

NAME: _____

**INFORMATION PROCESSES AND TECHNOLOGY
(HSC)**



**GyMEA Technology
High School**
INSPIRE. LEARN. SUCCEED.

INTERACTIVE DIGITAL ADVERTISEMENT - MULTIMEDIA

DUE DATE: 25TH NOVEMBER 2016

DATE DISTRIBUTED: Monday, 31 October 2016

WEIGHT: 10%

OUTCOMES:

H2.2 Develops and explains solutions for an identified need which address all of the information processes

H3.2 Demonstrates and explains ethical practice in the use of information systems, technologies and processes

H6.1 Analyses situations, identifies needs, proposes and then develops solutions

H7.2 Uses methods to thoroughly document the development of individual and team projects

ASSESSMENT CONTEXT:

In studying IPT, we not only have to understand the relationship between data and information but also understand how this data is converted into information. The development in Virtual and Augmented Reality also means that there are now completely new ways that people can interact with advertising and advertisers. This means advertising methods and strategies are no longer the same as what it was like from as recent as 5 years ago.

There is no better way than to see how data is transformed into information than to manipulate this data into information by your own hands. You will need to collect data about a customer and create an advertising campaign for your customer. By visually seeing and physically manipulating data, will you then start seeing the transformation of data into information. By creating a digital interactive advertisement, you will start to see how data is manipulated into information and conveyed to the customers.

ASSESSMENT CRITERIA:

To be successful in this task students must produce a multimedia based digital advertisement that is:

- Interactive
- Original
- Suitable for target audience
- Engaging
- Has a clear purpose

In addition, students must produce a daily journal which is detailed and up to date.

TASK OUTLINE:

Create An Interactive Digital Advertisement

Your task is to create an interactive digital advertisement based on any shop, products or services of your own choosing. Your advertisement must have the following elements:

- Be interactive – Come up with new ways that the sign can interact with other people. Facial recognition, cameras, microphones, all technologies are all at your disposal.
- Be suitable for your environment – the contents of your advertisement must be suitable for where they are placed. Consider social and ethical issues. Consider screen positioning issues, where can the screens be placed? How will customers interact with your advertisement.
- Contains both Static and Dynamic content – static content are the texts of still images/logos that you have on your advertisement, while Dynamic content are the animations, movies, or interactivity. Your advertisement must demonstrate both static and dynamic elements.
- Has a clear purpose – what is the purpose of your advertisement? What is it that you want to achieve with your advertisement? Since there are no reports to be handed in for this assessment task, your advertisement must demonstrate a clear and concise purpose to the audience.
- Target Audience – your advertisement must be clear to its target audience. There is no point in inserting big chunks of text when the advertisement is for a Happy Meal, nor is there when you create an ad with minimal information for a home loans ad.
- Daily Journal – You will need to complete a daily journal for the work that you complete on a daily basis. The journal can be accessed from Moodle. Please note that although the online journal does not constitute part of your marks, if this journal is not kept up to date, a 20% penalty of the TOTAL marks will be deducted from your final score.

Clients for the advertising campaign can be chosen at random or can be imaginary. You can choose from one of the following environments or discuss one of your own choosing with your teacher.

- Shopping Centres
- Train Station
- Newsagency
- Department Stores
- Airports
- Amusement Parks

Your chosen working environment must be reflected in your interactive advertisement. For example, you may not want to have a customer filling out a survey whilst waiting for a taxi, or a recipe for a fried ice cream wrapped in waffles in a gym.

TASK REQUIREMENTS:

In order to complete this task effectively and produce a quality final product a student should:

- Have a clear understanding of the requirements of the client
- Have a clear understanding of the requirements of the environment
- Have a clear understanding of the needs of the customer
- Be well organized
- Have access and understanding of Adobe Flash
- A detailed journal with regular and up to date entries. Attention to Vocabulary, punctuation, sentences, paragraphs and text structure must be focussed upon in the task.

You may use a number of multimedia based software in order to create your interactive advertisement. Some of these may include and not limited to Adobe Flash, and Unity 3D.

