(C)   was born before the existence of digital technology
(D)   was born during the proliferation of digital technology

**17.** A 'digital immigrant' is an individual who

(A)   has adopted digital technology in later life
(B)   has moved away from digital technology
(C)   was born before the existence of digital technology
(D)   applies the principles of software development

**18.** Which of the following BEST describes the 'digital media ecosystem' concept?

(A)   An online library
(B)   A government information service
(C)   A business and corporate communications system
(D)   Media based on human communication, and shared electronically

**19.** Which of the following BEST describes the digital convergence?

(A)   A document domain
(B)   An interpersonal domain
(C)   A global system of computer networks
(D)   Consolidation of multiple communication technologies

**20.** Which of the following BEST describes the term 'Internet'?

(A)   Locally designed connectivity
(B)   Group of unconnected websites
(C)   Global computer network
(D)   System of stand-alone-computers

**21.** Which of the following BEST describes the concept of digital media communication?

(A)   Personal reflection
(B)   Static online communication
(C)   Face-to-face communication
(D)   Interactive, online communication

**22.** Which of the following is NOT a form of digital media?

   (A)   E-books
   (B)   Live streaming
   (C)   Feature filmshow
   (D)   Electronic online services

**23.** Which of the following is NOT part of the digital media value chain?

   (A)   Single site service
   (B)   Content creation
   (C)   Content distribution
   (D)   Customer management

**24.** Which of the following is a common work arrangement for digital media practitioners?

   (A)   Virtual team
   (B)   Office team
   (C)   Management team
   (D)   Administrative team

**25.** Globalization is a process where an increased proportion of

   (A)   computer networking takes place
   (B)   engagement takes place through social media
   (C)   economic, social and cultural activities are carried out across national borders
   (D)   economic, social and cultural activities are carried out within a country

**26.** Which of the following is a challenge in the digital media industry?

   (A)   Piracy
   (B)   Convergence
   (C)   Collaboration
   (D)   Communication

**27.** Which of the following is an example of debt funding?

   (A)   Loan
   (B)   Crowd funding
   (C)   Venture Capital
   (D)   Angel investment

**28.** Which of the following is a tool for generating ideas?

   (A)   Texting
   (B)   Mind-mapping
   (C)   Application development
   (D)   PowerPoint presentation

**29.** Which of the following BEST describes the purpose of a project proposal?

   (A)   To provide the budget
   (B)   To introduce the team
   (C)   To provide project data
   (D)   To introduce the project

**30.** Which of the following are key aspects of a project proposal?

   (A)   Conclusion, reference
   (B)   Apps, disks, computers
   (C)   Text messages, blogs, web pages
   (D)   Overview, target audience, budget

GO ON TO THE NEXT PAGE

**31.** Which of the following sequences describes the creative process?

    I.     Develop
    II.    Implement
    III.   Create

    (A)    I, II, III
    (B)    II, I, III
    (C)    II, III, I
    (D)    III, I, II

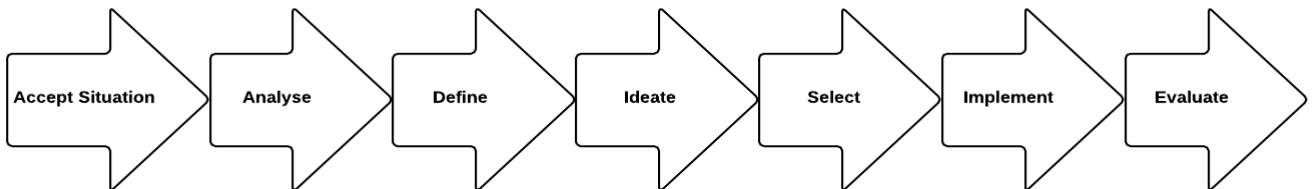**32.** At which stage in the creative process would a person need to describe the issue to be solved?

    (A)    Ideation
    (B)    Analysis
    (C)    Acceptance
    (D)    Implementation

**33.** Which of the following channels of communication does NOT belong to the digital age?

    (A)    Fax
    (B)    Blog
    (C)    Wiki
    (D)    Email

Item **34** refers to the following diagram.



Accept Situation → Analyse → Define → Ideate → Select → Implement → Evaluate

**34.** What type of implementation of the creative process does the diagram illustrate?

    (A)    Cyclic
    (B)    Linear
    (C)    Feedback
    (D)    Selection

GO ON TO THE NEXT PAGE

**35.** Which of the following activities is missing from the group: creativity, innovation, concept development?

    (A) Ideation
    (B) Problem definition
    (C) Problem solving
    (D) Brain storming

**36.** A writer has developed an outline for a story and has decided to follow it through. What is the next stage in the creative process that should be undertaken?

    (A) Ideation
    (B) Selection
    (C) Acceptance
    (D) Implementation

**37.** Which of the following tasks must be completed prior to the actual making of a digital media product?

    (A) Production
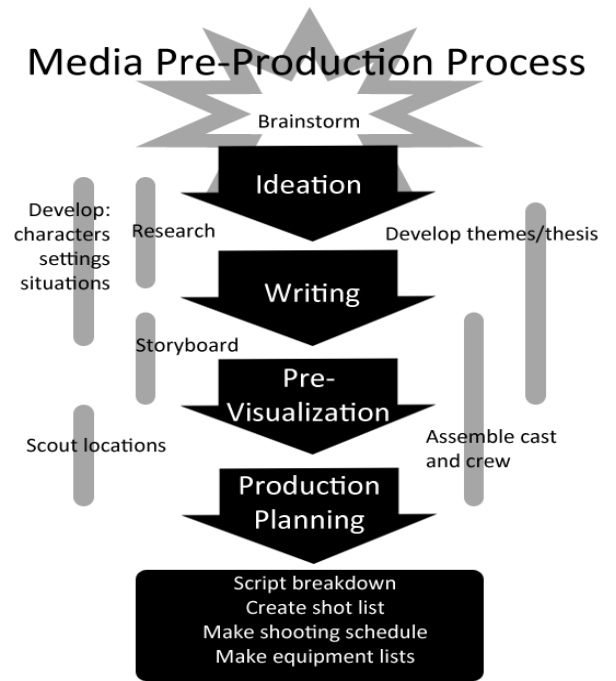    (B) Fact finding
    (C) Pre-production
    (D) Problem solving

