Orbyte

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**Centre number:** #####

**Qualification code:** 7517D

**Date:** May 2023

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# Analysis

## Background information

Understanding orbits and gravitational fields is important. So important that exam boards, such as AQA, have stipulated that physics students should study the “Orbits of planets and satellites” (A-Level Physics Specification). Even at GCSE, according to specification point 4.8.1.3 of the AQA GCSE Physics specification, students should learn: how “satellites stay in orbit” with reference to the sun, earth, moon and artificial satellites”; “The Circular Motion of Satellites” and “How the Speed of a Satellite affects its radius”. It’s therefore necessary for there to be graphical simulations of orbits in order to aid the teaching of these principles.

## Investigation

### Interview with a Physics Teacher

The following are responses to questions given to Mr Rice, a physics teacher at Magdalen College School Oxford, who teaches both A Level and GCSE Physics.

*How does the teaching of gravitational fields and orbits benefit from the use of graphical computer simulations?*

|| “Gravitational fields can be effectively taught through simulations, especially sandbox-style simulations, as a result of the ability to become hands-on with the Physics and transport gravity, which normally is not viable to show many demonstrations of in the lab, into a practical science for the students.” ||

*Can you think of any limitations with current simulations used in classes? (e.g. the Phet Orbit Simulation)*

|| “Relatively limited options in the PhET simulation for which satellites are in play and how many of them you would want (although this may become computationally expensive quite quickly).” ||

*What are some features you like to see in a 3D orbital simulation?*

|| “Free movement of the camera, multiple possible bodies and their interactions.” ||

*Should the simulation include planets, satellites, or both?*

|| “Both.” ||

*This software is being designed with education in mind, so are there any other features for an educational simulation that you would like to see implemented? (That perhaps aren't included in others at the moment.)*

|| “Force vectors, perhaps even a measurement of the energies of different bodies such that you can see conservation of energy during non-circular orbits.” ||

### Analysis of the current industry standard

The following investigation[[1]](#footnote-1) into available orbit simulations has been informed by what is used in a classroom to educate GCSE and A-Level students, and a correspondence with the UK Space Agency.

**Classroom**

Currently, the PHET orbital simulation is used in classrooms as a teaching aid and a way for students to interact with what can otherwise be quite and abstract topic in the Physics courses. The following analysis has been done on the version publicly accessible during 08/2022.

This simulation is in 2 Dimensions only and features limited options for what is orbiting within the simulation. At most, only 3 bodies are simulated. The simulation draws the path of the orbiting bodies, their velocity vector (represented as an arrow) and the vector of gravitational force acting on the orbiting body. The actual values of force, energy and velocity are excluded from the demonstration, though masses can be included. The screen can also become cluttered with arrows and lines making it difficult to visualize what is going on in the simulation if zoomed out. The speed at which time passes is also limited, making it slow to see patterns or divergent paths emerge.

A picture containing graphical user interface

Description automatically generated

**Satellite visualization**

“Satvis” [SATVIS] is an online satellite orbit visualization, featuring real-time display of satellite positions in 3D. This implementation excels in its user interface which is both compact and detailed enough to provide sufficient customizability of the display.

The biggest draw-back of this example is that it doesn’t display any of the physics properties of the orbiting body. It is also a simulation limited to satellites and not a general purpose orbit simulator. What should be taken away from examining this solution is the benefits of a compact user interface, especially the ability to select an individual orbiting body to display more information about it.



**Satellite Explorer**

“SatelliteXplorer” [SATELLITE EXPLORER] is another website that exclusively displays the orbit of satellites around the earth. It is similar to “Satvis”, and features a clean minimalist User Interface. Both the landing page view and the individual satellite view are aesthetically pleasing. The page displaying an individual satellite’s information is a good endorsement for the use of a sidebar to keep the screen tidy.

This simulation is also real-time and features information about the orbiting body that is interesting to read, but largely academically irrelevant. There seems to be no way to speed up the passage of time, and if modified for educational purposes, it would be helpful to remove 3D models (though aesthetic) as a necessary abstraction to see the orbiting bodies as shapes with regular geometry to aid with the thought process driving academic physics. Like “Satvis”, the website is not a general-purpose orbit simulation and does not display the physical attributes of the object, such as force, acceleration and velocity vectors. My implementation should therefore draw from the clean presentation of this solution, expand upon its capabilities, and develop upon its content for a classroom, engineer or hobbyist.

