**DEVELOPMENT PROJECT**

assessment instrument

**APPLY PRINCIPLES OF CREATING COMPUTER SOFTWARE BY DEVELOPING A COMPLETE PROGRAMME TO MEET GIVEN BUSINESS SPECIFICATIONS**

**US ID:** 115392 **NQF LEVEL:** 5 **CREDITS:** 12 **NOTIONAL HOURS:** 120

**DEMONSTRATE AN UNDERSTANDING OF ESTIMATING A UNIT OF WORK AND THE IMPLICATIONS OF LATE DELIVERY**

**US ID:** 114059 **NQF LEVEL:** 5 **CREDITS:** 5 **NOTIONAL HOURS:** 50

**APPLY PRINCIPLES OF DESIGNING COMPUTER SYSTEM INPUTS AND OUTPUTS**

**US ID:** 115365 **NQF LEVEL:** 5 **CREDITS:** 7 **NOTIONAL HOURS:** 70

**APPLY ADVANCED HTML AND ASSOCIATED TECHNIQUES TO BUILD A WEBSITE FOR BUSINESS APPLICATIONS**

**US ID:** 115368 **NQF LEVEL:** 5 **CREDITS:** 12 **NOTIONAL HOURS:** 120

**TEST A COMPUTER PROGRAM AGAINST A GIVEN SPECIFICATION**

**US ID:** 115384 **NQF LEVEL:** 5 **CREDITS:** 6 **NOTIONAL HOURS:** 60

**PRODUCE COMPUTER PROGRAM DOCUMENTATION TO AGREED STANDARDS**

**US ID:** 115388 **NQF LEVEL:** 5 **CREDITS:** 3 **NOTIONAL HOURS:** 30

SECTION A: FORMATIVE ASSESSMENT

*Answer the following questions;*

**Module 1 Formative Assessment (Unit Standard 115392)**

**Apply principles of creating computer software by developing a complete programme to meet given business specifications**

**Question 1 (5)**

Write a program to converts temperature from Fahrenheit to degrees in Celsius.    
Test Data  
Input a degree in Fahrenheit: 212  
Expected Output :  
212.0 degree Fahrenheit is equal to 100.0 in Celsius

*Please paste your code and a unit test of the calculation function here:*

**Question 2 (5)**

Write a program that reads a number in inches and converts it to meters.    
Note: One inch is 0.0254 meter.  
Test Data  
Input a value for inch: 1000  
Expected Output:   
1000.0 inch is 25.4 meters

*Please paste your code and a unit test of the calculation function here:*

**Question 3 (4)**

Write a program that prints the current time in GMT.

Test Data  
Input the time zone offset to GMT  
Expected Output:   
Current time is 23:40:24

*Please paste your code here:*

**Question 4 (7)**

Write a program to takes the user input for a distance (in meters) and the time was taken (as three numbers: hours, minutes, seconds), and display the speed, in meters per second, kilometres per hour and miles per hour (hint: 1 mile = 1609 meters).

Test Data  
Input distance in meters: 2500   
Input hour: 5   
Input minutes: 56  
Input seconds: 23  
Expected Output:   
Your speed in meters/second is 0.11691531   
Your speed in km/h is 0.42089513   
Your speed in miles/h is 0.26158804

*Please paste your code and a unit test of the calculation function here:*

**Question 5 (3)**

Write a C# program to print 'Hello' on screen and then print your name on a separate line.    
Expected Output:   
Hello   
Alexandra Abramov

*Please paste your code here:*

**Question 6 (6)**

Write a program to print the sum (addition), multiply, subtract, divide and remainder of two numbers.    
Test Data:   
Input first number: 125  
Input second number: 24

Expected Output:   
125 + 24 = 149  
125 - 24 = 101  
125 x 24 = 3000  
125 / 24 = 5  
125 % 24 = 5

*Please paste your code and one unit test per calculation function here:*

**Module 2 Formative Assessment (Unit Standard 114059)**

**Demonstrate an understanding of estimating a unit of work and the implications of late delivery**

**Question 1 (SO 1, AC 1)**

Define cost/benefit analysis (2)

**Question 2 (SO 1, AC 2)**

Identify and explain the different components of a cost benefit analysis (8)

**Question 3 (SO 4, AC 2)**

Explain the implications of late delivery on time and cost of a project (6)

