

PORTFOLIO SCORED ASSESSMENT TASK



Welcome to your assessment!

Read this document carefully

It has important information about your assessment. Contact us if you have questions

Our contact details

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Important information about your assessment

Program name	VCE VET CREATIVE AND DIGITAL MEDIA
Qualification	CUA31020 - Certificate III in Screen and Media
Task type	This Portfolio task requires you to complete, collect and compile a collection of your work to demonstrate your competence in the unit/s of competency listed below.
Task number	02
Task Name	Promotional / Informational Website
Unit/s assessed	CUAWRT301 - Write content for a range of media CUADIG312 - Author interactive sequences
Due date	Wednesday 22 nd June
Class time allowed for completion	5 x 3.5hr class session have been allocated to the completion of this task. <i>(Maximum time allowed is 25% of the total nominal hours of the unit of competency being assessed in this task.)</i>
Task context	Web design and writing content and copy is common task for a multimedia designer. HTML & CSS are coding languages for producing websites. You will produce a functioning CSS & HTML website. It will contain modern visual design aesthetics and appropriate written content. You will produce written content for a range of different media. To do this you will be required to complete the assessment activities listed below.

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Assessment Task (a summary)

All assigned activities for this unit(s) are listed below. Note that:

- Information below is a summary, only.
- Your teacher will explain each task in detail and answer your questions.

Activities	Description
Activities we will complete during training time	
1	WORK PLAN Complete all preliminary stages of research and planning and submit this for checking. Once approved proceed with the production stage of the website. This will require you produce a work plan outlining: <ul style="list-style-type: none"> • Choose a topic that you can plan and be completed within the given time constraint • Determine the output and delivery platform for the website • Clarify target users or audience and requirements • Put in place a 5-week plan to submit the work by the due date • Outline the creative pitch and design of the website • Research successful websites or marketing/ promotional tool. • Produce simple storyboards of page layouts & simple site map • Produce a content list to plan the production of assets Submit the work plan for assessment  Allow about 2 hours to complete this task
2	DRAFT CONTENT You are required to submit a draft of the content. The trainer will provide feedback to be enacted upon before inclusion in your website.  Allow about 2 hours to complete this task
3	INFORMATIONAL WEBSITE You are to create a promotional/marketing website for a business or idea of your choice. The website is to adhere to design specifications advised by the relevant personal. (i.e., the trainer.) Submit the website on the due date, with the relevant files.  Allow about 10.5 hours to complete this task
4	WRITE FOR A RANGE OF MEDIA You will be required to rewrite content for a range of different media. The exercise explores different techniques required to different purposes and platforms.  Allow about 3.5 hours to complete this task
5	WRITTEN QUESTIONS On completion of the website, you will answer a series of questions. They will be about production, planning and problem solving while producing the website.  Allow about 1 hours to complete this task

Requirements for a competent result

To attain a competent result, you must complete all tasks to a satisfactory standard.

Your task will be scored by ranking your performance against 5 criteria. Each criteria is worth 5 marks. The total mark available from this assessment is 25 (5 marks for each of the five criteria).

The lowest mark you can receive is a total of 5 (a mark of 1 for each criteria).

SCORING CRITERIA	Level of Performance (Score)				
	1 Competent	2	3 Proficient	4	5 Advanced
Application of underpinning knowledge					
Planning and organisation					
Expressing ideas and information					
Content					
Independence					

