



An Bord Oideachais agus Oiliúna Chathair Bhaile Átha Cliath  
City of Dublin Education and Training Board

**City of Dublin Education & Training Board**

**Programme Module for**

**Web Authoring 6N2532**

**Leading to**

**Level 6 FETAC**

**Web Authoring 6N2532**

### Introduction

This programme module may be delivered as a standalone module leading to certification in a FETAC minor award. It may also be delivered as part of an overall validated programme leading to a Level 6 FETAC Certificate.

The teacher/tutor should familiarise themselves with the information contained in City of Dublin Education & Training Board's programme descriptor for the relevant validated programme prior to delivering this programme module.

The programme module is structured as follows:

1. Title of Programme Module
2. FETAC Component Title and Code
3. Duration in hours
4. Credit Value of FETAC Component
5. Status
6. Special Requirements
7. Aim of the Programme Module
8. Objectives of the Programme Module
9. Learning Outcomes
10. Indicative Content
11. Assessment <ul style="list-style-type: none"><li>a. Assessment Technique(s)</li><li>b. Mapping of Learning Outcomes to Assessment Technique(s)</li><li>c. Guidelines for Assessment Activities</li></ul>
12. Grading
13. Learner Marking Sheet(s), including Assessment Criteria

### Integrated Delivery and Assessment

The teacher/tutor is encouraged to integrate the delivery of content where an overlap between content of this programme module and one or more other programme modules is identified. This programme module will facilitate the learner to develop the academic and vocational language, literacy and numeracy skills relevant to the themes and content of the module.

Likewise the teacher/tutor is encouraged to integrate assessment where there is an opportunity to facilitate a learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module. The integration of the delivery and assessment of level 6 Communications and level 6 Mathematics modules with that of other level 6 modules is specifically encouraged, as appropriate.

### Indicative Content

The indicative content in Section 10 does not cover all teaching possibilities. The teacher/tutor is encouraged to be creative in devising and implementing other approaches, as appropriate. The use

Web Authoring 6N2532

Version 3

of examples is there to provide suggestions. The teacher/tutor is free to use other examples, as appropriate. The indicative content ensures all learning outcomes are addressed but it may not follow the same sequence as that in which the learning outcomes are listed in Section 9. It is the teacher's/tutor's responsibility to ensure that all learning outcomes are included in the delivery of this programme module.

<b>1. Title of Programme Module</b> Web Authoring
<b>2. Component Name and Code</b> 6N2532
<b>3. Duration in Hours</b> 150 Hours (typical learner effort, to include both directed and self directed learning)
<b>4. Credit Value</b> 15 Credits
<b>5. Status</b> This programme module may be compulsory or optional within the context of the validated programme. Please refer to the relevant programme descriptor, Section 9 Programme Structure
<b>6. Special Requirements</b> None.
<b>7. Aim of the Programme Module</b> This programme module aims to equip the learner with the knowledge, skill and competence to establish, develop and maintain an interactive Web site, working independently and with others.
<b>8. Objectives of the Programme Module</b> <ul style="list-style-type: none"> <li>• This programme aims to provide the learner with a good understanding of HTML (Hypertext Markup Language) tags, attributes and values and the use of HTML editors</li> <li>• To gain a good understanding of CSS (Cascading Style Sheets)</li> <li>• To gain an understanding of one of the scripting languages that are used in Website Development</li> <li>• the ability to design, structure and maintain interactive Websites</li> <li>• the skills to acquire and apply knowledge of Design Principles in the development of Websites</li> <li>• To assist the learner to develop the academic and vocational language, literacy and numeracy skills related to Web Authoring through the medium of the indicative content. To enable the learner to exercise substantial personal autonomy and responsibility</li> <li>• To assist the learner to develop the academic and vocational language, literacy and numeracy skills related to Web Authoring through the medium of the indicative content</li> <li>• To enable the learner to exercise substantial personal autonomy and responsibility.</li> </ul>

## **9. Learning Outcomes of Level 6 Web Authoring 6N2532**

Learners will be able to:

1. Explore the development of hyper text mark up language (HTML)
2. Examine different HTML versions and backward compatibility issues
3. Examine the role of tags with HTML authoring
4. Examine the advantages and disadvantages of coding HTML and using HTML editors
5. Examine browser compatibility of HTML editors
6. Distinguish between different scripting languages
7. Examine the file formats suitable for use in Web Publishing with regard to text, graphics, audio and video files
8. Examine the procedures for uploading a website to a server
9. Utilise various HTML and cascading style sheets (CSS) techniques to processes and format images and text
10. Utilise comment and meta tags appropriately
11. Use the correct tags to insert multimedia files to include: sound files, video, shock wave and flash
12. Implement the correct tags to insert special symbols or characters
13. Apply red, green, blue (RGB) colour system in hexadecimal
14. Implement web-safe colours
15. Generate HTML tags using an HTML editor
16. Insert scripts in HTML

17. Produce site structure and corresponding site map
18. Determine webpage size in terms of: memory requirements and pixel sizes with reference to resolution constraints and download times for the site
19. Determine material requirements for site production to include: software, hardware, hard copy and scripts
20. Produce readable and printable text having regard to web typography, typefaces and alternatives, and proofread as required
21. Ensure that site content is accurately and clearly presented using an effective and appropriate layout
22. Test, revise, maintain and upgrade the site
23. Insert a hit page counter into a website
24. Demonstrate browser compatibility with respect to browser specific tags
25. Use scripting language to implement browser plug-in detection, status bar messages, scrolling status bars, rollovers cycling animations, slide shows, dynamic frames, form verification, new windows, cookies and dynamic webpage updates
26. Use debugging techniques to remove errors
27. Create an interactive website
28. Identify site objectives and potential target audience
29. Determine likely user access speed, computer platform, browser and user experience, software availability and level of feedback required for the interactive website created
30. Determine the level of interactivity and feedback required in the site

31. Produce a logical, consistent and functional navigation solution for the site
32. Design a suitable and consistent user-friendly interface for the site
33. Produce a consistent file organisation hierarchy using folders and subfolders, with appropriate naming conventions
34. Promote a site with reference to online marketing via search engines, directories and other specialist facilities.

## 10. Indicative Content

This section provides suggestions for programme content but is not intended to be prescriptive. The programme module can be delivered through classroom based learning activities, group discussions, one-to-one tutorials, field trips, case studies, role play and other suitable activities, as appropriate.

### Section 1 : Web Concepts

1. Facilitate the Learner to explore the development of hyper text markup language (HTML) by researching, for example

- Tim Berners Lee's HTML tags and Web Browser/Editor
- Internet Engineering Task Force RFCs for HTML 2.0
- Formation of Worldwide Web Consortium W3C
- W3C HTML 3.2 additional features for example:
  - fonts,
  - tables,
  - applets,
  - superscripts,
  - subscripts
- W3C HTML 4.0 additional features for example:
  - Cascading Style Sheets CSS,
  - <font> tag deprecated,
- XHTML 1.0 to XHTML 5.0
  - strict
  - well formed
- W3C HTML 5.0 additional features:
  - embedding audio, video, graphics,
  - client-side data storage,
  - Interactive documents.
- W3C HTML 5.0 additional elements for example
  - <nav>,
  - <header>,



- <footer>,
- <figure>.

2. Facilitate the Learner to examine different HTML versions and backward compatibility issues by considering, for example

- the usage share of web browsers
- supported HTML versions in current browsers
- supported HTML features in current browsers

4. Facilitate the Learner to examine the advantages and disadvantages of coding HTML and using HTML editors considering, for example

- Cost & Licensing
- Development time
- Platform independence
- Level of expertise required
- Hardware requirements

## **Section 2: HTML Markup & Cascading Style Sheets**

### **Indicative Content for Section 2 here**

Facilitate the Learner to examine the role of tags with HTML authoring through, for example

- Examining the Source Code of an existing Site in terms of, to include
  - Tag Syntax
  - Structural Markup: Tags used to structure the HTML document
  - Semantic Markup: Tags used to reinforce the meaning of information in the HTML document
  - Hypertext Markup: Tags used to create links