**38.** Which of the following is a tool that can be used to edit photographs?

    (A) PixIr
    (B) Audacity
    (C) MovieMaker
    (D) Storyboard Pro

**39.** Brainstorming, scriptwriting and storyboarding are part of

    (A) ideation
    (B) production
    (C) pre-production
    (D) implementation

Item **40** refers to the following diagram.



**40.** The diagram shown above is an illustration of

    (A) ideation
    (B) scripting
    (C) production
    (D) pre-production

GO ON TO THE NEXT PAGE

**41.** How many sections are formed when the imaginary lines are drawn in relation to the rule of thirds?

(A) Three
(B) Six
(C) Nine
(D) Twelve

**42.** Which of the following groupings are elements of composition?

(A) Video and lighting
(B) Audio and composition
(C) Rule of thirds and lighting
(D) Rule of thirds and psychology of colours

**43.** A teacher would like her students to recap a particular lesson, ask questions, add comments, add discussion points and post any additional resources. Which digital media tool is most suitable to complete this task?

(A) A blog
(B) Instant messaging
(C) Audio recording
(D) Video conferencing

**44.** Which of the following will allow a group of five persons staying at different locations to plan a presentation as a group project for a course?

(A) A wiki
(B) Podcast
(C) Live streaming
(D) A Word processor

**45.** A couple is celebrating their fortieth wedding anniversary. Which of the following will BEST capture all aspects of the years they spent together?

(A) Photograph and video story
(B) Video and audio story
(C) Audio and photography story
(D) Audio, photograph and video story

**END OF TEST**

# Unit 1 - Paper 01

| Item | Specific Objective | Key | Item | Specific Objective | Key |
|------|--------------------|-----|------|--------------------|-----|
| **1** | 1.1.1 | D | **26** | 1.2.5 | A |
| **2** | 1.1.1 | A | **27** | 1.2.6 | A |
| **3** | 1.1.2 | D | **28** | 1.2.7 | B |
| **4** | 1.1.2 | A | **29** | 1.2.8 | C |
| **5** | 1.1.4 | B | **30** | 1.2.8 | D |
| **6** | 1.1.4 | D | **31** | 1.3.1 | D |
| **7** | 1.1.5 | A | **32** | 1.3.2 | C |
| **8** | 1.1.6 | D | **33** | 1.3.8 | A |
| **9** | 1.1.6 | C | **34** | 1.3.3 | B |
| **10** | 1.1.7 | B | **35** | 1.3.4 | A |
| **11** | 1.1.8 | C | **36** | 1.3.5 | D |
| **12** | 1.1.9 | A | **37** | 1.3.6 | C |
| **13** | 1.1.10 | A | **38** | 1.3.7 | A |
| **14** | 1.1.14 | B | **39** | 1.3.8 | C |
| **15** | 1.1.12 | A | **40** | 1.3.8 | D |
| **16** | 1.2.1 | D | **41** | 1.3.8 | C |
| **17** | 1.2.1 | A | **42** | 1.3.8 | D |
| **18** | 1.2.2 | D | **43** | 1.3.8 | A |
| **19** | 1.2.2 | D | **44** | 1.3.8 | A |
| **20** | 1.2.2 | C | **45** | 1.3.8 | B |
| **21** | 1.2.2 | D | | | |
| **22** | 1.2.2 | C | | | |
| **23** | 1.2.3 | A | | | |
| **24** | 1.2.4 | A | | | |
| **25** | 1.2.4 | C | | | |

# CARIBBEAN EXAMINATIONS COUNCIL

### CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®

### DIGITAL MEDIA

### SPECIMEN PAPER

### Unit 1 – Paper 02

*2 hours* **45** *minutes*

---

#### INSTRUCTIONS TO CANDIDATES

1.  This paper consists of a BACKGROUND and questions in TWO sections

    SECTION A: Theory
    SECTION B: Production: Creation of a digital media story

2.  Answer both Sections A and B.

3.  *A digital media kit has been provided to assist in the production work.

4.  All work must be done digitally and compressed into a zipped file at the end of the examination

    and exported as directed by the invigilator.

5.  The use of mobile phones is NOT allowed.

6.  Internet connectivity is NOT allowed.

7.  You are strongly advised to save your work INTERMITTENTLY.

---

**\* The digital media kit referred to here will be put out in six weeks' time and a notification will be sent out.**

**Instructions:** **Read the information provided in the background and answer the questions that follow**

## BACKGROUND

**Theme**
Healthy lifestyle

**Audience**
Choose ONE of the following target groups:
- Digital native
- Digital immigrant

**Problem**

You have been asked to design a digital media story that promotes awareness of healthy living in the Caribbean.

This will involve the creation of
- a digital media story using the creative process.
- ONE or MORE of the following digital media formats when creating your digital story
  - Photographs
  - Audio
  - Video

## SECTION A

## THEORY

1.  Describe any FOUR stages of the creative process as applied to your digital story.

    **[12 marks]**

2.  Identify THREE stakeholders in the value chain of your story.        **[3 marks]**

3.  (a) Identify THREE factors that can affect the creation of your story.        **[3 marks]**

    (b) Describe how the THREE factors you have identified in 3 (a) above will influence the creation of your story.