A screenshot of a computer

Description automatically generated with medium confidence

## Overview of problem

As outlined above, it is important to understand how objects in orbit behave. In class, students learn about how the velocity of a satellite affects its radius of orbit and how the mass of bodies involved can affect the trajectories. In the spirit of inspiring and encouraging interest in the subject that could grow into a love for astrophysics, the simulation ought to be both detailed and aesthetically pleasing, which is not the case for current simulations.

Current solutions to orbital simulations are mostly 2-Dimensional, with limited graphics, details and little customizability. If you want to see the orbital path of many satellites all in orbit at once, in 3D, then a new simulation is required.

## Limitations and constraints

The simulation is intended for educational purposes and will therefore need to be easy to use for both students and teachers. The range of ages most likely to be interacting with the software is those studying the GCSE syllabus to those studying A-Level and beyond. The software should also be easy to use and intuitive for teachers, in order to streamline the teaching process and avoid wasted lesson time.

This “ease of use” will manifest itself as a minimalist graphical user interface, with most of the screen space being dedicated to the graphical simulation, in order to ensure engagement and immersion rather than distraction with the peripheral parameters. Naturally, as an educational simulation, the details of orbiting bodies should be displayed in a compact way that both facilitates adequate detail without cluttering the graphic.

The mathematics behind simulating multiple body orbits, especially past 2 body orbits, becomes difficult to implement and may prove confusing to the students that are using the simulation as this mathematics transcends the A Level specification. It may be necessary to make some approximations in order to keep the simulation useful as a teaching resource at this level.

Performance is also an important consideration. In the interest of wide accessibility of the simulation, optimisations will be made such that the simulation is still performant on lower tier systems. This can be done in either “graphics tier” features or restrictions made to the number of orbiting bodies and calculations made per second, such that the load on a lower end processor be reduced.

## Input, Process, Storage, Output (IPSO)

[<Read NEA Workbook pg 15 to 16>](https://mcsoxfordorg-my.sharepoint.com/:b:/g/personal/ahemming_mcsoxford_org/EaTc4UdlLOBPusIY8WZGsT0B0w8ouf5IIZyWUBUqVuLSJQ?e=KO2joO)

|  |  |  |
| --- | --- | --- |
| **IPSO** | **Information** | **Evidence** |
| Input | Orbiting Body Information:   * Name * Initial Position * Initial Velocity * Gravitational Constant * Mass of central body * Mass of orbiting body | Educational simulations and satellite position trackers. |
| Output | Orbiting Body Annotations:   * Force Vectors * Velocity Vectors * Path   Orbiting Body Information:   * Acceleration * Velocity * Period * Radius | Interview and current solution analysis. |
| Storage | Update Queue:   * Orbiting body objects   GUI elements  Last simulation state and setup. |  |
| Processing | * Runge-Kutta 4 for solving ordinary differential equations * World space to screen space calculation for 3D camera projection. * Rotation of bodies & entire system by rotation matrices. * Hashing algorithm to save data to hash table for between-session storage. | Mathematics behind simulating orbits.  Mathematics behind camera projections.  A Level Further Mathematics: Rotation Matrices. |

## Data dictionary

*Abstract data types: Vector*

|  |  |  |  |
| --- | --- | --- | --- |
| **Data item** | **Data type** | **Validation** | **Sample data** |
| Velocity | Vector |  | (1, 1, 1) |
| Mass | Float |  | 5.972 × 10^24 |
| Position | Vector |  | (1, 1, 1) |
| Gravitational Constant | Float |  | 6.6743 × 10^-11 |
| Acceleration | Vector |  | (1,1,1) |
| Time Step | Float |  | 100 |

## Data volumes

*As seen in the Phet physics simulation. Satellite trackers have more satellites on display than the educational simulation. In all there is only one central body.*

|  |  |
| --- | --- |
| **Data object** | **Volume of data** |
| Orbiting Planets | ~2 |
| Central Body | 1 |
| Satellites | ~1 |

## System flowcharts



## Runge-Kutta 4

*Given an initial position and velocity relative to a central mass, used as a focus for the orbiting object. An Ordinary Differential Equation solver is required. For this reason RK4 is used as it provides a more accurate approximation than the Euler method.*

Handling 3D Vectors. Acceleration due to gravity is equal to the derivative of velocity and the second derivative of displacement. It is necessary to solve for displacement given an acceleration and velocity for the purposes of this simulation.