9. Facilitate the learner to utilise various HTML and cascading style sheets (CSS) techniques to processes and format images and text, to include

- HTML tags, for example

- for Links: href, target, "mailto"
- for Images: src, alt, title, height, width
- for Tables: colspan, rowspan
- for Forms: action, method, id, type, name, maxlength, "text", "radio", "checkbox", "submit", value, checked, selected, "selected", size, multiple, "image", src, width, height, "hidden", for, "date", "email", "url", "search", placeholder
- for Identification: id, class
- for Iframes: src, height, width, seamless
- CSS, for example
  - Rules: Selectors and Declarations
  - Declarations: Property and Value
  - External CSS: <link>, @import, href, type, rel
  - Internal CSS: <style>
  - CSS Selectors: Universal, Type, Class, ID, Child, Descendant, Adjacent Sibling, General Sibling
  - Inheritance
  - Colour: color, background-color, hsla, hsl
  - Opacity: opacity, rgba, rgb
  - Text: font-family, font-size, @font-face, font-weight, font-style, text-transform, text-decoration, line-height, letter-spacing, word-spacing, text-align, vertical-align, text-indent, text-shadow, float
  - Pseudo-Elements: :first-letter, :first-line, :link, :visited, :hover, :active, :focus
  - Attribute Selectors: Existence [ ], Equality [=], Space [~=], Prefix [^=], Substring [\*=],

Suffix [\$=]

Boxes: width, height, min-width, max-width, min-height, max-height, overflow, border-

- width, border-style, border-color, border, padding, margin, visibility, border-image, box-shadow, border-radius
- Lists: list-style-type, list-style-image, list-style-position, list-style
- Tables: empty-cells, border-spacing, border-collapse
- Layout: position:static, position:relative, position:absolute, position:fixed, z-index, float
- Images: width, height, float, background-image, background-repeat, background-attachment, background-position, background
- Image Rollovers: sprite

11. Facilitate the learner to use the correct tags to insert multimedia files to include: sound files, video, shock wave and flash

- HTML tags, for example
  - Video: <video></video>
  - Audio: <audio></audio>
  - IFrames: <iframe></iframe>
- HTML attributes and values, for example
  - for Video: preload, "none", "auto", "metadata", src, poster, width, height, controls, autoplay, loop
  - for Audio: src, controls, autoplay, preload, loop

12. Facilitate the learner to implement the correct tags to insert special symbols or characters, for example

- Less-than

- Greater-than
- Ampersand
- Quotation Marks
- Cent
- Pound
- Yen
- Euro
- Copyright

### Section 3: Scripting Elements in Web Authoring

Facilitate the learner to distinguish between different scripting languages by considering, for example

- various languages used in web development
  - Javascript
  - PHP, ASP, JSP
  - Actionscript
  - Typescript
- the Client Server Model of computing
  - Wamp
  - Mamp
  - Lamp

16. Facilitate the learner to insert scripts in HTML by considering, for example

- use of the <script tag>
- use of the <no script tag>
- placing scripts in the <head> or <body> of a HTML document
- use of external scripts using “src” attribute
- manipulating basic HTML elements using document object model DOM
- manipulating browser windows using basic methods of the window object

23. Facilitate the learner to Insert a hit page counter by, for example

- researching the web for a suitable Javascript code snippet

- inserting a Javascript code snippet into the body of a HTML page
- testing the code to ensure it works correctly

25. Facilitate the learner to use a scripting language to implement browser plug-in detection, status bar messages, scrolling status bars, rollovers cycling animations, slide shows, dynamic frames, form verification, new windows, cookies and dynamic webpage updates by utilising, for example:

- the scripting features of a HTML Editor
- existing code snippets
- JavaScript libraries such as JQuery

26. Facilitate the learner to use debugging techniques to remove errors using, for example

- Safari Developer Tools
- Chrome Developer Tools
- Firefox Error Console
- Internet Explorer Developer Toolbar

#### **Section 4: Web Production**

Facilitate the learner to create an interactive website by exploring the stages of production, to include