**Module 3 Formative Assessment (Unit Standard 115365)**

**Apply the principles of designing computer system inputs and outputs**

**Question 1 (SO 1, AC 1)**

1. Explain the principles of computer input and output design. (6)

**Answer:**

The principles of computer input and output design can be used to effectively guide the design process and as such revolves around many considerable factors which can be incorporated and used. Some of the principles that can be used for designing computer inputs and outputs are listed and described below:

* **Logical specifications of system**: Any system that is designed requires a spec, a spec is used as a set of specific requirements to fulfil something that is to be created, inputted, processed or outputted. Hence the logical specification of a system can relates to the specific requirements that outlines the design specs for computer inputs and outputs and as such plays an important role as a principle in the designing of inputs and outputs as logical specifications can help define and document the necessary acceptance criteria of a component related to the design requirements of computer inputs and outputs. Logical specifications can also be used to define an abstract representation of inputs, processes and outputs so that they can meet specific outlined requirements.
* **Data Flow Diagrams (DFDs)**: A computer system in general has the basic functionality of accepting a type of input containing data which is then processed where something desirable is done with the input in which the result of that process is then finally presented in some form of output. Therefor Data Flow Diagrams can be used as a principle to help guide the process of designing computer inputs and outputs by being able to represent the flow of how data is processed from inputs to outputs along with any logical specifications that are incorporated into the design of the data flow diagram.
* **Data Dictionaries (DDs)**: A data dictionary is an effective principle that is used in computer input and output design as data dictionaries allows for the identification and categorisation of computer inputs and outputs. Data dictionaries can be used to outline the characteristics and types of data that will be used as inputs and the type of output that is expected from those inputs after they have been processed. In basics data dictionaries are used to provide information about data which can be in the form of a dataset or database where the information essentially represents meta data which is data about data. The meta data contains information such as the datatypes and storage sizes that are assigned to the data entities that are being defined and used as part of the data dictionary.

1. Identify the types of inputs and outputs. (6)

**Answer**:

**Inputs**:

* Keyboards.
* Mouse.
* Scanners.
* GPS sensors.

**Outputs**:

* Screens.
* Printers.
* Speakers/headphones.
* Writing of data onto a magnetic disk such as a Hard Drive Disk (HDD) or a universal serial bus (USB).

**Question 2 (SO 1, AC 2)**

Distinguish between the appearance and underlying structure and process in computer input and output designs. (8)

**Answer**:

The following is a distinguishable list of factors for the appearance of underlying structures and processes in computer input and output designs and is based on input processes and structures and output processes and structures as 2 main categories:

**Input Processes and Structures:**

* **Data Recording**: Inputs generally need to be recorded in the sense that they need to be collected and stored thus, data recording is used as a process to take inputs that have been supplied and store them temporarily in memory so that they can be easily retrieved for processing when required. Data recording is the initial steps of storing supplied inputs and is not the final storage of the input data as any supplied input containing data will need to be processed first before it can be stored in permanent memory structures such as a database or text file for example.
* **Transcription**: When input is provided in different forms such as voice it needs to be converted into a text transcript which can be supplied as an input to be further processed hence transcription can be used as an underlying process to pre-process the voice into a text-based format using various external processes such as preconfigured transcription software to take care of the pre-processing and conversion that needs to be carried out.
* **Validation**: When input is provided from a user it needs to be validated to ensure that the data it contains is valid in the sense that it meets the specifications or requirements as defined and expected from the input being supplied, an example if a user supplies an alphabetic based input and a numeric based input is expected then this difference would need to be distinguished and validated to ensure that the input is not further processed as a system may not be able to cater for it during the processing of that input, hence validation is used to ensure that the correct types of data is being supplied via input mediums before it can be formatted and processed any further.
* **Verification**: Most inputs need to be verified to ensure that they meet outlined specifications and requirements hence verification can be used as a process that is independent to validation in the sense that it can used to ensure that the expected supplied inputs are able to be processed and that the correct outputs are obtained from the processed inputs where as validation is used to ensure that the correct types of inputs are supplied for processing. Hence verification as a process can be used as a pre and post process in input designs to ensure the correct types of inputs meet the intended design requirements.