    **[3 marks]**

    **Total 21 marks**

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**SECTION B**

**PRODUCTION**

4.  (a)    Select from the pieces of media (photographs, audio and video) provided and using an appropriate digital media tool, create your story and export it in a format that can be used on any platform.                                                             **[21 marks]**

    (b)    Justify the pieces of media that you used.                                    **[3 marks]**

                                                                                    **Total 24 marks**


**END OF TEST**


**INSTRUCTIONS FOR THE SUBMISSION OF COMPLETED WORK**

**After the invigilator has signalled the end of the examination, compress your work into a zip file and submit the file to the electronic submission facility as directed by the invigilator.**

**C A R I B B E A N   E X A M I N A T I O N S   C O U N C I L**

**CARIBBEAN ADVANCED PROFICIENCY EXAMINATIONS**[®]

**DIGITAL MEDIA**

**UNIT 1 – PAPER 02**

**KEY AND MARK SCHEME**

**SPECIMEN**

| SR | Question | Suggested Response |
|---|---|---|
| M3.2<br><br>M3.5 | 1 | **SECTION B**<br><br>**Creative Process – Any Four**<br><br>• **Acceptance (1 mark)**<br><br>During this stage, it must be **decided what issue needs to be solved** (1 mark)<br><br>The issue here is that of promoting a healthy lifestyle as it relates to the Caribbean (1 mark)<br><br>• **Analysis (1 mark)**<br><br>This stage entails the **history** as it relates to healthy living. This history can be obtained from the project supporters and possibly end-users (1 mark).<br><br>In relation to healthy living in the Caribbean, it shows that we have **shifted from our traditional forms of activities and diet and new ones have developed.** (1 mark)<br><br>• **Definition (1 mark)**<br><br>It must be agreed upon who the audience is and set priorities to make the project a success. (1 mark)<br><br>This piece of digital media will be designed for a person living in the Caribbean. It has a high level of urgency since an unhealthy lifestyle is becoming prevalent as indicated by the sponsor (1 mark).<br><br>• **Ideation (1 mark)**<br><br>Depending on the needs of the end-user, ideas will be generated to solve the issue identified. (1 mark)<br><br>As it relates to healthy living in the Caribbean, a number of ideas can be used, from more exercise to diets – low carbohydrates, high protein, no sweets; surgery; diet pills (1 mark)<br><br>• **Selection (1 mark)**<br><br>At this stage it is necessary to review the objective and choose the most practical solution (1 mark)<br><br>To promote a healthy lifestyle in the Caribbean, it may be best to use a combination of a sensible diet and exercise<br>(1 mark) |

2

| SR | Question | Suggested Response |
|---|---|---|
| | | • **Implementation (1 mark)**<br><br>At this stage the tasks are described and planned to determine resources. Tasks are then assigned and executed and finally delivered to the client (1 mark)<br><br>A story will be developed using pictures and audio to show a person how he / she can live a healthy lifestyle (1 mark)<br><br>• **Evaluation (1 mark)**<br><br>After the digital story is delivered, feedback will be gathered from the customer to determine if the objective was met (1 mark).<br><br>Caribbean persons will be surveyed to find out if they are now lead a healthier lifestyle or are inclined to do such (1 mark).<br><br>**3 marks EACH for any 4 stages: 3x4 = 12 marks** |
| M2.3 | 2<br>a<br>b<br><br>c | **Three stakeholders in Value Chain**<br>Sponsor (1 mark)<br>Caribbean Resident (1 mark) (It must be a person living in the Caribbean)<br>Creator of Digital Media (1 mark)<br><br>**1 mark for each of 3 stakeholders = 3 marks** |
| M2.1<br>M3.6 | 3 a. | **Factors that can affect the creation of my story**<br>1. The end-user, whether it is for a digital native or a digital immigrant (1 mark)<br>2. The resources that are available (1 mark)<br>3. Issues related to the creation of the story itself, such as psychology of colours (1 mark)<br><br>**1 mark for each of 3 factors = 3 marks** |
| | 3 b. | **How the THREE factors could influence creation of the story**<br><br>1. I chose to create a story for a digital native. As a result I chose to use features, such as faster transitions and screen animations that may otherwise be distracting to a digital immigrant (1 mark).<br><br>2. The story can only be told with the resources that are available. So the story will be developed as a movie and the pictures and audio will be combined (1 mark). |

3

| SR | Question | Suggested Response |
|---|---|---|
| M1.10<br>M1.11<br>M3.5<br>M3.9 | 4a | 3. The colours chosen for the story and pictures in the story will be bright vibrant colours that are associated with life and health (1 mark).<br><br>**1 mark each for influence of 3 factors = 3 marks**<br><br>**[Total 21 marks]**<br><br>**SECTION C**<br><br>**Production work**<br><br>**The Digital Story**<br>● Illustration of the story<br>　○ Theme expressed in the story (2 marks)<br>　○ Story flows clearly<br>　　　introduction (1 mark)<br>　　　climax (2 marks)<br>　　　conclusion(1 mark)<br><br>● Relevance to context of the Caribbean<br>　○ Choosing media relevant to the Caribbean (2 marks)<br>　○ Choosing media relevant to the story (2 marks)<br><br>● Concept of appropriate colours/imagery used<br>　○ Colours appropriate to theme (2 marks)<br>　○ Layout (2 marks)<br>　○ Colours to add impact and texture (1 mark)<br><br>● Editing of media<br>　○ Appropriate transitions, effects or type (1 mark)<br>　○ Good pacing/synchronisation of audio with images/video<br>　　　　　　　　　　　　　　　(2 marks)<br>　○ Cropping and framing (1 mark)<br><br>● Impact of the story, as related to audience (2 marks)<br><br>**Justification of Media Used** |
| | 4b | 1. 'Living Healthy in the Caribbean' moves from the negative to the positive. It presents all the unhealthy options followed by the healthy methods (1 mark)<br><br>2. It utilises the options that are available in the Caribbean, such as avocados and tomatoes (1 mark)<br><br>3. Windows Live Movie Maker was used because it allowed all the media, audio, video and pictures, to be combined to tell the story and be exported and copied on a DVD that can work on all platforms(1 mark)<br><br>**Total = 24 marks** |