- Planning, including Mockups
- Production
- Testing and Publishing

28. Facilitate the learner to identify, to include

- potential target audience, based on demographics, key motivations and specific goals
- site objectives, based on key information required by the Target Audience

19. Facilitate the learner to determine material requirements for site production, to include

- Software, for example
  - HTML Editor, Image Manipulation SW, FTP Application, Content Management System
- Hardware, for example
  - Scanner, Camera, Video Camera

- Hard copy, for example
  - Client content: Images, Video, Audio
- Scripts, for example
  - Client content: Text and Information

29. Facilitate the learner to determine likely user access speed considering, for example

- Computer Platform: OSX, Linux, Windows, Mobile
- Browser: Chrome, Safari, Firefox, Opera, Internet Explorer
- User Experience
- Software Availability, for example required Plugins
- Level of Feedback required, for example Sounds, Video, Images

30. Facilitate the learner to determine the level of interactivity and feedback required in the site considering, for example

- Target Audience
- User Experience
- Platform: Desktop vs Mobile Device
- Responsive Web Design

17. Facilitate the learner to produce site structure and corresponding site map through, for example

- creating a Flow Chart in Graphic Software
- generating a Site Map using a HTML Editor
- generating an XML Site Map

31. Facilitate the learner to produce a logical, consistent and functional navigation solution for the site, considering for example

- Primary, Secondary, Tertiary navigation
- following Navigation design principles such as conciseness, clarity, selectiveness,

contextuality, interactivity, consistency

- considering Accessibility

21. Facilitate the learner to ensure that site content is accurately and clearly presented using an effective and appropriate layout, by for example

- organising and prioritising the Information to be communicated using:
  - Visual Hierarchy: Size, Colour and Style of page content
  - Grouping of related pieces
  - creating sections in the page using, for example columns, grids, containers
  - White space
  - Consistency
- creating Wireframes
- Box Model
- Flexible Box Layout Model

32. Facilitate the learner to design a suitable and consistent user-friendly interface for the site by, for example

- considering Target Audience
- following principles of Human Computer Interaction
- following Graphical user interface guidelines
- considering Accessibility

15. Facilitate the learner to generate HTML tags using an HTML editor by considering, for example

- configuring new projects
- Windows and Panels
- Tools & Palettes
- Key Commands

10. Facilitate the learner to utilise comment and meta tags appropriately, for example

- Comments: <!-- -->
- Meta Tag: <meta>
- Attributes: name, content, http-equiv
- Values: "description", "keywords", "robots", "author", "pragma", "expires"

13. Facilitate the learner to apply red, green, blue (RGB) colour system in hexadecimal by, for example

- developing an understanding of the RGB colour system by exploring:
  - the term Primary Colours
  - the Additive Colour Model
  - the usage of the RGB colour system in terms of RGB Input and Output devices
- developing an understanding of the hexadecimal system by exploring:
  - the six-digit hexadecimal notation in terms of the representation of values for red, green and blue
  - colours in hexadecimal notation, for example
    - red #9D1313
    - green #117918
    - blue #1F41A2

14. Facilitate the learner to implement web-safe colours by, for example

- developing an understanding of web-safe colours:
  - following the 2-digit rule for the values of red, green and blue in the hexadecimal system
  - exploring web-safe colours, such as
    - red #CC0033
    - green #009900
    - blue #000066
  - exploring the impact of current computer displays on the use of web-safe colours

20. Facilitate the learner to produce readable and printable text having regard to web typography, typefaces and alternatives, and proofread as required, by considering for example



- Purpose: Headers, Body Text etc.
- Font
- Font Size
- Weight
- Style
- Colour and Contrast
- Line Spacing
- Leading, Kerning, Tracking
- Alignment

5. Facilitate the Learner to examine browser compatibility of HTML editors by utilizing the preview options to render a page in different browsers, for example:

- Apple Safari
- Microsoft Internet Explorer
- Google Chrome
- Mozilla Firefox

#### **Section 5: Web Publishing**

33. Facilitate the learner to produce a consistent file organisation hierarchy using folders and subfolders, with appropriate naming conventions

- Root Folder
- index.html
- HTML pages
- Media Content Folders
- Script Folder
- Database Folder

