Hamilton Boys’ High School

**Level 2 Digital Technologies 91370 (2.43): Ver 4**

**Practice Assessment Resource**

**Standard title** *Implement advanced procedures to produce a specified digital media outcome.*

**Credits** *0 Internally Assessed*

**Resource title** *Web Design***Conditions:** *Closed book, Individual Task* **Time** *4 hours of in-class time*

*Student Name Assessor Date*

| **Achievement** | **Merit** | **Excellence** |
| --- | --- | --- |
| Implement advanced procedures to produce a specified digital media outcome. | Skilfully implement advanced procedures to produce a specified digital media outcome. | Efficiently implement advanced procedures to produce a specified digital media outcome. |

**Introduction**

This practice assessment is **closed-book**. You are ***not permitted*** to access any previous code, online resources, hardcopy material, or use HTML/CSS code generating software or add-ons to assist you.

You are to create a multi-page page website using the content provided that integrates at least one other media type (such as your own photos and graphics created in class).

**Assessment task**

You are to create a 3-page website about the development of mobile phones, targeted at High School students. It will include a brief history of mobile phones, major advances, and its impact on society. Your website must include all the text content provided (within Student Pickup) plus a minimum of 1 suitable image per page (not counting the banner). Include an image in your site that has been photographed in class and edited by you using some of the advanced Photoshop techniques we have previously covered.

In creating the website, you will:

* Plan the process
* Meet the specifications as outlined by your teacher **and** any others you deem as important.

You must create your own banner for the website using the text and/or images provided. You may also create other digital media content such as backgrounds and buttons if you wish to use these. Even though you may not have created the text yourself, you are responsible for presenting it in the best possible way for reading on the Web (this includes ensuring that it has suitable headings, subheadings and main body text structures while using CSS to style these elements appropriately).

Ensure that you address any legal, ethical, and moral issues related to your website. This refers to the social implications of the site within the wider community, e.g. appropriate content, language etc.

You will be assessed on:

* Whether your website meets the specifications as outlined on the next page.
* The manner and accuracy with which you apply techniques to create a quality, finished site.

How independently and efficiently you go about your work. E.g. if you talk to other students or look at another students screen then you are not independent and will only be capable of gaining an Achieved at best. Continual talking and/or accessing external code or resources could automatically result in the student receiving a Not Achieved grade for this assessment.**Specifications**

*Students will need to ensure they have incorporated the following specifications into their site in order for it to be deemed a success. Students should tick these off when completed and checked.*

* Use valid HTML5 to structure the webpage content. I.e. The student must use divs or tags with logical, semantically correct names for the sections of the website.
* Students must use an external style sheet to control the layout of the website for both print and web. E.g. use of media query or linked stylesheets for print / web viewing.
* Create a banner for the webpage that contains: a text heading, an image related to the topic chosen, effects, and gradient fills if applicable. (Enhanced using a photo editing program).
* Integrate original graphics such as backgrounds, buttons, and photos/graphics taken and edited by the student.
* Images must be enhanced or edited in multiple ways (e.g. a transparent background, layers, image correction, filters etc.) and saved and optimised in a suitable file format for web use.
* Photos must be suitably cropped, selected and prepared with a transparent background being applied where needed.
* Use an image on each page (not counting the banner graphic). All images used in the site must be 150KB or lower. The banner graphic must be 200KB or below, any background images applied to the body can be up to 300KB but this must be clearly justified in the written evidence document.
* Test the layout, usability and functionality of the site by showing screenshots of the website validating correctly, and working in a range of browsers e.g. Chrome and Internet Explorer.
* Use the name index.html to denote your starting / home page.
* Include content that is relevant to the context and target audience (i.e. the content fulfils the requirements of the web site and is within proximity to other related content within the site).
* Design elements such as contrast, alignment, repetition, size/proportion, space, must be used to enable readability & usability of text and media content.
* Work will be judged on the students ability to style (change appearance) of distinct tags / elements e.g. fonts, colours, layouts etc. (This is required for “Achieved.”)

**Planning**

Using the template on the next page, plan the site structure, what content will go where (i.e. pages, navigation, headings, text, images, etc.) and the process that will be followed to create the site.

Select and specify the digital software applications for creating, editing and integrating the various media on the website.

**Creating**

Use the selected tools to create the multi-page website, following the plan, and to the agreed specifications.