Where:

From this we extrapolate the ODE Method:

**

This method is then used within each RK4 step:



## Objectives

The solution I will implement will involve using the Simple DirectMedia Layer (SDL), which is a “cross-platform development library designed to provide low level access to audio, keyboard, mouse, joystick, and graphics hardware via OpenGL/Direct3D/Metal/Vulkan. It is used by video playback software, emulators, and popular games.” [SDL\_WIKI]

Its ability to directly interface with graphics hardware and low-level nature will make it a suitable environment to develop a performant simulation, giving me control over how memory and other resources are being used, and freedom to implement graphics and UI how I choose to, in order to best accomplish the goal of making an educational general orbit simulation.

The general mathematics governing (broadly) how the simulation works and the pseudocode describing the functions that I will implement RK4 with have been explained above. The mathematics behind how 3D shapes will be represented will be covered in the Documented Design section, along with an expanded description of each simulation step.

|  |  |  |
| --- | --- | --- |
| **No.** | **Objective** | **Performance criteria** |
| **Version 0.0** | **Fundamental Setup** |  |
| 0.0.1 | Create project and set up using SDL. | Successfully setup SDL dependencies. Compile with no errors. |
| 0.0.2 | Divide initialization steps into separate procedures and draw window. | Window is drawn and can be closed. |
| 0.0.3 | Get User Keyboard Input and log it to console | User can press keys and corresponding debug message will be outputted to console. |
| 0.0.4 | Integrate a graphics library to the SDL Application | Draw a shape with the graphics library in SDL. |
| **Version 0.1** | **Orbit Object Implementation** |  |
| 0.1.1.0 | Set up Central Object Class (Accessors and Placeholder Methods) | Debugging procedures and Accessor methods within the class to access and display class attributes. |
| 0.1.1.1 | Set up Orbiting Body Class (Accessors and Placeholder Methods) | Debugging procedures and Accessor methods within the class to access and display class attributes. |
| 0.1.1.2 | Set up child class for satellites (Accessors and Placeholder Methods) | Debugging procedures and Accessor methods within the class to access and display class attributes. |
| 0.1.2.0 | Implement Update Method for Orbit Body Class and Satellite Class | Mostly comments for what procedures need to occur each simulation step. |
| 0.1.3.0 | Create Simulation Class with attributes and accessors | Debugging procedures and accessor methods to test the class and attributes. |
| 0.1.3.1 | Outline Simulation Class Update Method | Comments and references to empty procedures. |
| **Version 0.2** | **Orbital Simulation Mathematics** |  |
| 0.2.1.0 | Implement Runge-Kutta 4 step in an independent maths library | Test with known values and compare output to what the answer should be. |
| 0.2.2.0 | Integrate newly written Maths Library into the main program. | Include library in the main program and test with debug methods. |
| 0.2.3.0 | Create Abstract Data Type: Vector3 | Data type with accessor methods for x, y, z. |
| 0.2.3.1 | Create Magnitude Function in Vector Class | Function returns magnitude of the Vector. |
| 0.2.3.2 | Create Normalize Function in Vector Class | Function returns the normalized vector. |
| **Version 0.3** | **Simulation Step** |  |
| 0.3.1.0 | Configure simulation class such that only one orbiting body is in the simulation queue. To sense-check results, make the parameters of the central body that of the sun and the parameters of the orbiting body that of the earth. | Debug methods to confirm attributes set correctly. |
| 0.3.2.0 | In Orbital Body Update Method, pass parameters to RK4 step and start to calculate position as a function of time. (Note this will be modified time, depending on the time-step parameter of the simulation.) | Debug methods each update to confirm values are changing, verification of correct calculation will be done at a later stage. |
| 0.3.3.0 | Write methods for the Orbital Body Class to output the current position. | Find the time period of the earth’s orbit in the simulation and compare to known values. Note the error (if any), and then refer to previous steps to fix bugs (if any). |
| **Version 0.4** | **Graphics I** |  |
| 0.4.1.0 | Create method to draw a pixel to the screen given an x and y coordinate, using the SDL libraries. | See pixel drawn at expected location. |
| 0.4.2.0 | Create method to draw a line of pixels between two points. | Draw a 3D shape on screen. |
| 0.4.3.0 | Create method to rotate a collection of 3D points about a centroid. | Rotating 3D shape visible on screen. |
| **Version 0.5** | **Satellite Child Class** |  |
| 0.5.1.0 | Instantiate one satellite in the simulation class main method. Set it’s “parent” to be the earth and set its parameters to be similar to that of the moon.  (*Note: We are presently forming a reductive version of our solar system, with only the sun, earth and moon, so that we can sense-check the results of our simulation.)* | Test with Debug Methods to confirm attributes are set correctly. |
| **Version 0.6** | **Graphics II** |  |
| 0.6.1.0 | Draw the central body to the screen using custom graphics implementation. | Have a 3D shape drawn to the screen at the position corresponding to the origin. |
| 0.6.2.0 | Draw Orbiting bodies to the screen using the custom graphics implementation. Have the draw function in the update method for the orbiting body class. | Have a 3D shape drawn to the screen corresponding to the current position of the orbiting body. Drawn every frame. |
| 0.6.3.0 | Draw Satellites. | Have a 3D shape drawn to the screen corresponding to the current position of the satellite. Drawn every frame. |
| **Version 0.7** | **User Interface I** | **Draw User Interface using a library for GUIs in SDL.** |
| 0.7.1.0 | Draw sidebar with placeholder text corresponding to parameters for the simulation and a list of bodies in the simulation. | Text is drawn to the sidebar, occupying a portion of the side of the screen. |
| 0.7.2.0 | Add Placeholder buttons | Clicking button outputs a debug message to console. |
| 0.7.3.0 | Add scrollbar so that theoretically, the UI is not the limiting factor for number of orbiting bodies in the system. | Scrollbar works and “infinitely” many objects can be added to the simulation and displayed in the sidebar. |
| 0.7.4.0 | Add a pop-out window that functions as an “inspector.”  *This will describe attributes of the object currently in focus.* | Placeholder window. |
| **Version 0.8** | **User Interface II** |  |
| 0.8.1.0 | Connect simulation to the User Interface. UI should access and display orbiting body class attributes. | See object attributes shown for 1 orbiting body. |
| 0.8.2.0 | Allow user to interact with any orbiting body such that its information is shown on the extended UI. | Floating inspector window shows selected object’s properties |
| 0.8.3.0 | Add method to display orbit object vector attributes, such as Velocity and Force. (Including option to hide these.) | Arrows are draw to the screen representing the direction and magnitude of the vectors. |