Further details regarding the Scoring Criteria are at the end of this document

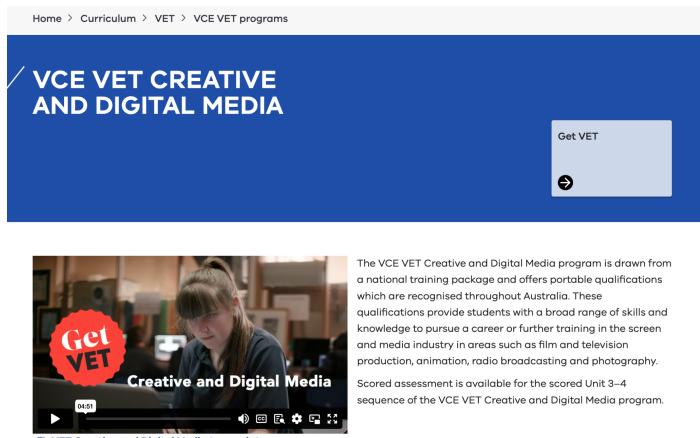
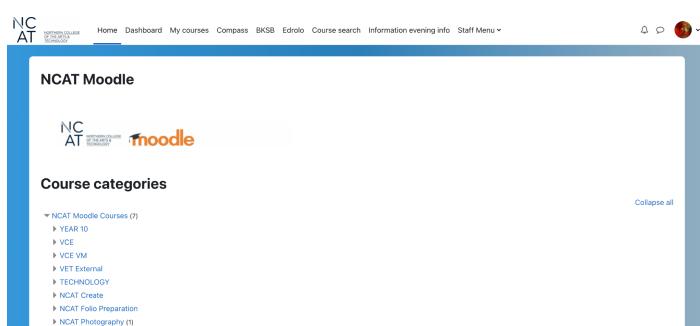
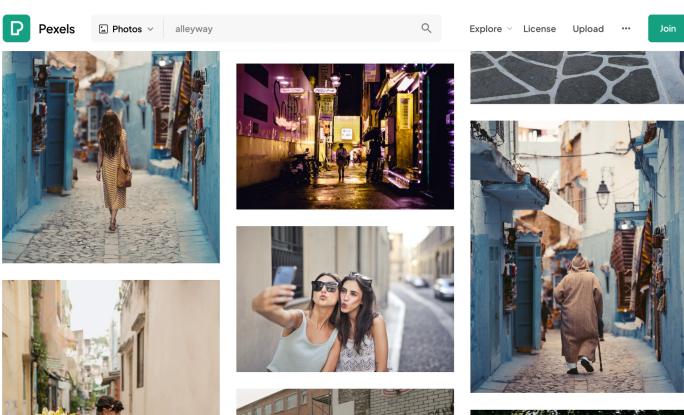
Task Presentation

You can present your Portfolio

- in an A4 folder, with each activity labelled or
- electronically as a WORD or PDF file on a CD or USB drive. Files should be in a folder labelled with your name, the task number and type e.g.: JohnSmith_Task2_Portfolio

Assessment Activity – 1. Work Plan

Information and instructions	
General information about this assessment activity	
Student	Ashwin Peach
Assessor	Marcus Newman
Task title	1. Work Plan
Unit of competency	CUAWRT301 - Write content for a range of media CUADIG302 - Author interactive sequences
Instructions	
Student instructions	Answer these questions when planning your website.
1	Name: Provide your name. Ashwin Peach
2	Project Title: Promotional / Marketing Website. Channel F
3	Programs: What programs will you use to create your website? How will you use them? Adobe Dreamweaver and Procreate
4	Output formats: What file formats will you produce? .html, .css, .jpg, .png
5	Delivery platform: Where will your website be viewed? Chrome, Github, and Moodle.
6	Design Brief: State what you have been asked to produce. An online store using html and CSS code.
7	Target Audience: State who the target audience will be for your web site and why. State any demographic groups you intend to attract. Explain how this will affect your decision about the design and purpose of content.

	My target audience will be teen and adults. As this is mainly a comedy website, it will be targeted to a younger audience who enjoys that type of humour.
8	<p>Research: Compile a list of at least 3 examples that you have seen and include a screen shot of each example. In point-form describe the use of specific <i>visual design elements and principles</i> used.</p> <ul style="list-style-type: none"> • Visual Design Elements: Point, line, shape, form, space, colour, and texture. • Visual Design Principles: Balance, composition, emphasis, focal point, movement, perspective, proportion, scale, unity.  <p>The VCE VET Creative and Digital Media program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of skills and knowledge to pursue a career or further training in the screen and media industry in areas such as film and television production, animation, radio broadcasting and photography. Scored assessment is available for the scored Unit 3–4 sequence of the VCE VET Creative and Digital Media program.</p> <p>This shows the visual design elements of colour and space. The website is segmented using the contrast of blue to separate the title card from the text.</p>  <p>NCAT Moodle</p> <p>Course categories</p> <ul style="list-style-type: none"> NCAT Moodle Courses (7) YEAR 10 VCE VCE VM VET External TECHNOLOGY NCAT Create NCAT Folio Preparation (1) NCAT Photography (1) <p>Moodle uses the visual design principles of unity and proportion, the rounded edges and everything is segmented and separated into organized parts of a whole.</p>  <p>Pixels Photos alleyway</p> <p>Explore License Upload ... Join</p> <p>This uses the visual design principle of balance as the photos are spaced out and segmented from one another.</p>