As students go about the task, they must keep evidence of what they do, when they do it, the results of testing / checking, and how they address the problems they encounter. Students could for example; take screenshots each lesson of their code and its corresponding web browser preview to show how their site is built up and developed efficiently over time. The plan, log and any other documentation they may generate is not required to ‘Achieve’ in this assessment, however, they may provide an additional opportunity to show the teacher the manner in which the students were working, e.g. skilfully, efficiently and independently. (E.g. Merit / Excellence)

**Testing**

Testing should involve checking the integrity of data for relevance and accuracy. Regular visual previews and testing will also help to ensure that the webpages display as intended. It will also involve usability checking. [Usability relates to the site’s ease of use, efficiency, and elegance. Usability enhancements can include: information organisation, navigation, layout, screen elements and mechanics.]

Students should provide evidence of testing across multiple browsers and use an online validator, e.g. validator.w3.org, to validate the code including all HTML and CSS files. Students must take screenshots as evidence with descriptions of what the evidence is showing.

**Step Ups**

In this task, independence in the use of tools and techniques, and the ability to work with code and other media are being looked for, as is timely, efficient working.

**Hand In**

When students have completed their website, they must submit an electronic-copy of the website to the teachers DropBox, including all image project files e.g. psd files and hardcopies of any supporting documentation, this may include any planning, testing or other evidence which can help highlight independence, efficiency, or skilful techniques that have utilised in completing this task.

**Website Plan**

Students can use the box below to sketch out and plan what the main page will look like in terms of the placement of the various elements (text and images), fonts, colours, navigation etc.

Students do not need to write in all the text that will be used for the main body of content. They can simply show the placement of text using straight lines. Headings, content and page structure and navigation details should also be shown.

What programs have been used to create the website?

Conceptual Design of page

**Digital Technology 2.43 (AS91370 v3) Assessment Schedule**

**Implement advanced procedures to produce a specified digital media outcome Student name Assessor**

**Date completed**

Level 2 Credits 0 Version 3 Assessment internal

The student evidence for assessment will be provided through the course of a formal test setting creating a teacher defined website.

| **Achievement** | **Achievement with Merit** | **Achievement with Excellence** |
| --- | --- | --- |
| Implement advanced procedures to produce a specified digital media outcome. | Skilfully implement advanced procedures to produce a specified digital media outcome. | Efficiently implement advanced procedures to produce a specified digital media outcome. |