18. Facilitate the learner to determine webpage size in terms of: memory requirements and pixel sizes with reference to resolution constraints and download times for the site considering, for example

- optimising Images for the web
- optimising Render time of HTML elements
- optimising Audio and Video elements
- calculating Download times for various files

24. Facilitate the learner to demonstrate browser compatibility with respect to browser specific tags considering, for example

- deprecated HTML tags
- deprecated scripting tags

22. Facilitate the learner to test, revise, maintain and upgrade the site,

- by creating the following documents for a website
  - Testing Strategy to include W3C validation compliance
  - Testing Cards for actions
  - Testing Revision Report

8. Facilitate the learner to examine the procedures for uploading a website to a server, to include

- choosing a Web hosting provider and an appropriate hosting plan
- choosing and purchasing a domain name
- installing and configuring FTP Client software, for example FileZilla

34. Facilitate the learner to promote a site with reference to online marketing via search engines, directories and other specialist facilities by considering, for example

- choosing a short Title that refers to the topic of the page
- choosing unique Title Tags
- using different description meta tags for each page
- using descriptive categories and filenames for folders and documents that are part of the site
- organising the site in a simple directory structure
- creating easy navigation
- creating an XML site map for search engines
- offering interesting content
- using the “alt” attribute to provide information about images

integrating with social media sites

## 11. Assessment

### 11a. Assessment Techniques

**Portfolio/Collection of Work 100%**

### 11b. Mapping of Learning Outcomes to Assessment Techniques

In order to ensure that the learner is facilitated to demonstrate the achievement of all learning outcomes from the component specification; each learning outcome is mapped to an assessment technique(s). This mapping should not restrict an assessor from taking an integrated approach to assessment.

Learning Outcome	Assessment Technique
1. Explore the development of hyper text mark up language (HTML)	Portfolio/ Collection of Work
2. Examine different HTML versions and backward compatibility issues	Portfolio/ Collection of Work
3. Examine the role of tags with HTML authoring	Portfolio/ Collection of Work
4. Examine the advantages and disadvantages of coding HTML and using HTML editors	Portfolio/ Collection of Work
5. Examine browser compatibility of HTML editors	Portfolio/ Collection of Work
6. Distinguish between different scripting languages	Portfolio/ Collection of Work
7. Examine the file formats suitable for use in Web Publishing with regard to text, graphics, audio and video files	Portfolio/ Collection of Work
8. Examine the procedures for uploading a website to a server	Portfolio/ Collection of Work
9. Utilise various HTML and cascading style sheets (CSS) techniques to processes and format images and text	Portfolio/ Collection of Work
10. Utilise comment and meta tags appropriately	Portfolio/ Collection of Work
11. Use the correct tags to insert multimedia files to include: sound files, video, shock wave and flash	Portfolio/ Collection of Work
12. Implement the correct tags to insert special symbols or characters	Portfolio/

	Collection of Work
13. Apply red, green, blue (RGB) colour system in hexadecimal	Portfolio/ Collection of Work
14. Implement web-safe colours	Portfolio/ Collection of Work
15. Generate HTML tags using an HTML editor	Portfolio/ Collection of Work
16. Insert scripts in HTML	Portfolio/ Collection of Work
17. Produce site structure and corresponding site map	Portfolio/ Collection of Work
18. Determine webpage size in terms of: memory requirements and pixel sizes with reference to resolution constraints and download times for the site	Portfolio/ Collection of Work
19. Determine material requirements for site production to include: software, hardware, hard copy and scripts	Portfolio/ Collection of Work
20. Produce readable and printable text having regard to web typography, typefaces and alternatives, and proofread as required	Portfolio/ Collection of Work
21. Ensure that site content is accurately and clearly presented using an effective and appropriate layout	Portfolio/ Collection of Work
22. Test, revise, maintain and upgrade the site	Portfolio/ Collection of Work
23. Insert a hit page counter into a website	Portfolio/ Collection of Work
24. Demonstrate browser compatibility with respect to browser specific tags	Portfolio/ Collection of Work
25. Use scripting language to implement browser plug-in detection,	Portfolio/