9	<p>Creative Concept/Pitch: Describe how the look of your design will reinforce the project theme. This is your 'sell' of the design to the client/trainer. E.g. a child's toy promotional website uses bright colours, simple shapes. Provide simple storyboards of page layouts to help explain your vision.</p> <p>I will use the theme of a sketchy business to enhance my website, I will use the bright yellow for my logos as it is eye-catching. Also, I will use rounded edges to make the website feel more approachable.</p>
10	<p>Site Map: Produce a site map to explain how your website will be structured.</p> <pre> graph TD HP[Home Page] --> AU[About Us] HP --> S[Services] HP --> D[Documents] HP --> C[Contact] HP --> T[Tips] S --> WD[Web Design] S --> TW[Technical Writing] WD --> D1[Document 1] WD --> D2[Document 2] WD --> D3[Document 3] TW --> D1 TW --> D2 TW --> D3 </pre>
11	<p>Content List: Prepare a list of all the objects/image/buttons/ backgrounds you will produce.</p> <p>I will produce one image for the about us section and then all the logos needed for everything else. About us, Buy, Sell, etc.</p>
Requirements for satisfactory completion	All evidence must meet the criteria listed.
Assessor instructions	<ul style="list-style-type: none"> • Review the student's draft. • Check content feasibility and appropriateness for audience. • Provide feedback to student regarding approval of the content. • Document the quality of evidence by completing the checklist below. • Supply computer loaded with word processor.

Activity Checklist		Assessor to complete these columns	Quality of evidence	
Evidence to submit	Required quality		S	NYS
1	Work Plan	• States programs, output formats & delivery platform used	<input type="checkbox"/>	<input type="checkbox"/>
2		• States target users or audience requirements	<input type="checkbox"/>	<input type="checkbox"/>
3		• Annotates research with appropriate the elements and principles of design	<input type="checkbox"/>	<input type="checkbox"/>
4		• States creative concept and pitch	<input type="checkbox"/>	<input type="checkbox"/>
5		• Produced storyboard and site map	<input type="checkbox"/>	<input type="checkbox"/>
6		• Produced content list	<input type="checkbox"/>	<input type="checkbox"/>
7		• Discuss design specifications and technical requirement with trainer	<input type="checkbox"/>	<input type="checkbox"/>
8		• Feedback provided and signed off by trainer to start production	<input type="checkbox"/>	<input type="checkbox"/>

Result for this assessment activity				
Result	<input type="checkbox"/>	Satisfactory	<input type="checkbox"/>	Not Yet Satisfactory
Assessor comments				
Assessor signature		Date signed		

Assessment Activity – 2. Draft Content

Information and instructions	
General information about this assessment activity	
Student	Ashwin Peach
Assessor	Marcus Newman
Task title	2. Draft Content
Unit of competency	CUAWRT301 - Write content for a range of media CUADIG302 - Author interactive sequences
Instructions	
Student instructions	<p>Name: Provide your name.</p> <p>Purpose: Define the purpose of your content.</p> <p>Style: Define the writing style of your content.</p> <p>Content: Provide the range of content that will be on your website.</p>

	<ul style="list-style-type: none"> Produce content from a range of sources and save your sources on your home drive Classify, structure and sequence content so it is easy to read or navigate. Use headings and subheadings if needed. Apply any other writing or presentation techniques if appropriate. Take writing and communication principles into consideration when drafting. Check content complies with laws (copyright and defamation) and codes of practice relevant to broadcasting and publication (ABC Code of Practice - Section 8 Children and young people) Provide captions or descriptions for media assets as required. These can be used for accessibility tags in website. Proofread content and conduct readability tests if appropriate. (http://www.hemingwayapp.com/) <p>Submit final draft to the trainer for consideration and review.</p>
Requirements for satisfactory completion	Student must submit their draft content.
Assessor instructions	<ul style="list-style-type: none"> Review the student's draft. Check content feasibility and appropriateness for audience. Provide feedback to student regarding approval of the content. Document the quality of evidence by completing the checklist below. Supply computer loaded with word processor.