**Output Processes and Structures**:

* **Editing and Formatting**: Data that is stored can take the form of many different formats such as binary hence when data is retrieved from memory and processed to be supplied as an output it needs to be edited and formatted so that it is readable for the output mechanism that it is intended for such as humans or other computers. A typical example of data that needs to be edited and formatted is one where numbers are stored in memory in a binary based format, this binary based format is unreadable to humans as they do not understand it hence the binary data representing the numbers will need to be formatted to represent a more readable version of the binary data that humans understand before it can be outputted, hence editing and formatting form the underlying process and structure to fulfil this operation being performed.
* **Data Transmission**: The process of sending data via different communication mediums is called data transmission, this process involves data being sent from different points via different communication channels such as networks and computes in which data access becomes a key point in the data transmission objective. Data transmission can take place between digital devices and signal based devices and will require data formatting to take place to ensure that the data is readable to the end point to which it is being transmitted to as data transmission involves processes where the data being transmitted must be encoded for the destination device that is expected to receive.
* **Controls**: When it comes to managing output processes, controls can be used as structures that can be put into place to guide the processes entailed in output processes involved in output design. Controls can be used as integrity mechanisms to enforce certain design and data transmission standards for output processes where the necessary structures such as ensuring that data has been successfully transmitted to another computer for example where a response can be generated as some sort of feedback to serve as an indication. Controls can also be used a mechanism to logically control the process paths to be taken based on the requirements expected from the output.

**Question 3 (SO1, AC 3)**

Explain the purpose of user involvement in creating input and output designs. (4)

**Answer**:

One of the basic principles of good design revolve around the need of user involvement. When creating input and out designs the continuous involvement of users can provide greater insight and meaningfulness into the design process in the various phases of designing inputs and outputs and are a direct relation to some of the following factors listed and described below:

* **Acceptance/ Rejection of system**: When a user is continuously and directly involved in the design process of inputs and outputs they will be able to determine if the designs meet their required specifications and as such have the ability to effectively communicate this to designers during early or initial design stages of a system.

If designs of inputs and outputs are not clearly communicated and showcased or demonstrated to the user early and on a regular basis then this can cause major impediments to the overall design phase of a project, cause if designs are showed to a user where most or majority of the system has been designed in terms of inputs and outputs and the user does not approve of the designs that have been made then they can reject the system which will lead to the process of redesigning which is a direct impact on factors such as delivery times and efforts put into the project.

If a user is continuously involved in the designing of inputs and outputs then they can clearly communicate the specifications of what is to be achieved at a more modular level in which they can accept or reject designs that form part of the whole system.

Hence instead of having all or most of the input and output designs of a system rejected at once, it can be avoided by having continuous user involvement and engagement, which can ensure that modular pieces of input and output designs when available can be showcased to the user and these can then be accepted or rejected and if rejected then the designer will be able to effectively focus on making amendments on that rejected component and be able to re-showcase it again to the user based on further obtained feedback and clarification.

* **Understanding between user and designer**: When a designer designs inputs and outputs they need to meet the expectations of the user, if there is no thorough communication and proper understanding of the expectations then impediments can arise as the designer would mostly be working against requirements that have been defined by the user and this may not be clearly defined or there could be a misunderstanding from the designer’s side.

When a user is involved in the initial design phases of inputs and outputs then communication is carried out on a regular basis between the user and designer which allows for the designer to gain a more in-depth understanding of the requirements that is expected to be produced and as such, good clear communication and understanding overall leads to other additional factors such as better clarity and directions, better trust and commitments between the user and designer and the mitigation of any possible issues or conflicts that may arise due to a lack of understanding and communication.

* **Cost and Time**: Any project has financial and time constraints and as such these factors need to be strictly adhered to as going over budget and not meeting deadlines on time usually leads to a failed project or losses being made. Constant user involvement can radically have an impact on both cost and time factors cause when a user is constantly involved then good clear communication is established which leads to clear and specific understandings of specifications that are expected to be achieved and as such with constant user involvement the designs of inputs and outputs can be made more quickly and achieved in a timely manner in which the design specification will be more accurately achieved due to the user being involved in the design process. When a project involving the designing of a system goes according to cost and time then this will increase overall customer satisfaction and ensure critical success of a project especially in the initial design phases.

**Question 4 (SO 1, AC 4)**

Compare online computer functions with manual and offline data entry. (5)

**Answer**:

The following is a comparison of computer-based functions with regard to manual and offline data entry and is based on the following criteria:

* **Online Media**: The representation of online media can include many items such as images, videos, music, etc. Online computer functions allow for online media to be easily created and distributed to reach a large audience in a relatively short amount of time.

In terms of creating media offline input offers a relatively simpler approach as most users are accustomed with the processes involved with the creation of media manually in the forms of sketches being drawn for images, video footages being recorded with some sort of device like a video camera or audio being recorded.