status bar messages, scrolling status bars, rollovers cycling animations, slide shows, dynamic frames, form verification, new windows, cookies and dynamic webpage updates	Collection of Work
26. Use debugging techniques to remove errors	Portfolio/ Collection of Work
27. Create an interactive website	Portfolio/ Collection of Work
28. Identify site objectives and potential target audience	Portfolio/ Collection of Work
29. Determine likely user access speed, computer platform, browser and user experience, software availability and level of feedback required for the interactive website created	Portfolio/ Collection of Work
30. Determine the level of interactivity and feedback required in the site	Portfolio/ Collection of Work
31. Produce a logical, consistent and functional navigation solution for the site	Portfolio/ Collection of Work
32. Design a suitable and consistent user-friendly interface for the site	Portfolio/ Collection of Work
33. Produce a consistent file organisation hierarchy using folders and subfolders, with appropriate naming conventions	Portfolio/ Collection of Work
34. Promote a site with reference to online marketing via search engines, directories and other specialist facilities.	Portfolio/ Collection of Work

### 11c. Guidelines for Assessment Activities

The assessor is required to devise assessment briefs and marking schemes for the Portfolio/Collection of Work. In devising the assessment briefs, care should be taken to ensure that the learner is given the opportunity to show evidence of achievement of ALL the learning outcomes. Assessment briefs may be designed to allow the learner to make use of a wide range of media in presenting assessment evidence, as appropriate. Quality assured procedures must be in place to ensure the reliability of learner evidence.

Portfolio/Collection of Work	100%
The Portfolio/ Collection of Work may be produced throughout the duration of this programme module.	
<p><b>The learner will compile a Portfolio Collection of Work to include evidence that demonstrates the following:</b></p> <p><b>Section 1: Web Concepts</b></p> <ol style="list-style-type: none"> <li>1. Explore the development of hyper text mark up language (HTML)</li> <li>2. Examine different HTML versions and backward compatibility issues</li> <li>4. Examine the advantages and disadvantages of coding HTML and using HTML editors</li> </ol> <p><b>Section 2: HTML Markup and Cascading Style Sheets</b></p> <ol style="list-style-type: none"> <li>3. Examine the role of tags with HTML authoring</li> <li>9. Utilise various HTML and cascading style sheets (CSS) techniques to processes and format images and text</li> <li>11. Use the correct tags to insert multimedia files to include: sound files, video, shock wave and flash</li> <li>12. Implement the correct tags to insert special symbols or characters</li> </ol> <p><b>Section 3: Scripting Elements in Web Authoring</b></p> <ol style="list-style-type: none"> <li>6. Distinguish between different scripting languages</li> <li>16. Insert scripts in HTML</li> <li>23. Insert a hit page counter into a website</li> <li>25. Use scripting language to implement browser plug-in detection, status bar messages, scrolling status bars, rollovers cycling animations, slide shows, dynamic frames, form verification, new windows, cookies and dynamic webpage updates</li> <li>26. Use debugging techniques to remove errors</li> </ol>	

#### **Section 4: Web Production**

- 27. Create an interactive website
- 28. Identify site objectives and potential target audience19Determine material requirements for site production to include: software, hardware, hard copy and scripts
- 19. Determine material requirements for site production to include: software, hardware, hard copy and scripts
- 29. Determine likely user access speed, computer platform, browser and user experience, software availability and level of feedback required for the interactive website created
- 30. Determine the level of interactivity and feedback required in the site
- 17. Produce site structure and corresponding site map
- 31. Produce a logical, consistent and functional navigation solution for the site
- 21. Ensure that site content is accurately and clearly presented using an effective and appropriate layout
- 32. Design a suitable and consistent user-friendly interface for the site
- 15. Generate HTML tags using an HTML editor10Utilise comment and meta tags appropriately
- 10. Utilise comment and meta tags appropriately
- 13. Apply red, green, blue (RGB) colour system in hexadecimal
- 14. Implement web-safe colours
- 20. Produce readable and printable text having regard to web typography, typefaces and alternatives, and proofread as required
- 5. Examine browser compatibility of HTML editors

#### **Section 5: Web Publishing**

- 33. Produce a consistent file organisation hierarchy using folders and subfolders, with appropriate naming conventions
- 18. Determine webpage size in terms of: memory requirements and pixel sizes with reference to resolution constraints and download times for the site
- 22. Test, revise, maintain and upgrade the site
- 24. Demonstrate browser compatibility with respect to browser specific tags
- 8. Examine the procedures for uploading a website to a server
- 34. Promote a site with reference to online marketing via search engines, directories and other

specialist facilities.