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Activity Checklist

Assessor to complete these columns

Quality of evidence

Evidence to submit		Required quality	S	NYS
1	Draft Content	• Draft submitted to trainer for review in timely fashion	<input type="checkbox"/>	<input type="checkbox"/>
2		• Content is classified, structured and sequenced and easy to read	<input type="checkbox"/>	<input type="checkbox"/>
3		• Content uses writing and communication principles.	<input type="checkbox"/>	<input type="checkbox"/>
4		• Content used writing or presentation techniques	<input type="checkbox"/>	<input type="checkbox"/>
5		• Content is proofread and readability tests applied	<input type="checkbox"/>	<input type="checkbox"/>
6		• Content complies with laws and codes	<input type="checkbox"/>	<input type="checkbox"/>
7		• Captions produced for media asset accessibility	<input type="checkbox"/>	<input type="checkbox"/>
8		• Feedback provided and signed off by trainer to start production	<input type="checkbox"/>	<input type="checkbox"/>
9		• Range of sources saved to home drive	<input type="checkbox"/>	<input type="checkbox"/>

Result for this assessment activity

Result	<input type="checkbox"/>	Satisfactory	<input type="checkbox"/>	Not Yet Satisfactory
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Assessor comments		
Assessor signature		Date signed

Assessment Activity - 3. Informational Website

Information and instructions		
General information about this assessment activity		
Student	Ashwin Peach	
Assessor	Marcus Newman	
Task title	3. Informational Website	
Unit of competency	CUAWRT301 - Write content for a range of media CUADIG302 - Author interactive sequences	
Instructions		
Student instructions	<p>You must produce an information website using your own content. When producing your website, you must:</p> <p>Meet the intended requirements of the product outlined by the work plan</p> <ul style="list-style-type: none"> • It must be complete and function for its purpose • Show the technical skills required for website <p>Produce the website to the required specifications. Negotiated specifications with trainer are welcome. Otherwise, specifications must be adhered to. Use this checklist to make sure your website follows the specification.</p>	
	The website must include CSS and HTML.	<input type="checkbox"/>
	The website must include 4 – 6 pages which contain links.	<input type="checkbox"/>
	The website must not breach any copyright laws	<input type="checkbox"/>
	The website a link to external website.	<input type="checkbox"/>
	The website must contain written copy produced from the draft content	<input type="checkbox"/>
	The website must be built with visual design elements and principles.	<input type="checkbox"/>
	The website is produced using accessibility features.	<input type="checkbox"/>
	The website must be produced with Adobe Dreamweaver.	<input type="checkbox"/>
	The website is produced to be responsive.	<input type="checkbox"/>
	Test website on multiple browsers, Chrome / Safari	<input type="checkbox"/>

	Presented website to trainer	<input type="checkbox"/>
	The files produced must be saved logically in folder system using standard naming conventions. Your work should be in a folder labelled with your name, the task number and type ego: JohnSmith_Task1_Portfolio	<input type="checkbox"/>
Requirements for satisfactory completion	Student must submit a website to specification.	
Assessor instructions	Assessors must inspect and review the quality of the product using the checklist below.	

Activity Checklist		Assessor to complete these columns	Quality of evidence	
Evidence to submit		Required quality	S	NYS
1	Informational Website	• Functions effectively as a promotional/informational website	<input type="checkbox"/>	<input type="checkbox"/>
2		• Files managed, saved and stored correctly by due date for trainer to view	<input type="checkbox"/>	<input type="checkbox"/>
3		• Tested sequence of multiple browsers and incorporated changes	<input type="checkbox"/>	<input type="checkbox"/>
4		• Media assets integrated with accessibility	<input type="checkbox"/>	<input type="checkbox"/>
5		• Meets technical specifications	<input type="checkbox"/>	<input type="checkbox"/>
6		• Contains website techniques and coding using HTML & CSS	<input type="checkbox"/>	<input type="checkbox"/>
7		• Produced with visual design elements and principles.	<input type="checkbox"/>	<input type="checkbox"/>
8		• Contains no copyright issues	<input type="checkbox"/>	<input type="checkbox"/>
9		• Functions effectively as a promotional/informational website	<input type="checkbox"/>	<input type="checkbox"/>

Result for this assessment activity			
Result	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Not Yet Satisfactory	
Assessor comments			
Assessor signature			Date signed