**Where 2 marks are to be awarded, award 1 mark if response is NOT adequate.**

SPEC 2013/02123020 CAPE MS

**SPEC 2013/02223010**

# C A R I B B E A N   E X A M I N A T I O N S   C O U N C I L

### CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®

### DIGITAL MEDIA

### SPECIMEN PAPER

### Unit 2 – Paper 01

### 1 hour 30 minutes

### READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1.      This test consists of 45 items.  You will have 1 hour and 30 minutes to answer them.

2.      Each item in this test has four suggested answers lettered (A), (B), (C), (D).  Read each item you are about to answer and decide which choice is best.

3.      Look at the sample item below.

Sample Item

What is the name of the object that forms the skeleton of an animated 3D?

Sample Answer

(A)     Rig
(B)     Bones
(C)     Skeleton
(D)     Character

⬤  Ⓑ Ⓒ Ⓓ

The best answer to this item is "Rig," so answer space (A) has been shaded.

4.      The use of mobile phones is NOT allowed.

5.      Internet connectivity is NOT allowed.

### DO  NOT  TURN  THIS  PAGE  UNTIL  YOU  ARE  TOLD  TO  DO  SO.

**1.** At which point in the process should the storyboard for a game or film be created?

(A) Editing
(B) Production
(C) Pre-production
(D) Post-production

**2.** Which of the following colours will BEST be suited to the design of a villain character?

(A) Red
(B) Grey
(C) Pink
(D) Green

**3.** Which of the following are NOT online products?

(A) Blog
(B) E-book
(C) Webpage
(D) Interactive DVD

**4.** What does the term OSS software mean?

(A) Open Safety Solutions
(B) Open Source Solutions
(C) Often Solved Solutions
(D) Open Solution Systems

**5.** What movie file is BEST suited for use in webpages?

(A) GIF
(B) AVI
(C) Quicktime
(D) Targa Files

**6.** Which of the following is NOT a social media platform?

(A) URL
(B) Twitter
(C) You Tube
(D) Facebook

**7.** Which of the following will generate a wide screen format?

(A) 3:1
(B) 3:4
(C) 16:4
(D) 16:9

**8.** What is the terminology used to describe the audience for a digital product?

(A) Congregation
(B) Focus group
(C) Target group
(D) Viewing group

**9.** Which format works on the principle of pixilation?

(A) AI
(B) EPS
(C) SVG
(D) Bitmaps

**10.** What is the terminology used to describe the application of effects, transitions, and titles to editing projects?

(A) Editing
(B) Modelling
(C) Compositing
(D) Special effects

**11.** Which of the following is NOT an audio file?

(A) Mp3
(B) Wav
(C) M4r
(D) GIF

**12.** How many frames create one second of animation?

(A) 12
(B) 22
(C) 24
(D) 30

**13.** What does the acronym FPS stand for?

(A) Final Paste Section
(B) Frames Per Second
(C) Frames Per Session
(D) Final Position Section

**14.** What is the term used to describe the scenario where more than one person is working on a digital document at the same time?

(A) File sharing
(B) Collaborating
(C) Crowd sharing
(D) Crowd collaboration

**15.** What is the terminology used to describe a promotional campaign created without the use of a budget and often solely implemented through social media?

(A) PR
(B) PR branding
(C) Banana marketing
(D) Guerilla marketing

**16.** Which of the following is NOT a reason for the digital revolution?

(A) Analog consumption
(B) Facilitation of digitization
(C) User friendly technology
(D) Consumer adoption of personal computers

**17.** Which of the following is an ethical consideration when creating digital content?

(A) Hacking
(B) Threading
(C) Plagiarism
(D) Cybercrimes

**18.** Which of the following BEST describes "Breadcrumbs" on a webpage?

(A) "Contact Us"
(B) "Home Page"
(C) "you are here"
(D) "Coming up next"

**19.** Which of the following is a format for a digital image?

(A) .png
(B) .avi
(C) .flv
(D) .wmv

**20.** Which of the following is a video file extension?

(A) .flv
(B) .jpg
(C) .bmp
(D) .wma

**21.** Which of the following is a format for digital sound file?

(A) .png
(B) .ogg
(C) .tiff
(D) .bmp

**22.** The HTML code to close a second level heading block is

(A) </h2>
(B) <\h2>
(C) </hh>
(D) </hdg2>

Item **23** refers to the following INCOMPLETE snippet for the header of a basic HTML page.

<!DOCTYPE html>
<html lang="en">
<head>
<meta charset="utf-8"/>
<title> </title>
</head>

**23.** Which of the following will complete the snippet so that the page will have the name "My First Page"?

(A) <title>My First Page</title>
(B) </head>My First Page>
(C) <html My First Page lang="en">
(D) <!DOCTYPE My First Page html>

**24.** Which of the following is NOT a characteristic of emerging web publishing technology?

(A) Accessibility
(B) Pervasiveness
(C) Discrimination
(D) Commodization

**25.** Which of the following services does NOT offer an e-book market place?

(A) Bing
(B) Sony
(C) Google
(D) Amazon

Item **26** refers to the following snapshot of a website.