# Documented design

## Database design

Orbyte will need a basic database system so that it can store previous simulations. Other simulations do not do this, so it will be a novel feature allowing for teachers and other users to save previous configurations and open them up again at another time.

The database will be containing the fundamental data required to resume the simulation from where it was last left off. No encryption will be required as there will be no sensitive data stored.

### Entity Relationship diagram (ERD)



### Entity Attribute Model (EAM)



## Overall System Design

### UML Diagram



### Application Process Diagram



The above diagram shows how the user will interact with the application, featuring the typical steps taken when using the simulation. The user will create a new simulation, instantiating the central body and a default orbit body acting as an example. After configuration, starting the simulation will begin the mainloop for the simulation.

The programming methodology of the project will be Object-Oriented, this has been chosen due to the number of instantiated elements present in a simulation.

The user should be able to perform all of the above operations, and each of these should be implemented into the simulation as the most fundamental objectives to achieve what was outlined in the analysis.

### Input, Process, Storage, Output (IPSO)

[<Read NEA Workbook pg 33>](https://mcsoxfordorg-my.sharepoint.com/:b:/g/personal/ahemming_mcsoxford_org/EaTc4UdlLOBPusIY8WZGsT0B0w8ouf5IIZyWUBUqVuLSJQ?e=KO2joO)

|  |  |  |
| --- | --- | --- |
| **IPSO** | **Program section** | **Item** |
| Input | Initializing Simulation | * ID (path) * Display Resolution * Central Object Mass * Central Object Scale |
| Input | Instantiating Orbiting Objects | * Mass * Scale * Initial Position * Initial Velocity (*Can be calculated such that a circular orbit is produced)* * Name |
| Input | Runtime Configuration | * Change time-scale * Camera Position / “zoom” |
| Process | Update Orbiting Bodies | * Using RK4, calculate the next position of the body as a function of time. * Calculate the force, acceleration, velocity (etc.) vectors to be drawn to the screen. |
| Process | Generate Vertices For Rendering | * Calculate the new positions of the vertices defining the geometry of each orbiting body. * Convert these 3D cartesian coordinates from “world” space to “screen” space so that they can be drawn to the screen. |
| Output | Draw Orbit Bodies | * Draw the shapes representing the orbiting bodies to their respective positions. |
| Output | Display body information | * Display the appropriate information pertaining to a selected orbiting body (if any). |
| Output | Draw attribute vectors | * Represent body attributes (e.g. acceleration or velocity) as an arrow leading from the orbiting object. |

