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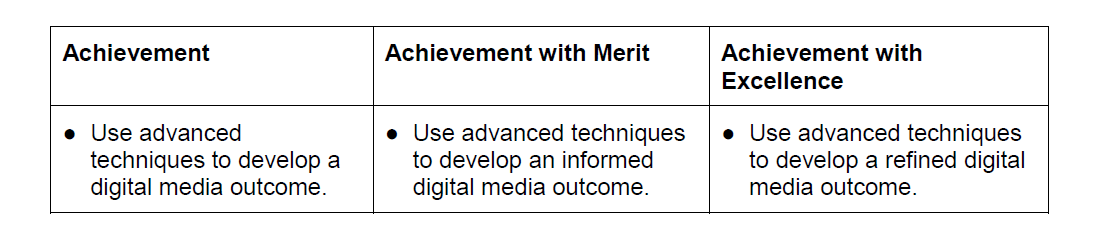
Achievement Standard 91893

Credits: 4

Level 2

## 2022 FOOD EXTRAVAGANZA SKC EVENT web app

***Task (default):***Design and build a concept web app that engages users through its vibrant colours and simplicity. You are to use HTML, CSS and JS libraries (if needed) to create a mobile experience which is responsive to a smartphone’s screen size.



## Brief

## You are going to plan, design and create a web app concept as a functional prototype which allows users (students, parents and teachers) to view, vote on and provide feedback on food served during the 2022 SEPTEMBER TECH EXTRAVAGANZA event in JPC. You are encouraged to be most creative, patient with your client(s) (year 12 food technology students) critiques and flexible with their requests and feedback.

## Your clients (food technology students) will critique your initial design and request modifications to suit their exhibit needs on the day. This may include variation of colour themes, font choices, text and images included and layout modifications. You will need to apply the design elements to create an improved, sophisticated and professional outcome (i.e. consider improvements of quality based on contrast, alignment, size, colour, space, proximity, etc.). They may provide assets (images, videos, text) that will need to be optimised for use in the app itself (a variety of images of different formats, sizes, quality and videos that are too long, too short, or need to be re-shot). You are allowed to request high-quality assets from your clients or to provide your services to improve the quality of these assets, or film, take photos on their behalf.

## Expect to go through a minimum of 3 design iterations (stages) and make sure you keep evidence of this process.

|  |
| --- |
| Functional Specifications  * 3 or more pages/windows (eg. landing page, further information on food served, dietary information, voting options, feedback forms) with a clean, modern, professional layout and colour theme * Website/app must be scalable/responsive (viewable in two or more screen sizes) * The styling must be implemented externally to ensure ease of maintenance and future-proofing * The navigation must be intuitive, creative * Assets provided may need to be optimised for web view   Aesthetic ***Specifications***   * Clean, modern, intuitive design |

**You can pitch your own brief for this standard.** You are encouraged to work for a client. Please note that you will need to submit a proposal, which includes a brief, list of specifications and your outcome must adhere to the program requirements below. Your project idea must be emailed submitted for consideration by **Monday, March 14th**. If it does not meet the requirements of Level 2 (listed below), you will be required to complete the default task (above).

## The following software, tools and advanced techniques may be of use in this project:

* Adobe XD, or [Thunkable](https://thunkable.com/#/), or equivalent for prototyping tools
* Atom or Adobe Dreamweaver, Adobe Photoshop/Illustrator
* CSS flexbox layout
* Media queries for responsive design
* Boilerplates like [Skeleton](http://getskeleton.com/#examples) or [Bootstrap](https://websitesetup.org/bootstrap-tutorial-for-beginners/),
* Most Javascript functionality which allows for interactivity on the page (navigation, or galleries, voting and feedback forms)