In a computer environment where online computer functions can be carried for the creation of online media, there is a gap of understanding that needs to be addressed as computer applications that can be used for the creation of media are usually complicated and require user training to be carried out so that users are able to use the tools to create or enhance media.

In some forms’ media needs to be manually created first offline and then be uploaded to a computer where it can be further modified or enhanced. Once uploaded on a computer system media can be easily distributed and showcased in an online medium which can be used via online computer functions where as distribution by manual and offline means pose difficulties in achieving such objectives.

* **Document Readers**: With document readers offering numerous advantages that are based on online computer functions that can be available in email applications, document editors or PDF viewers for example, not many users may not be accustomed to using a document reader and may resort to more manual means of data capture such as writing.

Users in general are accustomed to the process of writing which in essence is a form of manual offline data entry, writing can be used to fill in forms and documents which then can be later processed where the contents of the form or document can be captured onto a computer system where it can be available to be viewed on a document reader.

When documents are written by a user, the style and way a user may have written may pose a problem such as the written contents being misinterpreted or misunderstood entirely due to writing styles such as cursive writing, or the text been too small to make out and understand hence document readers eliminate such issues by allowing for specific fonts to be used for text inputs and the availability of features such as being able to zoom into text that may be too small to view for some users who may be visually impaired.

Document readers also allow for advance features to be used such as audio-based outputs to be carried out.

* **Source Documents**: The use of source documents is typically used for the capturing of data for record purposes such as recording clinical trials that have passed and failed for a given month.

In a manual and offline approach, a source document taking a clinical trial for example can typically take the form of manual capture where data is manually written down in a ledger for recording purposes. Hence this source document would need to be further compiled manually for sensible information to be gathered form all of the clinical trials captured to determine the overall pass and failure rates of all trails.

In the context of an online computer function source documents can be done electronically on a computerised device where the contents can be captured digitally, easily stored and retrieved and can be compiled by an online computer function where meaningful data analytics can be obtained. Manual capture can relate to longer times to compile sensible information from data stored in source documents even though it might be easier to manually record something but for the ease of storage and quick access online computer functions definitely conquer over offline methods as advantages such as easy storage and retrieval and quick data operations to present meaningful information in real time can all easily be achieved even though there might be some user training required on how to go about using electronic based source documents.

* **Conversion Media**: The concept of conversion media can be quite generic but in one or many forms it can represent the types or processes that different forms of media can go through to be represented or interacted with.

With regard to manual offline data entry when data is captured in some form such as being written down or drawn on a piece of paper or recorded on a tape recorder for examples, these types of manual offline data capture can only be represented in their initial form of capture and cannot possibly be enhanced or modified further due to the limitations imposed by manual means.

When online computer functions are used to create, capture or modify media that has been manually created, the media can go through a process of being converted into a more applicable formats so that it can be used and be available more easily, examples include images being scanned so that they can be available electronically, audio recoding uploaded so that they can be enhanced and converted into better formats for benefits such as better audio quality, etc.

Conversion media helps with the process of allowing media to be changed from one form to another, in an online computer environment conversion of media may take a while to be performed and thus there is usually a waiting period for its availability where in an offline environment where the media was initially created it can be available immediately to be viewed or interacted with. There may be instances where media in some form needs to be converted into different formats for archiving or distribution purposes and thus the process of media conversion needs to be carried out, this may involve complicated processes to be carried out by specialised software application and possibly even trained skilled users who know how to perform the conversion.

**Question 5 (SO 1, AC 5)**

Compare graphical input and output functions with text based input and output functions. (4)

**Answer**:

The following is a comparison of input and output functions with text-based input and output functions and are based on the following criteria:

* **User Types**: Input and output functions can be both performed in different ways in a graphical and text-based environment but as such each environment differs based on the users experience in each environment as users can typically be categorised into novice, experienced and professional users and depending on each category of user the different types of environments can make a big difference for input and output functions.

A graphical user interface-based environment offers a very interactable environment for inputs and allows for outputs to be easily formatted and displayed to the user. GUI based environments allow for an easier understanding of how to use an interface especially for novice users but for more experienced or professional users they might not find GUI based environments suitable for their need and purpose.

Text based inputs and outputs compared to GUI based inputs and outputs are more focused on experienced and professional users as these types of environments are quite specific in their use and usually require an in-depth understanding on how to use and operate command line terminals to interact with a system or application but the benefits of using such an environment can be rewarding as experienced or professional users may find it more appropriate when perform input based functions and expecting certain output functions.