### Data dictionaries

|  |  |  |  |
| --- | --- | --- | --- |
| **Data Item** | **Data Type** | **Validation** | **Sample Data** |
| Simulation ID | Int |  | 1233052 |
| Orbit Body ID | Int |  | 4408723 |
| Central Body ID | Int |  | 5308921 |
| Orbit Body Position | Vector3 |  | (12000, 43000, 55000) |
| Orbit Body Velocity | Vector3 |  | (1, 1, 1) |
| Initial Orbit Position | Vector3 | X, y, z all floating point values and magnitude of position vector > 0. | (1000, 0, 0) |
| Orbit Body Mass | Double | Mass > 0 & Is Float | 120000 |
| Central Body Mass | Double | Mass > 0 & Is Float | 26000000 |
| Orbit Body Scale | Double | Scale > 0 & Is Float | 1 |
| Central Body Scale | Double | Scale > 0 & Is Float | 1 |
| Universal Time Scale | Double | 100 > UTS > -100 & Is Float | 10 |
| Orbit Body Name | String | Is String | “Kevin” |
| Central Body Name | String | Is String | “Not Kevin” |
| Date Created | String |  | “12/11/2022” |
| Orbit Body Vertices | Vector3 Array |  | [(1, 1, 0), (1, 2, 0), (2, 2, 0)] |
| Orbit Body Edges | Vector Array |  | [(0, 1), (1, 2)] |

### Data structures

Vector 3

The simulation will be in 3 dimensions, its therefore necessary to implement a 3D vector structure in order to make calculations easier:

**STRUCTURE Vector3**

**Float x**

**Float y**

**Float z**

**END STRUCTURE**

The above structure will also eventually contain various override methods to facilitate incorporation in mathematical equations. It will also need a “Debug” method that will return a string of its important attributes.

Edge

The Edge structure will contain two indices that refer to the position of a particular vertex in the object’s vertex array. This way two vertices can be “Associated” and so a line can be drawn between them.

**STRUCTURE Edge**

**Integer a**

**Integer b**

**END STRUCTURE**

OrbitBodyData

This structure stores all the relevant information about an object in orbit such that it can be re-instantiated. This will be used for storing orbits in binary files as well as other debugging purposes.

**STRUCTURE OrbitBodyData**

**String name**

**Vector3 center**

**Float scale**

**Vector3 velocity**

**Float mass**

**END STRUCTURE**

### OOP class design



The above shows some of the classes that will be involved in the Technical Solution.

* **OrbitBody:** This object will be any planet or satellite within the orbit simulation. This class will contain all the relevant attributes necessary to calculate the position of the object as a function of time, data necessary for the display of the object and accessor methods for the above. This class will also contain a public method titled “Update” which can be called from the main-loop in order to update the object and calculate its new position.
* **Satellite:** This class will inherit from **OrbitBody**. It has one key distinction, being that it will have another attribute for an **OrbitBody** parent. It will also override the “Update” and “RK4” methods so that it can combine forces acting upon it from the **CentralBody** (“star”) of the simulation and the **OrbitBody** parent.[[2]](#footnote-2)
* **Mesh:** This class will contain vertex arrays and details pertaining to the lines connecting vertices. Every object that will be drawn by the renderer must have a mesh object.
* **CentralBody:** This is the object at the centre of the simulation. All objects orbit this body. It is static.
* **Camera:** This object handles conversion from world space to screen space. Data from the camera will be used in calculations relevant to pixel drawing.
* **Simulation:** The main class that will act as an encapsulating class, holding all the components within it. Instantiating a simulation will either involve creating a fresh one or using the parameters from an old version.

### Interface design



### Algorithms

Rotate

*The purpose of this procedure is to rotate a set of vertices around the centre of the object (Centre of rotation). It takes 3 floating point parameters defining the rotation in the x, y and z axes. It accomplishes this through moving the points to the origin (by subtracting the centre position vector), applying a rotation through a 3D matrix transformation, then re-adding the centre’s position vector to move the vertices to the correct distance from the centre. This method is duplicated within the Camera object in order to rotate orbits around the world origin.*

**

Runge-Kutta 4

*The algorithm for the RK4 implementation is included in the Investigation section titled: “Runge-Kutta 4”. It is repeated here for completeness.*

**



World space to camera space

In order to facilitate orbits in 3 dimensional space, it is necessary to distinguish between world space and screen space so that objects further away from the camera seem smaller. This is accomplished by dividing a point’s x and y coordinates by their z coordinates (all relative to the camera) and then multiplying by the width and height of the screen so that the simulation fills the screen.