Evidence for this assessment technique may take the form of written, oral, graphic, audio, visual or digital evidence or any combination of these. Any audio, video or digital evidence must be provided in a suitable format.

All instructions for the learner must be clearly outlined in an assessment brief.

## **12. Grading**

Distinction: 80% - 100%

Merit: 65% - 79%

Pass: 50% - 64%

Unsuccessful: 0% - 49%

At levels 4, 5 and 6 major and minor awards will be graded. The grade achieved for the major award will be determined by the grades achieved in the minor awards.





<b>Web Authoring 6N2532</b>	<b>Learner Marking Sheet 1 Portfolio/Collection of Work 100%</b>
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Learner's Name: \_\_\_\_\_

Learner's PPSN: \_\_\_\_\_

<b>Assessment Criteria</b>	<b>Maximum Mark</b>	<b>Learner Mark</b>
<b>Section 1: Web Concepts</b>  <b>1. Explore the development of hyper text mark up language (HTML)</b>  <b>2. Examine different HTML versions and backward compatibility issues</b>  <b>4. Examine the advantages and disadvantages of coding HTML and using HTML editors</b>	<b>5</b>	
<b>Section 2: HTML Markup and Cascading Style Sheets</b>  <b>3. Examine the role of tags with HTML authoring</b>  <b>9. Utilise various HTML and cascading style sheets (CSS) techniques to processes and format images and text</b>  <b>11. Use the correct tags to insert multimedia files to include: sound files, video, shock wave and flash</b>  <b>12. Implement the correct tags to insert special symbols or characters</b>	<b>25</b>	
<b>Section 3: Scripting Elements in Web Authoring</b>  <b>6. Distinguish between different scripting languages</b>  <b>16. Insert scripts in HTML</b>  <b>23. Insert a hit page counter into a website</b> <b>25. Use scripting language to implement browser plug-in detection, status bar messages, scrolling status bars, rollovers cycling animations, slide shows, dynamic frames, form verification, new windows, cookies and dynamic webpage updates</b> <b>26. Use debugging techniques to remove errors</b>	<b>15</b>	
<b>Section 4: Web Production</b>	<b>40</b>	

27. Create an interactive website 28. Identify site objectives and potential target audience 19. Determine material requirements for site production to include: software, hardware, hard copy and scripts 29. Determine likely user access speed, computer platform, browser and user experience, software availability and level of feedback required for the interactive website created 30. Determine the level of interactivity and feedback required in the site 17. Produce site structure and corresponding site map 31. Produce a logical, consistent and functional navigation solution for the site 21. Ensure that site content is accurately and clearly presented using an effective and appropriate layout 32. Design a suitable and consistent user-friendly interface for the site 15. Generate HTML tags using an HTML editor 10. Utilise comment and meta tags appropriately 13. Apply red, green, blue (RGB) colour system in hexadecimal 14. Implement web-safe colours 20. Produce readable and printable text having regard to web typography, typefaces and alternatives, and proofread as required 5. Examine browser compatibility of HTML editors		
<b>Section 5: Web Publishing</b>  33. Produce a consistent file organisation hierarchy using folders and subfolders, with appropriate naming conventions 18. Determine webpage size in terms of: memory requirements and pixel sizes with reference to resolution constraints and download times for the site 22. Test, revise, maintain and upgrade the site 24. Demonstrate browser compatibility with respect to browser specific tags 8. Examine the procedures for uploading a website to a server 34. Promote a site with reference to online marketing via search engines, directories and other specialist facilities.	<b>15</b>	
<b>Total Mark</b>	<b>100</b>	

Assessor's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

External Authenticator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_