* **Response Times**: The time it takes for any computer or application environment to load and show inputs and display outputs can make a big difference in a user’s overall experience.

GUI based environments usually have much longer load times compared to text-based environments and this is due to the fact that interfaces require more resources such as memory and CPU processing in order to be rendered to a user, the more complex or populated an interface is the more resources it requires to be rendered. When it comes to input and output functions response times can differ depending on the system or application, when inputs functions are performed they need to be processed and the interface of the GUI environment needs to be updated as a result of an output function which can have long response times

Text based environments which are usually accessed by a command terminal of some sort are quick and efficient in repose times as command terminals do not require lots of resources such as memory and additional processing to be rendered as command terminals are not graphical based environments and usually form part of a Command Line Interface (CLI) which allows for fast data transfers to be processed from inputs and quick outputs to be displayed due to minimal resource requirements needed to produce the CLI environment. Also, text-based environments that use CLI’s allow for the user of commands which act as shortcuts in being able to perform some sort of operation quickly with minimal input which allows for quick overall response times when performing certain tasks.

* **Icons**: When it comes to communicating or enhancing the environment a user interacts with then the use of icons make a large difference.

In GUI based environments icons can be used to gain many advantages compared to text-based environments. Such advantages revolving around the purpose and use if icons which include items such as an enhanced experience as icons are able to gage the interests of users as icons can be used as a visual communication mechanism as sometimes images have more meanings than words, icons can also be used as interactive placeholders such as for example a home icon can be used to indicate to the user that clicking on the icon will take them back to the home screen of a system or application and as such this represents types of interactions for inputs and outputs that can occur via the use of icons.

Unfortunately, text-based environments cannot benefit from the use of icons as such an environment only support texts for input and output functions hence in terms of a visually engaging and interactable environments, text-based environments such as CLI’s fall short in this category and aspect in general overall.

* **Menus**: In general context and definition a menu is a facility that contains a list of commands or options that can be accessed and used in a computer system or application.

In a GUI based environment menus can be used as facilities that can be interacted with by clicking on or selecting various options available in a displayed menu context, these options allow for quick and easy access of options, additional utilities or commands that can assist a user and require minimal effort to interact with in terms of input and usually results in quick outputs depending on the nature of the menu item or facility being interacted with.

In a text-based environment such as a CLI a menu can be present but in a much different form compared to a GUI based environment. Menus in text-based environments require much more input than that of a GUI based environment as GUI based environments only require inputs that involve the user selecting/interacting the appropriate menu options they would like to open or execute where as in a CLI environment menus require users to physically type in menu option numbers for example to access the particular menu item which may also require additional inputs thereafter for possible further interactions.

Menus in both GUI and text-based environments can both be used as navigation tools to get to certain parts of a system or application representing both input and output functions, GUI environments would offer a more interactive menu with better laid out options where as a text-based environment will offer a more descriptive based menu where physical typing of items such as menu numbers or references will be required for the navigation to take place.

**Module 4 Formative Assessment (Unit Standard 115368)**

**Apply advanced HTML and associated techniques to build a web site for business applications**

**Question 1 (SO 1, AC 1, 2)**

1. Identify advanced HTML features. (4)
2. Describe the use of the features that you identified above. (8)

**Question 2 (SO 1, AC 4)**

Explain the use of Dynamic HTML and XML. (8)

**Question 3 (SO 1, AC 5, 6)**

1. Identify and describe Dynamic HTML concepts. (8)
2. Identify and describe XML concepts. (6)

**Question 4 (SO 2, AC 1, 2)**

1. Explain the usage of CGI. Use a diagram to illustrate. (8)
2. Describe the types of services provided by a database backed website. (6)

**Module 5 Formative Assessment (Unit Standard 115384)**

**Test a computer program against a given specification**

**Question 1 (SO 1, AC 4)**

1. Define the term computer program testing. (2)
2. Explain the reasons why a developer must follow standards and procedures specified in the test plan for testing and retesting. (4)

**Question 2 (SO 2, AC 1)**

List records that a developer must create to capture results from a testing computer program. (4)

**Question 3 (SO 3, AC 1)**

Explain what a developer must check when reviewing the testing process for a computer program. (4)

**Module 6 Formative Assessment (Unit Standard 115388)**

**Produce documentation for a computer program to agreed standards**

**Question 1 (SO 1, AC 1)**

Identify and describe the key elements that must be covered in the design of a computer program document. (8)

**Question 2 (SO 1, AC 2)**

List the program documentation components that the documentation plan must cover. (8)

SECTION B: SUMMATIVE ASSESSMENT

Perform the following activities along with their related tasks.