**26**. Which of the following navigational items can be seen on the illustrated website above?

  (A) Social network links, Login Page
  (B) Site ID, Global Navigation, Breadcrumbs
  (C) Contact Us Page, Registration Information
  (D) Local Navigation, Exam regulations, Events

Item **27** refers to the following snapshot of a website.
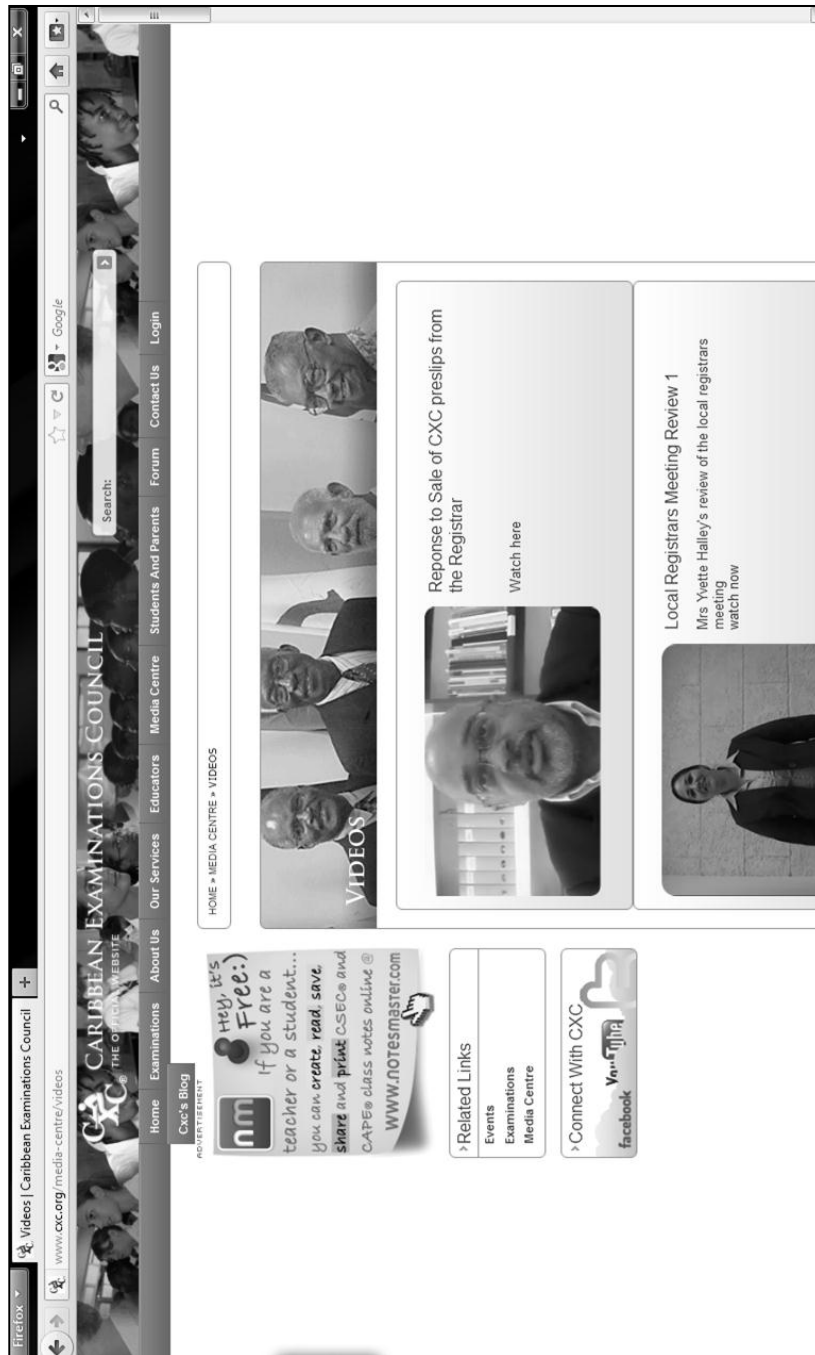


**27.** Which of the following is the "you are here" indicator on the website provided?

    (A)    Home, CXC's Blog
    (B)    Home, Forum, Contact Us
    (C)    Home, Media Centre, Videos
    (D)    Home, Examinations, About Us

**28**. A blog could be used as

(A) a teaching tool
(B) a web browser
(C) an online video editor
(D) an instant messaging tool

**29**. Which of the following is a factor to consider in evaluating a website?

(A) Cost
(B) Growth
(C) Strategy
(D) Usability

**30**. Which of the following is a DISADVANTAGE of using web content management software?

(A) Low cost
(B) Tool mixing
(C) User friendly
(D) Workflow management

**31.** Government policy, infrastructure, devices and users are all important parts of the

(A) digital era
(B) mobile era
(C) mobile ecosystem
(D) digital ecosystem

**32.** Which of the following is NOT a mobile operating system?

(A) Bada
(B) iPhone
(C) FirefoxOS
(D) Windows 8

**33.** A feature phone is characterized as a phone that

(A) is considered top of the line
(B) can play mp3s and record video
(C) integrates with social networks
(D) has additional functionality over a basic phone

Item **34** refers to the following photograph.