Assessment Activity – 4. Write For A Range of Media

Information and instructions

General information about this assessment activity	
Student	Ashwin Peach
Assessor	Marcus Newman
Task title	4. Write For A Range of Media
Unit of competency	CUAWRT301 - Write content for a range of media CUADIG302 - Author interactive sequences
Instructions	
Student instructions	Creative and digital media artists need to be able to adapt their copy for any situation. Use the inverted pyramid, and other writing techniques complete these exercises.
Requirements for satisfactory completion	Student must submit the completed exercise using correct writing and presentation techniques
Assessor instructions	<ul style="list-style-type: none"> • Review the student's Write For A Range Of Media exercise. • Supply: appropriate business technology: Microsoft Office, excel, word, • Document the quality of evidence by completing the checklist below. • Submit the checklist.
1. Apply the inverted pyramid style of writing	
<p>Read the text. Check the accuracy of the text Cross check with any sources online.</p> <p>Summarise the facts. Apply the inverted pyramid. Fix any spelling or grammar.</p> <p>Significantly shorten the word count.</p>	
1	<p>The Tracks Dance Company's mission is to give a voice to Northern Territory culture and last night company directors David McMicken and Tim Newth were given the chance to express their thanks to the many thousands who have performed in one of their productions since their inception as a community dance program at Brown's Mart in 1988. Tracks Dance Company last night won the Sidney Myer Performing Arts Award (Group Award), in Melbourne. Such an award is a great achievement, as the Territory is often overlooked in such competitions. It was awarded to the group for the sense of community it developed in the region. The event was held at the Sydney Myer Music Bowl and was attended by many members of the Australian Performing Arts. The Tracks Dance Company were recognised for their efforts with a \$17,000 dollar award, money that will go towards employing more performers and the company's next production. (153 words)</p> <p>The mission of the Tracks Dance Company is to give a voice to Northern Territory culture. Last night company directors David McMicken and Tim Newth were given the chance to express their thanks to the performers in one of their productions since their creation as a dance program. Last night, the company won the Sidney Myer Performing Arts Award. It was awarded to the group for the sense of community it developed in the region. The event was held at the Sidney Myer Music Bowl. Many members of the Australian Performing Arts attended. The company were recognised for their efforts with a \$17,000 dollar award that will go towards employing more performers and the company's next production. (118)</p>
<p>Read the text. Summarise the facts. Apply the inverted pyramid. Fix any spelling or grammar. Significantly shorten the word count.</p>	

<p>2</p> <p>Australia will officially move to a new national time standard based on the atomic clock from September. The system, known as coordinated universal time (UTC), will replace traditional Greenwich Mean Time (GMT) and will be introduced by the National Measurement Institute(NMI). Dr Richard Brittain of the NMI in Sydney says UTC is much more accurate than GMT because it is based on the atomic second, rather than the solar second.</p> <p>"Really GMT is just a little bit outmoded," he says.</p> <p>"Scientific atomic clocks are the way to go in terms of accurate time keeping." The time difference between the two systems is "vanishingly small", Brittain says. "Nobody is going to get their day shortened or their life lengthened."</p> <p>GMT, based on the Earth's rotation, was introduced in 1884 and is the average</p> <p>time it takes the Earth to rotate on its axis from noon to noon. But GMT is an imprecise way of measuring time because there aren't exactly 24 hours in a day. UTC was adopted in 1972 and is maintained by a system of 200 calibrated atomic clocks around the world that measure the vibration of caesium atoms. It is accurate to a nanosecond, a billionth of a second. An Act of Parliament is required to be passed in order to make way for the change. (218 words)</p>	<p>Australia will move to a new national time standard based on the atomic clock from September. The system, known as coordinated universal time (UTC), will replace traditional Greenwich Mean Time (GMT) and will be introduced by the National Measurement Institute. Dr Richard Brittain of the NMI says UTC is much more accurate than GMT because it is based on the atomic second, rather than the solar second.</p> <p>"Scientific atomic clocks are the way to go in terms of accurate time keeping." The time difference between the two systems is "vanishingly small", Brittain says. "Nobody is going to get their day shortened or their life lengthened."</p> <p>GMT is an imprecise way of measuring time because there aren't exactly 24 hours in a day. UTC was adopted in 1972 and is maintained by 200 calibrated atomic clocks around the world that measure the vibration of caesium atoms. It is accurate to a nanosecond.. An Act of Parliament is required to be passed in order to make way for the change. (168 words)</p>
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2. Create Articles for Web

Prepare the following text for presentation on a web page. Fix any spelling or grammar. Significantly shorten the word count.

- 1 Decide on suitable heading and subheadings.
- 2 Overall length: What words and phrases can be deleted or shortened?
- 3 Apply the inverted pyramid style: who, what, where, when, how, why.
- 4 Ensure paragraphs are kept to 45-50 words: 1 idea stated at beginning.
- 5 Can any sentences be simplified?

Can you apply bulleted lists?