**Success criteria for AS91893 V1**

2.4 Use advanced techniques to develop a digital media outcome (4 credits internal)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Student/  Date | Teacher/  date | Assessment evidence | Assessment strategies | *The examples below are indicative samples only* |
|  |  |  | |  | | --- | | 1. *Use advanced techniques to develop a digital media outcome.* | | | |
| **Achieved** |  |  | I have used appropriate tools and techniques for the purpose and end users | Written documentation, screenshots, screen casts, teacher observation | *Tools/Software? Justify your choice. Insert snapshots of your workspace in your documentation.*  *Document your techniques (code/preview snapshots, before and after previews, specific html, css, javascript code)*  *Examples of* ***advanced*** *techniques include:*  *● creating or customising scripts, code or presets*  *● using a combination of steps to manipulate or enhance elements*  *● using a third-party library*  *● using composite effects*  *For example (partial evidence):*  *The student has created a web app using html/css with an external stylesheet called style.css. The material is structured and formatted using a range of tags and styles (i.e. it has clear headings, body text and lists/bullets if required). Insert snapshots/evidence here. The student has used an external library to further enhance the user’s experience.* |
|  |  | I have applied appropriate data integrity and testing procedures | Written documentation, screenshots, screen casts, teacher observation | *Evidence of data integrity: e.g. all media displays as intended (not missing or corrupted); all text, captions, tooltips appear as intended*  *Evidence of testing procedures: e.g. regular previews, html/css validation, browser and device testing*  *For example (partial evidence):*  *The site/app has been tested/previewed either in two unrelated browsers or with at least two different screen sizes. The site looks acceptable on screen on a range of screens.*  *The text has been proof read and there are no obvious spelling/grammatical issues (minor spelling/grammar issues are OK for Achieved).* |
|  |  | I have used relevant conventions for the media type | Written documentation, screenshots, screen casts | [*Usability and clarity guidelines*](https://www.orbitmedia.com/blog/web-design-standards/) *for website design: e.g. logo placement, main navigation, etc.*  [*Mobile user experience*](https://digital.gov/resources/mobile-user-experience-guidelines/) *guidelines*  [*HTML*](https://www.w3schools.com/html/html5_syntax.asp) *guidelines*  *For example (partial evidence):*  *The student has used concepts such as* [*contrast*](https://www.techrepublic.com/blog/webmaster/effective-design-principles-for-web-designers-contrast/1838)*,* [*repetition*](https://www.techrepublic.com/blog/webmaster/effective-design-principles-for-web-designers-repetition/1849)*,* [*alignment*](https://www.techrepublic.com/blog/webmaster/effective-design-principles-for-web-designers-alignment/1856)*,* [*proximity*](https://www.techrepublic.com/blog/web-designer/effective-design-principles-for-web-designers-proximity/) *and* [*white space*](https://blog.teamtreehouse.com/white-space-in-web-design-what-it-is-and-why-you-should-use-it) *to lay out their site.* |
|  |  | I have explained relevant implications | Written documentation, screenshots | *Student must choose specific implications relevant to the outcome, and answer concisely questions like what is copyright and why is it important; then refer to their own outcome.*  *For example (partial evidence):*  *The student has explained why* ***copyright*** *should be honoured/images should be credited.*  *They have mentioned why the site should be* ***accessible*** *for colour blind/visually impaired users.*  *They have stated why their site should be* ***easy to navigate*** *(the site may have minor navigation issues).* |
|  |  |  | |  | | --- | | 1. *Use advanced techniques to develop an informed digital media outcome.* | | | |
| **Merit** |  |  | I have used information from testing procedures to improve the quality of the outcome | Written documentation, screenshots, screen casts, teacher observation | *Keep evidence of improvements – before and after screenshots*  *For example (partial evidence):*  *The student has previewed the outcome and made changes to the layout/formatting to improve it.*  *The student has asked a volunteer to use their site and made changes based on volunteer feedback.*  *The student has previewed the site using a slightly smaller (or larger) screen and adjusted the layout to ensure the site looks acceptable on a range of wide screen devices.* |
|  |  | I have applied relevant conventions to improve the quality of the outcome | Written documentation, screenshots, screen casts, teacher observation | *For example (partial evidence):*  *The student has used fonts to ensure that the site looks consistent on all devices.*  *The student has used css to go beyond the basics – for example they have used partial transparency, rounded corners, shadows or css grid to create an aesthetically pleasing outcome.* |
|  |  | I have addressed relevant implications. | Written documentation, screenshots, screen casts, teacher observation | *For example (partial evidence):*  *The student has acknowledged and credited the source of their images (or made it clear that the images are original).*  *They have ensured that all their images have ‘alt’ tags/descriptions so that the material can be read out by screen-readers (and is thus accessible to visually impaired users).*  *The site is easy to use/navigate, as per guidelines.* |
|  |  |  | |  | | --- | | *(E) Use advanced techniques to develop a refined digital media outcome.* | | | |
| **Excellence** |  |  | I have used iterative improvement throughout the design, development and testing process to produce a high-quality outcome | Written documentation, screenshots, screen casts, teacher observation | *Clear evidence of the iterative process needs to be present:*  *e.g. Initial navigation, interim changes, final navigation*  *e.g. Initial colour scheme, interim, final changes*  *e.g. Initial layout, interim, final layout*  *For example (partial evidence):*  *The student carried out testing at key points during the creation of the website to ensure that it was fit for purpose and easy to use. They made changes* ***based on testing and feedback*** *at each cycle in an iterative loop. For instance, they checked that…*   * *navigation was intuitive* * *the material was easy to read/understand* * *the web app loaded quickly* * *usability heuristics were adhered to* * *the application of css was effective for the purpose and end-users* * *they have saved or screen shot their iterative development process.* |
|  |  | I have used efficient tools and techniques in the outcome’s production. | Written documentation, screenshots, screen casts, teacher observation | *For example (partial evidence):*   * *The student has a sensible file structure with a separate images sub-folder (and possibly sub-folders for css/js as well).* * *Html/css have been appropriately commented and/or class names are descriptive (e.g. <div class=”main”>).* * *Images have been resized and optimised.* * *Brackets shortcuts, boilerplates,* [*optimize css performance*](https://www.sitepoint.com/optimizing-css-performance/)*, etc.* |

**Final grades** will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

Document the following:

**Tools** evidence:

Snapshots of workspace (Atom code and preview, repl.it snapshots, Color palettes generators used, image compression online tools used, HTML/CSS validator snapshots, chrome dev tools used for changing device, Adobe Colour contrast tool, Adobe Color blind website test, etc.)

--insert your evidence here—

**Folder** organization:

-insert snapshot of your folder structure here—

**Testing** evidence:

Previews (Atom):

--insert evidence here –

Comments: (any issues?)

**Browser** testing (Chrome, Edge, etc)

--insert your evidence here—

Comments?

**Device** testing (small screen, large screen)

Comments?

**Relevant Implications:**

EXAMPLE 1 (specific implications related to the WIREFRAME of a web app):

Graphical user interface, text, application

Description automatically generated

EXAMPLE 2 (specific implications related to the FONT of a website):

Graphical user interface, text, application

Description automatically generatedA picture containing text

Description automatically generatedGraphical user interface, text

Description automatically generatedGraphical user interface

Description automatically generated with medium confidence

A picture containing application

Description automatically generatedApplication

Description automatically generated with medium confidenceA picture containing shape

Description automatically generated

Graphical user interface

Description automatically generatedDiagram

Description automatically generatedGraphical user interface, application

Description automatically generated

Application

Description automatically generated with medium confidenceApplication

Description automatically generated with low confidenceGraphical user interface, application

Description automatically generated

A picture containing application

Description automatically generated