**34.** The photograph represents a?

(A) camera phone
(B) feature phone
(C) basic phone
(D) smart phone

**35.** Which of the following may NOT be considered a local app with global appeal?

(A) Bus schedule
(B) Air travel schedule
(C) Beach resort facility
(D) Car rental facility

**36.** The acronym 3G stands for

(A) triple Gear
(B) third generation
(C) three Generation
(D) three speed mobile

**37.** Which of the following is the LEAST important cultural consideration when addressing local problems in the context of designing maps?

- (A) News
- (B) History
- (C) Time zone
- (D) Entertainment

**38.** John builds a website and notices that it is difficult to view it on mobile devices. What is the MOST likely reason for this problem?

- (A) Portability
- (B) Bandwidth
- (C) Screen size
- (D) Processing power

**39.** The technique of wire framing is useful for creating

- (A) 3D models
- (B) 2D scenes
- (C) polygon meshes
- (D) mobile application prototypes

Item **40** refers to the following image



*Source: http://www.mobilemovie.com/handset-emulators/phone-emulator/*

**40.** What does the screenshot represent?

- (A) An iPhone application
- (B) An iPhone 3 performance report
- (C) A mobile application emulator
- (D) A performance report for an iPhone site

**41.** On which platform is there only ONE app marketplace?

- (A) iOS
- (B) Android
- (C) Blackberry
- (D) Symbian

**42.** Mary has a mobile game named "Caribbean Flurry". She pays $2 per month to benefit from premium membership. What revenue model does this represent?

(A)  Freemium
(B)  Subscription
(C)  Membership
(D)  In app purchasing

**43.** In the mobile game "Caribbean Sea", Sandra can become an "Ocean Princess" if she acquires "Coral Powers" by accumulating 1000 points or paying for a "Powerpak".

This is an example of the

(A)  freemium model
(B)  membership model
(C)  subscription model
(D)  one-time purchase model

**44.** Which of the following networks does NOT improve speed of Internet access?

(A)  Fiber
(B)  Wireless
(C)  Broadband
(D)  4G cellular

**45.** Which of the following is a contributor to commoditization?

(A)  Fiber network
(B)  Cheaper component
(C)  Faster broadband network
(D)  Faster computer processor

# Unit 2 - Paper 01

| Item | Specific Objective | Key | Item | Specific Objective | Key |
|------|--------------------|-----|------|--------------------|-----|
| 1 | 2.1.1 | C | 26 | 2.2.6 | B |
| 2 | 2.1.1 | B | 27 | 2.2.7 | C |
| 3 | 2.1.2 | D | 28 | 2.2.7 | A |
| 4 | 2.1.4 | B | 29 | 2.2.6 | D |
| 5 | 2.1.5 | A | 30 | 2.2.8 | B |
| 6 | 2.1.5 | A | 31 | 2.3.1 | C |
| 7 | 2.1.5 | D | 32 | 2.3.2 | B |
| 8 | 2.1.5 | C | 33 | 2.3.2 | D |
| 9 | 2.1.5 | D | 34 | 2.3.2 | B |
| 10 | 2.1.6 | C | 35 | 2.3.4 | B |
| 11 | 2.1.6 | D | 36 | 2.3.3 | D |
| 12 | 2.1.7 | C | 37 | 2.3.4 | C |
| 13 | 2.1.7 | B | 38 | 2.3.5 | C |
| 14 | 2.1.8 | A | 39 | 2.3.6 | D |
| 15 | 2.1.9 | D | 40 | 2.3.7 | C |
| 16 | 2.2.1 | A | 41 | 2.3.8 | A |
| 17 | 2.2.2 | C | 42 | 2.3.9 | B |
| 18 | 2.2.4 | C | 43 | 2.3.9 | A |
| 19 | 2.2.4 | A | 44 | 2.3.10 | B |
| 20 | 2.2.4 | A | 45 | 2.3.10 | B |
| 21 | 2.2.4 | B | | | |
| 22 | 2.2.5 | A | | | |
| 23 | 2.2.5 | A | | | |
| 24 | 2.2.9 | C | | | |
| 25 | 2.2.6 | A | | | |

# CARIBBEAN EXAMINATIONS COUNCIL

### CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®

### DIGITAL MEDIA

### APPLIED DIGITAL MEDIA

### SPECIMEN PAPER

### Unit 2 – Paper 02

*3 hours*

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#### <u>INSTRUCTIONS TO CANDIDATES</u>

1. This paper consists of ONE major task.

2. The task consists of a theme, audience and production.

3. You are required to respond to the entire task.

4. The use of mobile phones if NOT allowed.

5. Internet connectivity is NOT allowed.

6. All digital sketches must be submitted along with the final work.

7. All hard copy sketches must be digitally captured and inserted at the bottom of the work at the end of the examination.

8. All hard copies must be handed over to the invigilator for destruction at the end of the examination.

9. All work must be digitally compressed into a zipped file at the end of the examination and exported as directed by the invigilator.

---

**THE TASK**

**Theme**
Encouraging good environmental practices

**Audience**
Select one of the following audiences:
- Preschoolers
- Teenagers

**Guidelines**
You are required to design a concept for a digital media product that addresses the theme. The idea for the product can be, for example, an animated character for a website, a mobile or web app that encourages good environmental practices for a digital media solution, or an e-book.