SUBMISSION REQUIREMENTS:

All project submissions are to be uploaded to Moodle.

Students are to submit their completed advertisements to their Moodle submission page. If there are more than one file, please zip up all the files into one single file and upload to Moodle. Please make sure that you have uploaded your files into the right submission page, any failure to submit to the right page will result in lateness penalties.

PLEASE MAKE SURE that your final files are generically operable on different platforms, that is the advertisement files must be openable on PCs and MACs without the need for special programs to be installed.

Students are also to complete an online journal of their project on the Moodle journal page.

TOOLS TO HELP YOU COMPLETE YOUR ASSESSMENT

Adobe Flash

UNITY 3D

Adobe Photoshop

Adobe Illustrator

Adobe Flash Actionscript official Learning Guide

http://help.adobe.com/en_US/as3/learn/as3_learning.pdf

Marking Criteria

	0 Marks	1 Marks	2 Marks	3 Marks
Originality	A direct copy of an advertisement taken from another source. (A mark of zero here will have a final mark of 0)	Substantial parts of the advertisement copied from other sources	Parts of the advertisement copied from other sources	Advertisement is original
Interactivity	No interactive elements are visible.	Input of name and/or email only	Interactivity goes beyond customers typing.	Uses of a broad range of technologies for users to interact with the advertisement.
Suitability of Environment – Social and Ethical Issues	Advertisement is unsuitable to the environment.	Some consideration is made to the suitability of the content in the environment chosen.	Some consideration is made with references to social and ethical issues.	A thorough consideration is made for the advertisement and its environment by considering social and ethical issues.
Clarity of Purpose	The purpose of the advertisement is not portrayed.	The purpose of the advertisement is vague, requiring second guessing as to what is needed from the customer.	The customer can work out the purpose of the advertisement after reading the information on the advertisement.	The purpose of the advertisement is clearly demonstrated.
Clarity of Target Audience	The target audience is not identified.	The target audience is identified but still requires significant guesswork.	The target audience is identified but requires some amounts of guess work.	The target audience is clearly identified without the need for any guesswork.
Daily Journal	No Journal entries entered. -20%	Minimal journal entries <5 -15%	Some journal entries <10 -10%	Journal entries entered and maintained.

Literacy Assessment Task Criteria

MARKING CRITERIA	Descriptors				
	0	1	2	3	4
Vocabulary Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect	- Symbols or drawings	- Only simple and nontechnical words are used.	- Some precise and technical words are used.	- Sustained use of precise and technical words.	-Sustained, consistent and fluent use of precise and technical words.
Punctuation Use of correct and appropriate punctuation for effect and to aid in reading of the text	- No or minimal evidence of correct sentence punctuation (less than 25%)	- Limited evidence of correct sentence punctuation (at least 25%)	- Some correct sentence level punctuation (at least 50%).	- Mostly correct sentence level punctuation (80%) and at least two examples of other punctuation.	-Writing contains accurate use of all applicable punctuation.
Sentences Intentionally constructs a variety of sentences to match purpose and audience	- No evidence of sentences - Drawings, symbols, a list of words OR text fragments	- At least one sentence is used correctly.	-Some correct formation of sentences. (at least 50%)	-Most sentences (80%) are correct but are largely unsophisticated.	- All sentences are correct and there including sophisticated sentences.
Paragraphs Paragraphs are used to effectively structure information and partition events and ideas	- No correct use of paragraphing - may be a block of text or random breaks	- Ideas are separated, provides at least ONE correct break between ideas - Paragraphs may contain some unrelated ideas	- At least ONE paragraph is well structured and develops an idea	- All paragraphs are focused on one idea or a set of like ideas but may not be linked effectively.	- Paragraphing creates flow, connectivity and supports argument.
Text Structure Uses features of the appropriate text type	- No evidence of structural components of the appropriate text type	- Minimal evidence of the structural components of the appropriate text type.	- Some evidence of the structural components of the appropriate text type.	- Substantial evidence of the structural components of the appropriate text type.	- Coherent and controlled use of the appropriate structural components of the text type.