Each task is specified as a GROUP or INDIVIDUAL activity.

Please follow these guidelines.

As an overview, these are the activities and tasks in this summative assessment:

[Activity 1 – Planning the Project](#_Toc36544647)

[Task 1 (US 115392: SO 1, AC 1, 2, 3, 4) [INDIVIDUAL WORK]](#_Toc36544648)

[Task 2 (US 114059: SO 4, AC 1) [GROUP WORK]](#_Toc36544649)

[Task 3 (US 114059: SO 2, AC 1, 2) [GROUP WORK]](#_Toc36544650)

[Task 4 (US 114059: SO 3, AC 1, 2) [GROUP WORK]](#_Toc36544651)

[Activity 2 – Design the Software](#_Toc36544652)

[Task 1 (US 115392: SO 2, AC 1, 2, 3, 4) [GROUP WORK]](#_Toc36544653)

[Task 2 (US 115365: SO 2, AC 1, 3) [GROUP WORK]](#_Toc36544654)

[Task 3 (US 115365: SO 2, AC 2) [INDIVIDUAL WORK]](#_Toc36544655)

[Activity 3 – Building the Software](#_Toc36544656)

[Task 1 (US 115392: SO 3, AC 1, 2, 3) (US 115365: SO 3, AC 1, 2) [GROUP WORK]](#_Toc36544657)

[Task 2 (US 115365: SO 3, AC 1, 2) [INDIVIDUAL WORK]](#_Toc36544658)

[Task 3 (US 115368: SO 1, AC 3, 7) [INDIVIDUAL WORK]](#_Toc36544659)

[Task 4 (US 115368: SO 2, AC 3, 4) [INDIVIDUAL WORK]](#_Toc36544660)

[Activity 4 – Testing](#_Toc36544661)

[Task 1 (US 115392: SO 4, AC 1, 2) [GROUP WORK]](#_Toc36544662)

[Task 2 (US 115384: SO 1, AC 1, 2, 3, 4) [INDIVIDUAL WORK]](#_Toc36544663)

[Task 3 (US 115384: SO 2, AC 1, 2, 3, 4) (US 115392: SO 4, AC 3) [INDIVIDUAL WORK]](#_Toc36544664)

[Task 4 (US 115384: SO 3, AC 1, 2) [INDIVIDUAL WORK]](#_Toc36544665)

[Activity 5 – Implementation / Installation](#_Toc36544666)

[Task 1 (US 115392: SO 5, AC 1) [INDIVIDUAL WORK]](#_Toc36544667)

[Task 2 (US 115392: SO 5, AC 2) [INDIVIDUAL WORK]](#_Toc36544668)

[Task 3 (US 115392: SO 5, AC 3) [INDIVIDUAL WORK]](#_Toc36544669)

[Activity 6 - Documentation](#_Toc36544670)

[Task 1 (US 115392: SO 6, AC 1, 2, 3, 4) (US 115388: SO 2, AC 1, 2, 3) [GROUP WORK]](#_Toc36544671)

[Task 2 (US 115388: SO 3, AC 1, AC 2) [INDIVIDUAL WORK]](#_Toc36544672)

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| **DECLARATION OF GROUP WORK:**  The tasks labelled as GROUP WORK were performed as a group with the following learners:   * Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

## Activity 1 – Planning the Project

### Task 1 (US 115392: SO 1, AC 1, 2, 3, 4) [INDIVIDUAL WORK]

You have been given a software project assignment.

1. Identify and describe the problem that the business is facing. (4)
2. Interpret the problem facing the business and create a plan to develop a computer program solution. The plan must;
3. Propose a description of the problems to be solved by the development of the computer program.
4. Integrate the research of problems in terms of data and functions.
5. Include an evaluation of the viability of developing a computer program to solve the problem identified and compares the costs of developing the program with benefits to be obtained from the program *(Use the costing information gathered in Task 4 for this comparison)*
6. Choose the best solution to the problem and document the program features that will contain the capabilities and constraints to meet the defined problem. (16)

### Task 2 (US 114059: SO 4, AC 1) [GROUP WORK]

You are required to draw up a Work Breakdown Structure WBS to reduce the element of late work delivery on your project

1. Define the purpose of your Work Breakdown Structure (3)
2. Decompose your project into small manageable components (10)
3. Your WBS must show that the element delivered is often a subset of a bigger deliverable. (3)
4. Explain the reasons behind decomposing your project (4)

### Task 3 (US 114059: SO 2, AC 1, 2) [GROUP WORK]

For your software project assignment you are required to provide a time estimate for the project.