1. **The design concept must be demonstrated through thumbnails or layouts, rough design ideas and brainstorming chart.**

(a) Brainstorming chart

| | |
|---|---|
| Brainstorming chart in any format | (3 marks) |
| Headings or issues addressed | (3 marks) |
| Outcomes for a solution | (4 marks) |

(b) Thumbnails or storyboard or layout design

| | |
|---|---|
| Illustrations | (2 marks) |
| Clear idea | (3 marks) |

**Total 15 marks**

2. **The design concept must be rationalised through a concept paper that includes the following:**

(a) Concept outline

| | |
|---|---|
| Product/concept identified | (1 mark) |
| Methodology of concept | (1 mark) |
| Impact of concept | (1 mark) |

(b) Rationale

| | |
|---|---|
| The reasoning behind the choice of ideas | (1 mark) |
| Choice of methodology for implementation | (1 mark) |
| Clarity of rationale | (1 mark) |

(c) Methodology

| | |
|---|---|
| Platform identified | (1 mark) |
| Use by target audience | (1 mark) |
| Impact of choice of method | (1 mark) |

(d) Marketing plan

| | |
|---|---|
| Platforms identified for marketing | (2 marks) |
| Rationale for choice | (2 marks) |

(e)  Target audience

    Primary target audience identified    (1 mark)
    Secondary target audience identified    (1 mark)

**Total 15 marks**

**3.   The final draft design must be created using digital tools.**

(a)   Creation of a functioning colour chart pallet

    Chart created    (1  mark)
    Parts named    (2 marks)
    Suitability of choice of colours    (2 marks)

(b)   Wireframe or mockup or mesh model or character design

    Illustration or layout of idea    (3 marks)
    Relevance to concept    (2 marks)
    Concept colour design and design    (2 marks)
    Impact of design and concept    (3 marks)

**Total 15 marks**

**END OF TEST**

**INSTRUCTIONS FOR THE SUBMISSION OF COMPLETED WORK**

**After the invigilator has signalled the end of the examination, compress your work into a zip file and submit the file to the electronic submission facility as directed by the invigilator.**

# CARIBBEAN EXAMINATIONS COUNCIL

## CARIBBEAN ADVANCED PROFICIENCY EXAMINATIONS®

### DIGITAL MEDIA

### UNIT 2 – PAPER 02

### KEY AND MARK SCHEME

### SPECIMEN

**Theme:**
Encouraging good environmental practices

**Audience:**
Select one of the following audiences:
- Preschoolers
- Teenagers

**Guidelines:**
You are required to design a concept for a digital media product that addresses the theme. The idea for the product can be, for example, an animated character for a website, a mobile or web app that encourages good environmental practices for a digital media solution, or an ebook.

1.  **The design concept must be demonstrated through thumbnails or layouts, rough design ideas and brainstorming charts (15 marks)**

**CONTENT NO** 2 and 9

**a.** Brainstorming chart
    Max 3 marks for brainstorming chart in any format
    Max 3 marks for headings or issues addressed
    Max 4 marks for outcomes for a solution
    TOTAL (10 marks)

SAMPLE ANSWER

| TITLE & PREMISE | CHARACTERS | ENVIRONMENT | CATALYSTS | TURNING POINT | RESOLUTION | OUTCOME |
|---|---|---|---|---|---|---|
| The Green Mouse Club<br>A group of mice forced to save the city | 3 friend Mouse | A mouse hole in the city | The ally cat litters the city | The Ally cat blocks the exit from the mouse hole to the city | The Mouse friends fight their way out and teaches the ally cat a lesson | The mouse saves the city |
| The Green Kids Club – 4 kids determined to teach the grown-ups lessons to save their planet | Water-girl<br>Clean Up Kid<br>Plastic Peter<br>Planting Patsy | A tree house in the Caribbean City | The community water suddenly turns purple | The kids investigate and see that Tommy the Bully is polluting the water | The kids find a way to teach Tommy a lesson | The kids brings clean water back to the village |
| The Busy Buzzers – A group of bumble bees work from their hive to teach each other about the planet | 3 Bumble Bees | A bee hive in a coconut tree | School children pelting the bee hive | Bees have to move home | The move affects the village as there is no more honey for villager | The school children learns that the bees are important their life |

2

b. Thumbnails or storyboard or layout design
    Max 2 marks for illustrations
    Max 3 marks for clear idea
    TOTAL (5 marks)