Line between two points

This is a crucial algorithm to be implemented, as it underpins most of the 3D geometry rendering in the project. The purpose of this procedure is to draw a line in screen-space between two points.



### Libraries

* **SDL:** The reasons surrounding the use of SDL2 [SDL\_WIKI] has been outlined in the Objectives section of the Analysis. Fundamentally, access to low-level graphics functionality and I/O events will enable me to develop a performant, bespoke simulation.

# Technical solution

Orbyte is composed of 3 core systems: The Simulation, Graphyte (My custom graphics solution) and the Simulation Storage System. While the simulation handles all the realtime orbit simulation and user I/O, it interfaces with Graphyte in order to display GUI elements and render 3D planets and orbits. Once the user has finished configuring and observing their simulation, they may save it to a .orbyte binary file, so that they can open it another time exactly as they left it. Or students may be able to open pre-made simulations made by the teacher before their lesson.

Each of these three systems is outlined below.

# The Simulation

Orbyte consists of a realtime orbit simulation that has undergone constant refinement throughout the iterative development process. Within this simulation is a central body that is orbited by many orbiting bodies, and each of these bodies may have many satellites. The user is able to dynamically instantiate and delete orbits during runtime, as well as configuring simulation parameters and seeing how they affect the orbits currently being simulated.

**Simulation Clock**



Delta time is calculated from the time since application start and last frame time. This delta is then used in all simulation calculations. Delta time is stored in milliseconds as an unsigned integer.

## Orbit Body Class

This class is instantiated to represent orbiting bodies. It contains a constructor that initialises all the GUI for the orbiting body, and significant methods such as the Update method that is called every frame.

**The Update Method**

Text

Description automatically generated

Taking the change in time since the last frame (clamped in the main .cpp file) and a time scale as its parameters, the update method governs the orbiting body’s functionality each frame. It calls the private method **rk4\_step** and **MoveToPos** most notably. These define the motion of the body frame-to-frame.

**The RK4 Step**



As explained previously in this document, the RK4 step takes **time, position, velocity and delta time** as parameters and uses them to calculate the orbit body’s new position and velocity. Each rk step is calculated using the two\_body\_ode method.

**Solving Ordinary Differential equations**

**A picture containing text

Description automatically generated**

This method takes a position and velocity, and returns a velocity and acceleration. This underpins the physics simulation involved in the project and is this method is common amongst all orbiting bodies, including satellites.

**Orbit Body Geometry**

Text

Description automatically generated

In order to represent a 3D object, information such as number and location of vertices and edges are necessary. That information is generated in this method and will be used in Graphyte to render the body.

Shape, polygon

Description automatically generatedThe image (left) shows the geometry generated from the data created with this function and rendered with Graphyte and SDL.

Figure : Orbit Body Geometry

**Rotate**

**Text

Description automatically generated**

In order to rotate objects in 3D space, a matrix transformation must be applied to each vertex that defines the geometry. The rotate method accomplishes this. This is a protected method that shifts the geometry to the origin (via a centroid adjustment) and rotates the shape by a given number of radians before shifting it back.

**Accessor Methods**

Following object-oriented programming conventions, numerous accessor methods have been implemented in this class and others in the project so that private and protected variables can be read.

Text

Description automatically generated

## Satellites

As previously established, the project is designed for students studying physics. This field of study at the GCSE and Physics level is largely limited to either satellites or planets; therefore the simulation will support both planets orbiting a sun, as well as moons and artificial satellites orbiting those planets. [**WIP**]

## Vector3

A vital structure composed of 3 doubles: x, y and z. This struct overloads many standard c++ arithmetic operators to implement vector addition, subtraction and scalar / vector multiplication. Methods including Normalize, Distance, Scalar Product and Magnitude are also part of the header file.

Text

Description automatically generated

A debug method also converts the vector3 data to a more readable string format:

Text

Description automatically generated

# Graphics

Orbyte is an educational simulation. It’s bespoke nature warrants more specialized graphics and implementation choices to maximise performance so that the greatest number of orbiting entities can be simulated. For this reason, instead of using a pre-existing graphics library, I decided to write my own graphics library built exclusively for Orbyte on the foundations laid by SDL2. This permits lower-level access to pixel and texture rendering than otherwise possible, giving me greater control over its performance, behaviour and features throughout development.