	<p>The main purpose of this page is to show what is happening to plants in general during the coldness of winter, with particular reference to herbs, trees and shrubs.</p> <p>In winter, with the sunlight and temperature lowered, plants are unable to</p>
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	<p>carry out their full work. The cold makes them less active, just as it does those animals which are not warm-blooded. Because there is less sun in winter, leaves are of little use to the plant for food-making. Many plants can shed their leaves when the cold weather comes, and some die down completely to ground level, living on food stored in various body parts. Other plants, having scattered their seeds, die completely and leave the survival of the species to the next generation.</p> <p>Most plants rest in winter. They are either perennials or biennials. A perennial lives for more than two years. All trees and shrubs are perennials and also many of the herbs, including those which store food in the form of a bulb, corm or rhizome. A biennial lives for two years. The seed puts out roots and grows into a plant during the first year. It then stores food to use the following year for flowers, fruits and seed. Swedes, turnips, beetrots, parsnips and carrots are biennials whose swollen roots are lifted at the end of the first year of growth and used for food.</p> <p>Although an individual biennial or perennial may die during the winter if conditions are too severe for it, there are other plants which die as a matter of course. These- the annuals- live for less than a year. An annual begins life as a seed, grows to maturity, produces flowers, fruit and seeds, and then dies. Its seeds remain dormant during the winter, to recommence proceedings the following spring. The pea and bean are seeds of annual plants" (310 words)</p>
	<p>How Plants Are Affected in the Coldness of Winter</p> <p>The main purpose of this page is to show what is happening to plants in general during the cold, specifically herbs, trees and shrubs.</p> <p>In winter, with the sunlight and temperature lowered, plants are unable to carry out their full work. The cold makes them less active, just as it does to cold-blooded animals. Because there is less sun in winter, leaves are of little use to the plant. Many plants can shed their leaves, living on food stored in various body parts. Other plants, scatter their seeds and die, leaveing the survival of the species to the next generation.</p> <p>Most plants rest in winter. A perennial plant lives for more than two years. All trees, shrubs and herbs are perennials, including those which store food in the form of a bulb, corm or rhizome. A biennial plant lives for two years. The seed puts out roots and grows into a plant during the first year. It then stores food. Swedes, turnips, beetrots, parsnips and carrots are biennials whose swollen roots are used for food.</p> <p>Although an individual biennial or perennial may die during the winter if conditions are too severe, there are other plants which die as a matter of course. An annual begins life as a seed, grows to maturity, produces flowers, fruit and seeds, and then dies. Its seeds remain dormant during the winter, to recommence proceedings the following spring. The pea and bean are seeds of annual plants" (218 words)</p>

Take the interview from the boss of Scootz® scooters and convert it into content for the website. Fix any spelling or grammar.

- 1 Use any information to write 1 or 2 sentences to describe the product.
- 2 Take the technical information and put it in a bulleted list for the web or devices.

Using appropriate language for the target audience, write a catchy slogan, of between four and eight words that promotes Scootz Scooters.

"We've got the world's best quality scooters. They are better than ever and loaded with features to make scooting safer & more enjoyable for kids. For \$149.50, the new Scoots Pro 5 is ultra-lightweight and has an easy-to-operate folding mechanism, making it an ideal everyday scooter. It's got 120mm wheels and stands at about 630-930mm. The wheelbase is 59cm and the total deck length is 35.5cm. The handlebar is 35.5cm wide with a double-welded aircraft aluminium deck. It weighs about 2.7kg and we use Alex 7 bearings and Enviro PU 120mm wheels. We have a full range of replacement parts - from wheels to grips, brakes to clamps making replacement and modifications easy. This is our favourite product, and we hope you like it too. (129 words)

Scootz Scooters have the best quality scooters in the world. The scoots pro 5 is ultra-lightweight and has an easy-to-operate folding mechanism, making it an ideal everyday scooter.

- Costs \$149.50
- Deck is 35.5cm
- Weights 2.7kg
- Alex 7 bearing enviro PU 120mm wheels
- Height is 630-930mm
- Wheel base 59cm

Activity Checklist

Assessor to complete these columns

Quality of evidence

Evidence to submit		Required quality	S	NYS
1	Write For A Range of Media	• Applies appropriate writing style to content	<input type="checkbox"/>	<input type="checkbox"/>
2		• Content is classified, structured and sequenced and easy to read	<input type="checkbox"/>	<input type="checkbox"/>
3		• Content uses writing and communication principles.	<input type="checkbox"/>	<input type="checkbox"/>
4		• Content used writing or presentation techniques	<input type="checkbox"/>	<input type="checkbox"/>
5		• Content is proofread and readability tests applied	<input type="checkbox"/>	<input type="checkbox"/>
6		• Applies appropriate writing style to content	<input type="checkbox"/>	<input type="checkbox"/>