SAMPLE ANSWER

SPEC 2013/02223020 CAPE MS
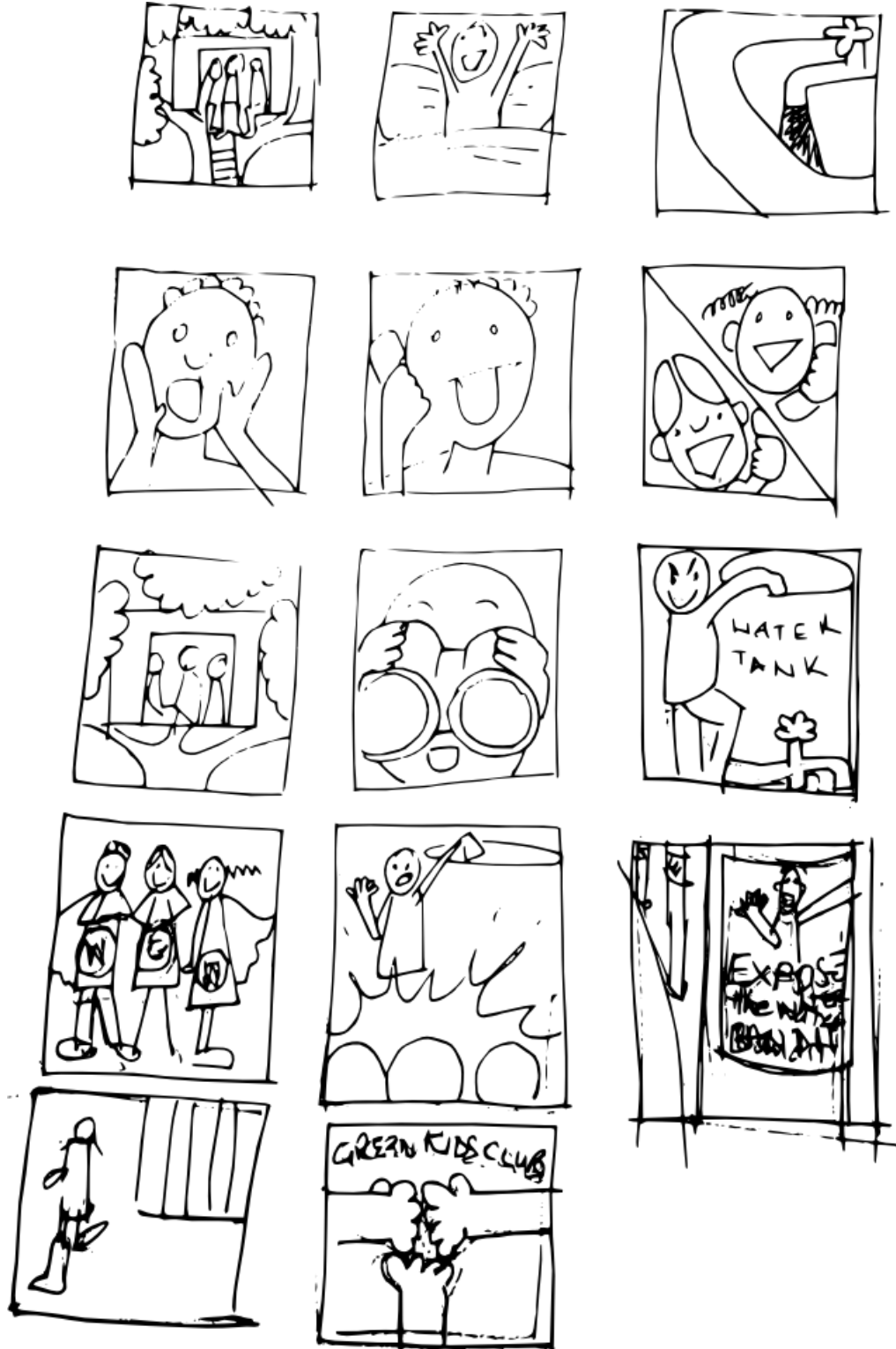
**2.  The concept must be rationalised through a concept paper that includes the following:**

**CONTENT NOs 3, 4. 5**


#### a.  Concept outline

THE GREEN KIDS CLUB – <u>An ebook</u> that focuses on a group of children between the age of 3 - 6 whose <u>focus is saving the planet from environmental destruction</u>. <u>They transform into super heroes</u> whenever someone breaks the rules for healthy and environmentally conscious living.
(1 mark for each underlined phrase = 3 marks)

#### b. Rationale

THE GREEN KIDS CLUBS intervention will allow the children reading the ebook to come up with solutions.  <u>The Kids change into their green super hero outfits</u> when they are making an intervention to save the planet. <u>Each child will represent a superhero to do with a specific environmental challenge</u>

<u>Heroes</u>
  i.   Watergirl
 ii.   Clean Up Kid
iii.   Plastic Peter
 iv.   Planting Patsy
(1 mark each for two underlined phrases = 2 marks plus 1 mark for any one hero mentioned = 3 marks)

#### c. Methodology

An ebook that will allow the children <u>reading</u> and <u>interacting</u> with the lessons will allow them to choose answers, suggest options for solutions and interact.  The interactive menu will allow the children to navigate the E-book with a certain amount of autonomy. Ar<u>eas of focus</u> for the content will be

1. Environmental Awareness
2. Geography
3. Multiple Choice Games
4. Environmental Games
(1 mark for each underlined term/phrase = 3 marks)

#### d. Marketing Plan – For example, platforms for publishing, social media use

'THE GREEN KIDS CLUB' Ebooks will be <u>promoted in Pre-Schools</u> throughout the country.  <u>Web pages</u> with target audience of women, parents, teacher will also be targeted by being given <u>a link to a sample of the E-book</u>. The characters will all have a space on a Web-Page dedicated to <u>monthly updates</u> in the particular area that the superhero is focused on.
(1 mark for each underlined phrase = 4 marks)

#### e. Target Audience   – <u>Pre-Schooler</u> <u>Teachers</u>, <u>parents</u>, <u>environmentalists</u>
(1 mark for each for any TWO underlined words = 2 marks)

**3.  The final draft design must be created using digital tools (15 marks)**
   **CONTENT NO 1, 6, 7, 8**


**a.**  Creation of a functioning colour chart palette
     1 mark for actual creation of a chart

4

Max 2 mark for naming the parts
Max 2 marks for suitable choice of colours
TOTAL (5 marks)

**b.** Wireframe or mockup or mesh model or character design
Max 3 marks for Illustration or layout of idea
Max 2 marks for relevance to concept
Max 2 marks for concept colour design and design
Max 3 marks for Impact of design and concept
TOTAL (10 marks)

SAMPLE ANSWER

WATER GIRL COLOUR PALLETTE – Naming the colour chart (1 mark)

Identifying the appropriate colours that BEST represent the characters demographic for each colours
1 mark each = (3 marks)

| |
|---|
| SKIN COLOUR |
| SUPER HERO OUTFIT TOP |
| SUPER HERO OUTFIT BOTTOM |
| SHOE COLOUR |
| BELT COLOUR |

5

**B cont'd**

Wireframe or mockup or mesh model or character design
Illustration or layout of idea 3 marks
Relevance to concept 2 marks
Concept colour design 2 marks
Impact of design and concept 3 marks
TOTAL = (10)



WATER GIRL

**[Total = 45 Marks]**

6