**Graphyte**

The graphics library is called Graphyte and it oversees everything from rendering orbiting objects to drawing True-Type-Fonts and handling GUI input. [**WIP**]

Text

Description automatically generated

The draw method iterates through the points, texts and icons present in the simulation and renders them all to the screen via their respective methods. These methods are accessed via a reference to a particular point and pointers to texts and icons.

**Textures**

Heavily influenced by “Lazy Foo’ Productions SDL2 Game Programming tutorial” [LAZY\_FOO], the texture class is used for loading fonts and rendering text to the screen, as well as displaying icons loaded from bitmaps. Stages of development yielded some difficulties handling textures. Some issues included textures instantiated by constructors in other classes falling out of scope and hence calling the destructor of the texture class. This has been remedied through better programming style and the addition of a copy constructor in the texture class that served as a debugging notifier.

Text

Description automatically generated

**Text**

The text class primarily consists of a texture reference and string to be displayed. The texture is loaded from a true type font file with the characters passed as an argument to the “loadFromRenderedText” function. This class contains get & set methods for the text, as well as attributes and accessor / mutator methods pertaining to the position and dimensions of the text on screen.

**Arrow**

A crucial[[3]](#footnote-3) part of the GUI includes arrows to represent vectors in 3D space, most prominently the velocity and acceleration of objects in orbit.

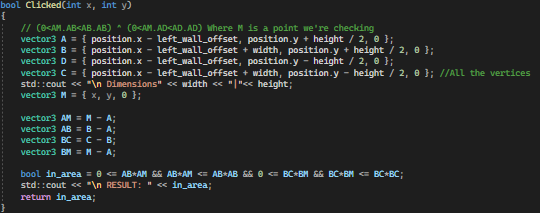
Text

Description automatically generated

This method takes the initial position, normalized direction and magnitude as parameters, as well as number of heads on the arrow (convention suggests 2 heads to denote acceleration). Vector math and vertex placement then forms the arrow.

**Button**

Buttons underpin any GUI functionality in any application, and in Orbyte they will be used to enable user interaction, such as adding new orbiting planets and editing text fields. Buttons have a function pointer attribute for when they are clicked, which can be set at bound and rebound dynamically rather than at buttons instantiation.



2D vector calculations determine whether any given point in the xy plane is within the bounds of the button as defined by the button’s dimensions.

**Function Buttons**

Inheriting from Button, function buttons are used with icons in order to call a specific function assigned at instantiation.

Text

Description automatically generated

Regular buttons do not have an icon by default.

**Field Value**

Input fields need to have a pointer to the variable their new contents should change. E.g. if an edition to the time scale field is made, the time\_scale variable should be changed. This is accomplished through the Field Value class, inheritance and polymorphism through overriding methods (See Double Field Value or String Field Value).

Text

Description automatically generated

**Double Field Value**

Inherits from field value and overrides the ReadField method to include its own validation and write to its double pointer attribute.

Text

Description automatically generated

The ReadField method calls ValidateValue which is a private function returning a Boolean if the value is valid.

Text

Description automatically generated

ValidateValue initially uses a regex expression to ensure the content string is a valid signed or unsigned number before attempting to convert it to a double within a try-catch statement.

Both **Double Field Value** and **String Field Value** have pointers to functions (defaulted to NULL) that can be set so that a function is called whenever the value of the field is changed successfully.

Text

Description automatically generated

This functionality is vital as it allows editions made to GUI input fields to call appropriate methods. These methods range from recalculating the geometry of an orbit body given a new parameter to recalculating simulation variables for all orbits.



**String Field Value**

Inherits from field value and overrides the ReadField method to include its own validation and write to its string pointer attribute. Contains a regular expression that can be customized upon instantiation.

Text

Description automatically generated

This ability to override the default regular expression proves especially useful for the “path input field” where the user can enter the path to a .orbyte file. Used to validate input before searching for the file.

#

Below shows the validation method.



Option attached method functionality is identical to that specified in **Double Field Value**.

**Text Field**

This class forms a critical part of the user interface as it allows users to edit parameters of the simulation and certain exposed attributes of orbiting bodies. Text fields inherit from the Text class and have a reference to a button to toggle editing.

Text

Description automatically generated

The constructor method calls the parent constructor before defining the button dimensions and position of the text field. The text field is then added to Graphyte’s render queue for text elements.

## Camera

The camera class handles the projection of objects in 3D world space to 2D screen space. All of what is seen on screen has been adjusted by the camera via the world-space to screen-space method. The camera also has a clipping plane so that objects behind the camera are not rendered.