Result for this assessment activity

Result	<input type="checkbox"/>	Satisfactory	<input type="checkbox"/>	Not Yet Satisfactory
Assessor comments				

Assessor signature		Date signed	
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Assessment Activity - Written Questions Template

Information and instructions	
General information about this assessment activity	
Unit of competency	CUAWRT301 - Write content for a range of media CUADIG302 - Author interactive sequences
Student name	Ashwin Peach
Due date	Wednesday 22 nd June
Instructions	
Student instructions	You are required to answer the following questions to confirm your knowledge of the units assessed. You may refer to your notes and research materials while completing the answers. Answers must include any references used and responses need to be word processed. You must submit your printed responses. You will have one class to complete the questions and can finish in your own time.
Requirements for satisfactory completion	All questions must be answered correctly.
Assessor instructions	Assessors, please supervise students as they complete this activity.

Open questions (to produce a paragraph-style response)

Answer the following questions:

1	Did the production of your website change your initial concept? If yes, what did you have to change? Yes, I was gonna do something called “Muscle-go” based on Andrew Tate’s scam websites. This was going to blur the line between parody and copy too thin so I decided to continue Channel F.
2	Did you have any problems you needed to solve during the project? The biggest hurdle was creating the images, as I didn’t have much time.
3	What feedback did you seek from your trainer? Not much, just feedback during check-ins. Specifics were that I needed images and more text in the website.
4	What CSS or HTML techniques did you use? I used to bold the words, and divided phrases using <div> , also using phrases like .
5	What accessibility standards have you used in your design and why are they important? I have used a simple design that is only four pages, and one of them is a homepage. This is important because I need to keep it simple and easy to navigate.

6	What visual design principles have you used?
	I have used balance with the colour and the contrast that I think blended nicely with "Channel F yellow".
7	What interactive media components have you used and how were they optimised?
	I used images you can click on the corners were rounded.
8	What media assets did you produce?
	I produced images for my buy, sell, and about screens and one artwork for a selfie.
9	What communications principles did you apply in your written content have you used?
	I used bold text to attract the eyes to that phrase and highlight it as important.
10	What writing styles did you use in your website? Why were they the most effective?
	I used informal writing, to come across as a sketchy person writing the website. These were effective because it evoked the feeling of a sketchy scammer.
11	Have you made sure not to defame anyone in your website?
	I have no real people in my website.
12	Are there health and safety practices that relate to working for periods of time on screens and keyboard?
	Yes every 30 minutes of work, take a 5 minute break.
13	Do you have copyright clearance your website and what is the best way to obtain copyright clearance if you need it?
	Yes, I do as all the images are stock images and everything else is produced by me.
14	Describe how layout and presentation techniques may affect way readers read and written content in various media.
	I shittier layout can provide the reader with the feeling of skecieness, like those old 2010 websites.
15	Describe the different types of data that may provide information on users and audience?
	Data on what parts get the most attention, and what is clicked on,
16	What does section 8 of the ABC code of practice deal with?
	It deals with children and young people and the entertainment they deliver to them.

Result for this assessment activity			
Result	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Not Yet Satisfactory	
Assessor comments			

Assessor signature		Date signed

Assessment Coversheet

General information			
RTO Name			
School Name	Northern College of the Arts and Technology		
Unit/s assessed			
Task			
STUDENT to complete this section			
Name	Ashwin Peach		
Email	ashwinpeach@gmail.com		
Date submitted			
Student declaration — By signing below, I declare that:			
<ul style="list-style-type: none"> I have been advised of the assessment requirements, have been made aware of my rights and responsibilities as an assessment student, and choose to be assessed at this time this assessment contains my own work except where I have made do reference to work by other/s. I am aware that a false declaration may lead to withdrawal of a qualification or statement of attainment. 			
Student signature*		Date signed	
<small>* Student must provide a REAL signature. If submitting your portfolio electronically, either insert an electronic signature in the space above, or print this page, sign it, then submit a scan of the signed page.</small>			
ASSESSOR to complete this section			
Name of assessor			
Date assessment received			
Date assessment review completed			