Grade Awarded NAME

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Achievement Standard Objectives | Judgement for acceptable answer | Key evidence | A | M | E |
| **Legal and Ethical Issues** |  |  |  |  |  |
| **Followed legal and ethical procedures** | Student complies with all relevant legal and ethical issues.  Student created original photos and any graphics used in site. Any text used in the website is correctly referenced. | Student’s written plan or the students finished website and / or code showing referencing of text on the page that the content is used on. All images used are original. | ☐ |  |  |
| **Software application and specific features** |  |  |  |  |  |
| **Software applications** | Chosen software applications are appropriate for task, Paint.Net / Photoshop / Gimp for raster images, Fireworks / Inkscape /Illustrator for vector images. Text editor for creating CSS and HTML while online tools could be used for testing purposes | Sighted from in-class observations and /or as noted in their Website Plan. | ☐ |  |  |
| **Applying a set of advanced tools and techniques** | |  |  |  |  |
| **Photos** | Specific to photo editing software |  |  |  |  |
| **Develop original media content** | Student must create at least one photo of their own per webpage. All additional graphics must also be created by the student. They cannot download or generate media online for this task. Student is able to use Photoshop/Gimp/Paint.net etc. to effectively prepare the images/graphics for web use. | Student is able to do basic editing of images to best prepare them for the web. For example, cropping, filters, feathering, histograms/ levels, resizing or other suitable advanced techniques are seen to be used in image processing. Classroom observation and working files are used to gather evidence. | ☐ |  |  |
|  | Student has ensured every image used on site is 150KB or smaller. The banner / header graphics must be 200 KB or smaller. Backgrounds can be up to 300Kb, but the reasons for going above the limit for a background or other images must be clearly identified in the your evidence document. | Student has used suitable exporting options for images to ensure images are at an appropriate file size while still retaining quality. Graphics that are blurry or pixelated to meet this file size requirement will not be deemed to have met this objective. | ☐ |  |  |
|  | Student has selected appropriate file type to ‘save as’ to best preserve the images applied formatting. e.g. png, gif, jpeg, svg etc. | Student’s images have retained transparency where applied, appropriate file type selected. e.g. gif for simple graphics, or transparencies, png for more complicated transparencies, jpg for photos etc. | ☐ |  |  |
| **Independence when applying techniques** |  | Sighted from in-class observations |  | ☐ |  |
| **Accuracy with techniques** |  | Student’s finished site |  | ☐ |  |
| **HTML Markup and Applying CSS Rules** |  |  |  |  |  |
|  | Student is able to construct html code: as a minimum student has applied <div> or other semantic tags, <p>, <h?>, <a> and <img> tags. All tags must be closed as per html standards. Use of valid html5 or html required. No depreciated or invalid tags should be applied. Use of semantic html 5 elements should follow correct conventions as covered previously in class. | Student’s HTML code | ☐ |  |  |
|  | Student is able to apply a range of design elements, Achieved if teacher guidance was required. Merit and excellence is awarded later in the assessment schedule for independence and efficiency. | Student’s HTML code | ☐ |  |  |
|  | Student is able to apply style rules to HTML tags for layout and formatting. Website meets specifications although some errors are acceptable provided they don’t affect the essential functioning of the site. Some teacher guidance is allowed. Student has named the home page index.html and the website has been fully completed. | Student’s HTML code | ☐ |  |  |
| **Independence when applying techniques** | Student is able to independently construct HTML mark-up and CSS style rules for formatting. | Sighted from in-class observations of students. It is okay for general guidance or clarification of instructions, but if a teacher must provide a high level of support and guidance or the student overall finished work contains multiple errors then the student should not be able to gain Merit. |  | ☐ |  |
| **Accuracy with techniques** | Step-ups in accuracy will involve accurately complying with specifications in brief. Student has accurately applied web standards, clear structure of files and folders with appropriate naming, indenting of code, accuracy in applying CSS (floats, width, height, margin, padding etc.) to position elements so as to achieve consistency, alignment etc. | Student’s HTML code |  | ☐ |  |
| **Efficiently applying techniques** | Student is able to apply formatting (a) that efficiently uses CSS to present web page elements (b) Within the specified timeframe to complete website to specification (c) following codes of practice when writing HTML mark-up. The student selected and used the most efficient tools and techniques and was economical with his resources, to create an outstanding banner graphic. The plan must show that the student has not used trial and error to work out how to do things. | Observation of student’s in-class performance during assessment, classroom tasks, and a completed and accurate Website Plan, HTML code also demonstrates efficiency in terms of spacing, conventions followed etc. |  |  | ☐ |
| **Integrating media types** | Student has integrated media content into site, one image on each page (excluding banner graphic). For achieved, the student must use sufficient text content to produce an informative and full-looking website and apply alt attributes to images to address accessibility concerns.  For Merit, images must be resized in a photo editing program with html dimensions matching its size. Images must be applied in a non-trivial manner e.g. images relate to content.  Students who have proven to efficiently apply the various techniques in the photo editing program can be awarded Excellence. | Student images must be correctly constrained in order to get ‘Achieved’, any distorted, stretched, blurry or unclear images that were not deliberately applied will mean the student will not be able to achieve this objective. A transparent image that when tested on a black background should not have an undeleted background material visible to be awarded excellence. | ☐ | ☐ | ☐ |
| **Data integrity and testing** |  |  |  |  |  |
| **Applied testing procedures to images and website content** | Student shows evidence of testing and checking site for compliance with the brief. Student has identified and corrected any factual errors within the content used. Errors found with teacher guidance can only gain Achieved for this criterion as the student has not been able to do this independently. | Student’s finished site has no spelling errors. | ☐ | ☐ |  |
| **Applied testing procedures to HTML mark-up** | Student has done some form of testing to help check for compliance of site to specifications. This could include: Reliability: Check all links and images display correctly. Accuracy: proofing (spelling and grammar) page consistency and relevance of content based on brief’s specifications. | The website works correctly on the students PC. Any use of absolute referencing for the site or images will limit the student to ‘Achieved’. | ☐ |  |  |
| **Accuracy with testing** | Student documents evidence of testing for page consistency across at least 2 different browsers. Screenshots of using web validation tools are shown in the provided evidence. | Student has provided evidence that testing occurred. For Merit, the testing shows independence, accuracy and is performed skilfully. Web validation tools can be used to check for compliance to the various standards covered. |  | ☐ |  |
| **Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.**  **Teacher comment will be provided here to explain judgement if required:** | | | | | |