Text

Description automatically generated

# Simulation Storage Solution

## Evidence of complete code listings and user interface

[<Read NEA Workbook pg 43>](https://mcsoxfordorg-my.sharepoint.com/:b:/g/personal/ahemming_mcsoxford_org/EaTc4UdlLOBPusIY8WZGsT0B0w8ouf5IIZyWUBUqVuLSJQ?e=KO2joO)

## Evidence of procedures and variables

[<Read NEA Workbook pg 44>](https://mcsoxfordorg-my.sharepoint.com/:b:/g/personal/ahemming_mcsoxford_org/EaTc4UdlLOBPusIY8WZGsT0B0w8ouf5IIZyWUBUqVuLSJQ?e=KO2joO)

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# Testing

## Testing strategy

[<Read NEA Workbook pg 49>](https://mcsoxfordorg-my.sharepoint.com/:b:/g/personal/ahemming_mcsoxford_org/EaTc4UdlLOBPusIY8WZGsT0B0w8ouf5IIZyWUBUqVuLSJQ?e=KO2joO)

## Test plan

[<Read NEA Workbook pg 50>](https://mcsoxfordorg-my.sharepoint.com/:b:/g/personal/ahemming_mcsoxford_org/EaTc4UdlLOBPusIY8WZGsT0B0w8ouf5IIZyWUBUqVuLSJQ?e=KO2joO)

## Test evidence

[<Read NEA Workbook pg 51>](https://mcsoxfordorg-my.sharepoint.com/:b:/g/personal/ahemming_mcsoxford_org/EaTc4UdlLOBPusIY8WZGsT0B0w8ouf5IIZyWUBUqVuLSJQ?e=KO2joO)

### Video evidence

[<Read NEA Workbook pg 52>](https://mcsoxfordorg-my.sharepoint.com/:b:/g/personal/ahemming_mcsoxford_org/EaTc4UdlLOBPusIY8WZGsT0B0w8ouf5IIZyWUBUqVuLSJQ?e=KO2joO)

## Failed tests

[<Read NEA Workbook pg 52>](https://mcsoxfordorg-my.sharepoint.com/:b:/g/personal/ahemming_mcsoxford_org/EaTc4UdlLOBPusIY8WZGsT0B0w8ouf5IIZyWUBUqVuLSJQ?e=KO2joO)

## Testing qualitative objectives

[<Read NEA Workbook pg 53>](https://mcsoxfordorg-my.sharepoint.com/:b:/g/personal/ahemming_mcsoxford_org/EaTc4UdlLOBPusIY8WZGsT0B0w8ouf5IIZyWUBUqVuLSJQ?e=KO2joO)

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# Evaluation

## Review against objectives

[<Read NEA Workbook pg 55 to 56>](https://mcsoxfordorg-my.sharepoint.com/:b:/g/personal/ahemming_mcsoxford_org/EaTc4UdlLOBPusIY8WZGsT0B0w8ouf5IIZyWUBUqVuLSJQ?e=KO2joO)

## Analysis of independent feedback

[<Read NEA Workbook pg 56>](https://mcsoxfordorg-my.sharepoint.com/:b:/g/personal/ahemming_mcsoxford_org/EaTc4UdlLOBPusIY8WZGsT0B0w8ouf5IIZyWUBUqVuLSJQ?e=KO2joO)

## Potential improvements

[<Read NEA Workbook pg 57>](https://mcsoxfordorg-my.sharepoint.com/:b:/g/personal/ahemming_mcsoxford_org/EaTc4UdlLOBPusIY8WZGsT0B0w8ouf5IIZyWUBUqVuLSJQ?e=KO2joO)

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1. Each example presented is an amazing solution. Observations, praise and criticisms have been made of the simulations in comparison to what I am trying to achieve. These are superb resources, and I am grateful for being able to access such simulations online. [↑](#footnote-ref-1)
2. It is worth noting here that Orbiting Bodies are *not* going to influence the orbits of other bodies. So if simulating the solar system, the earth will not affect mars’ orbit; the earth *will* affect the moon’s orbit; but the sun will influence both mars and earth and the moon. While this is within the realm of possibility for the simulation (requiring only minor modification of the ODE solver implementation), it will detract from demonstrating the core orbital behaviors a student should be observing, and heavily affect performance. [↑](#footnote-ref-2)
3. Arrows were also used extensively in debugging. They proved extremely useful when determining the cause of peculiar satellite behaviour by configuring an arrow to point towards the centre of the object it was *supposed* to be orbiting. [↑](#footnote-ref-3)