1. Breakdown the components of the project to be run in the logical parts for estimating (use the WBS from Task 2 above)
2. Estimate your time based on the main deliverables and the other components

(Use a pert chart and a WBS to estimate the time to complete the project)

**Note:** Attach all relevant evidence in the POE guide. (15)

### Task 4 (US 114059: SO 3, AC 1, 2) [GROUP WORK]

For your software project assignment you are required to estimate the cost of the project.

1. Breakdown the main deliverables into logical components for easy estimating (use the WBS from Task 2 above)
2. A list of all the activities (including testing) to be done must be shown with estimated cost

(Direct costs and overhead costs must be included in the estimate for the project)

1. Identify the cost contingencies from the project and provide an estimation of all possible inclusions

**Note:** Attach all relevant evidence in the POE guide. (20)

## Activity 2 – Design the Software

### Task 1 (US 115392: SO 2, AC 1, 2, 3, 4) [GROUP WORK]

Using the plan that you developed in Activity 1 (Task 1) above, you are required to design a computer program. The computer program design must meet the following specifications;

* Incorporate development of appropriate design documents and is desk checked
* Include User Stories for the requirements
* Include program structure components
  + (Either of: structure charts or UML structure notations)
* Include program logical flow components
  + (Whichever are best suited: Activity Diagrams, Decision trees, flowcharts, pseudo code, decision tables, etc.)
* Include data structures and access method components
  + (At least one of: direct access files, indexed files, database tables)

**Note:** As evidence, you must attach your designs in your POE. (20)

**Attached User Stories and Designs:**

### Task 2 (US 115365: SO 2, AC 1, 3) [GROUP WORK]

Design user interface wireframes for the computer program.

* Your wireframes should cover the essential use cases of the computer program
* The design must meet the specification for the function. That is, error avoidance, workplace design, document design, equipment design, dialog design, job design.
* The design must relate to current industry recommended format.
* Attach your wireframes as evidence in your POE (15)

**Attached wireframes:**

### Task 3 (US 115365: SO 2, AC 2) [INDIVIDUAL WORK]

Given the wireframes that were designed as a group in Task 2 above:

1. Explain how the design can be implemented in the client’s computer environment
2. Identify the computer environment considerations that influenced the design
3. Identify some computer environments that the design would not be ideal for (9)

**Answer:**

i)

ii)

iii)

## Activity 3 – Building the Software

### Task 1 (US 115392: SO 3, AC 1, 2, 3) (US 115365: SO 3, AC 1, 2) [GROUP WORK]

You are now required to create a computer program that implements the design. Take note of the following;

* The creation must include coding from design documents.
* Names created in the program must describe the purpose of the items named.
* The creation includes conformance with design documentation.

As evidence, you must provide a link to a zip file shared through any online file sharing service without an expiry date (drop box, google drive, one drive, etc.) (30)

*File sharing URL to project zip file (all code and database scripts/backup):*

…

In order to prove that you have contributed to this aspect of the project the assessor/facilitator will arrange an interview with you (in person or over video conferencing) to ascertain the authenticity of the submission with regard to the following:

|  |
| --- |
| The learner was able to identify, explain and answer questions regarding a section of code that they contributed to the project. |

The assessor/facilitator must complete the attached evaluation checklist.

(The checklist is attached at the end of this Assessment Instrument).

### Task 2 (US 115365: SO 3, AC 1, 2) [INDIVIDUAL WORK]

Examine the computer program that you created to implement the design as compared to your original designs. Describe the differences and similarities between the design and the implementation as they relate to the following:

1. Does the function format correspond to the design?
2. Does the function behaviour correspond to the design? (10)

**Answer:**

i)

ii)

NB. Take screenshots of the implemented designs (screens, database diagrams, etc.) and attach them in your POE below.

*(tip: use “win key” + shift + s to capture the specific section of the screen and then paste it here)*

### Task 3 (US 115368: SO 1, AC 3, 7) [INDIVIDUAL WORK]

Find a section of styled html from your project and its related css (just the selectors that are applicable).

1. *Describe* the styles that have been applied to the html elements in the snippet and how they affect the display of the elements.
2. Include the HTML, CSS and Screenshot of the rendered output for the section of styled html in your POE.