PORTFOLIO

VCE VET SCORING CRITERIA

Assessor:	Student:	Student no:			
VCE VET program:	School no:	RTO no:			
CRITERIA	LEVELS OF PERFORMANCE				
	1 (base)	2	3 (medium)	4	5 (high)
Application of underpinning knowledge	<p>Displays an understanding of the key concepts and knowledge underpinning the work task/s.</p> <p>Applies these understandings in the performance of work functions.</p> <input type="checkbox"/>	<input type="checkbox"/>	<p>Displays a sound understanding of the key concepts and knowledge underpinning the work task/s.</p> <p>Proficiently applies these understandings in the performance of work functions.</p> <input type="checkbox"/>	<input type="checkbox"/>	<p>Demonstrates a thorough understanding of all key concepts and knowledge underpinning the work task/s.</p> <p>Effectively applies these understandings in the performance of work functions.</p> <input type="checkbox"/>
Planning and organisation	<p>With additional support available, work/assessment tasks are planned, organised and completed according to specifications and within given timelines.</p> <input type="checkbox"/>	<input type="checkbox"/>	<p>Work/assessment tasks are effectively planned, organised and completed according to specifications and within given timelines.</p> <input type="checkbox"/>	<input type="checkbox"/>	<p>Within given specifications and timelines, displays a high level of planning skill in organising and completing the portfolio.</p> <input type="checkbox"/>
Expressing ideas and information	<p>Form and style of expression are generally appropriate for the purpose, audience and situation.</p> <p>Relevant information and ideas are communicated.</p> <p>Understanding and use of industry and enterprise language are demonstrated.</p> <input type="checkbox"/>	<input type="checkbox"/>	<p>Form and style of expression are appropriate for the purpose, audience and situation.</p> <p>Relevant information and ideas are clearly organised and communicated.</p> <p>A sound understanding and correct use of key industry and enterprise language are demonstrated.</p> <input type="checkbox"/>	<input type="checkbox"/>	<p>Form and style of expression are highly appropriate for the purpose, audience and situation.</p> <p>Relevant information and ideas are effectively selected and communicated.</p> <p>A thorough understanding and effective use of industry and enterprise language are demonstrated.</p> <input type="checkbox"/>
Content	<p>The portfolio provides evidence of sound work that meets the requirements for all competencies/modules being assessed.</p> <input type="checkbox"/>	<input type="checkbox"/>	<p>The portfolio provides evidence of high-quality work demonstrating proficiency across all competencies/modules being assessed.</p> <input type="checkbox"/>	<input type="checkbox"/>	<p>The portfolio provides evidence of exemplary work, demonstrating the highest level of proficiency across all competencies/modules being assessed.</p> <input type="checkbox"/>

Independence	Under normal workplace supervision, requires additional supervisor-initiated support to complete tasks in accordance with requirements and timelines. <input type="checkbox"/>	<input type="checkbox"/>	Under normal workplace supervision, seeks limited additional supervisor support to complete tasks in accordance with requirements and timelines. <input type="checkbox"/>	<input type="checkbox"/>	Under normal workplace supervision, works independently to complete tasks in accordance with requirements and timelines. <input type="checkbox"/>
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Requirements for high scoring students		
Scoring criteria - Portfolio		
Criteria	5 (high)	What students have to do to gain a 5 for this criterion
Application of underpinning knowledge	Demonstrates a thorough understanding of all key concepts and knowledge underpinning the work task/s.	<ul style="list-style-type: none"> • The students demonstrate and understand of HTML and CSS and can manipulate the code to their discretion. • The students can write for a range of content including web pages using proper formatting.
	Effectively applies these understandings in the performance of work functions.	
Planning and organisation	Within given specifications and timelines, displays a high level of planning skill in organising and completing the portfolio.	<ul style="list-style-type: none"> • The student has completed each section to high level. • The student submits the work on time.
Expressing ideas and information	Form and style of expression are highly appropriate for the purpose, audience and situation.	<ul style="list-style-type: none"> • The website and content highly reflect an appropriate for the purpose, audience and situation. • Relevant information and ideas are effectively selected and communicated through the website. • The student correctly uses HTML and CSS terminology. • The student correctly uses style and formatting terms for content.
	Relevant information and ideas are effectively selected and communicated.	
	A thorough understanding and effective use of industry and enterprise language are demonstrated.	
Content	The portfolio provides evidence of exemplary work, demonstrating the highest level of proficiency across all competencies/modules being assessed.	<ul style="list-style-type: none"> • The portfolio contains all evidence of each section completed to a high level.
Independence	Under normal workplace supervision, works independently to complete tasks in accordance with requirements and timelines.	<ul style="list-style-type: none"> • Under supervision with support from the trainer if needed. • The students work independently to complete tasks in accordance, • The student submits the work on time.