(10)

**Answer:**i)

ii) The snippets and a screenshot are included in the blocks below.

HTML:

CSS:

SCREENSHOT:  
*(tip: use “win key” + shift + s to capture the specific section of the screen and then paste it here)*

### Task 4 (US 115368: SO 2, AC 3, 4) [INDIVIDUAL WORK]

With reference to the computer program that you have created, please answer the following:

1. *Describe* the underlying technologies that link databases and web sites.
2. *Describe* known methods of linking web pages to back-end proprietary applications.

(10)

**Answer:**i)

ii)

## Activity 4 – Testing

Using the computer program that you have developed, you are required to test the computer program.

### Task 1 (US 115392: SO 4, AC 1, 2) [GROUP WORK]

Develop and attach a testing strategy. (6)

(Tip: Follow the guidelines in the US 115392 learner manual for developing your testing strategy.  
Take note of the difference between the test strategy and the test plan, which you will develop next)

### Task 2 (US 115384: SO 1, AC 1, 2, 3, 4) [INDIVIDUAL WORK]

In accordance with your test strategy:

1. Develop and attach a testing plan

* Include your test case specifications
* Include methods of Black Box and White Box Testing

1. Test the application, following the the operational steps identified in the test plan.
2. The testing must use input data as specified in the test plan.
3. The testing outlines the deviations from the test plan with explanations.
4. The testing must follow industry standard operating procedures.
5. Record the testing results as you perform the testing (these will be used for Task 3)

**Note:** Attach your test plan and test case specifications in your POE (20)

### Task 3 (US 115384: SO 2, AC 1, 2, 3, 4) (US 115392: SO 4, AC 3) [INDIVIDUAL WORK]

You are required to record the results of the tests that you conducted in Task 2 above.

1. Attach the test log from your testing of the application
2. Create and attach a test report summarizing the results
3. Create and attach test incident reports for any test failures.
4. Ensure that the records:

* Are provided for all tests executed and that variations from expected test results are given.
* Results are recorded in a manner that they can be reproduced and reviewed

**Note:** Attach your test log, test report, and test incident reports in your POE. (15)

### Task 4 (US 115384: SO 3, AC 1, 2) [INDIVIDUAL WORK]

You are now required to review the testing process against acceptable standards in the organization or industry.

1. Review the testing process and suggest areas of improvements. (10)
2. Explain whether the testing process follows standard procedures and policy. (8)

**Answer:**

i)

ii)

## Activity 5 – Implementation / Installation

You are required to prepare to implement the program in order to meet the needs of the business.

### Task 1 (US 115392: SO 5, AC 1) [INDIVIDUAL WORK]

Explain how you shall check that the implementation complies with user expectations. (6)

**Answer:**

### Task 2 (US 115392: SO 5, AC 2) [INDIVIDUAL WORK]

Develop a training plan for the small business owner and the users of the system. (8)

**Answer:**

### Task 3 (US 115392: SO 5, AC 3) [INDIVIDUAL WORK]

Develop a plan for the installation process of the program. (5)

**Answer:**

## Activity 6 - Documentation

### Task 1 (US 115392: SO 6, AC 1, 2, 3, 4) (US 115388: SO 2, AC 1, 2, 3) [GROUP WORK]

Using the computer program that you have developed, you are required to design, create and attach the following program documents in your POE.

* User Manual
* System Architecture Document
* System Maintenance Guide
* Technical Manual  
  The Technical Manual should include: Program purpose, programming standards, design approach, any other information that would be relevant to a programmer working on the program

Take note of the following when creating the documents;

* The documentation is created according to industry standard design.
* The documentation created is structured sensibly, defining how program specifications have been met.

(20)

### Task 2 (US 115388: SO 3, AC 1, AC 2) [INDIVIDUAL WORK]

You are required to review the program documentation that you have developed in question 1.

1. Review the document design and justify the style, structure, content and format used. (6)
2. Explain whether the documentation created was consistent with the computer program being documented. (6)

|  |  |
| --- | --- |
| **STUDENT NAME:** ……………………………………….  **COMPANY:** …………………………………..  **ID:** …………………………………………….. | **EVALUATION CHECKLIST**  DATE: …………………..  TIME: ………………….. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **EVALUATION CRITERIONS** | | **Met Requirements** | **Did Not Meet Requirements** | **COMMENTS OR ACTION REQUIRED** | |
| **ACTIVITY 3 (Task 1) - US 115392: SO 3, AC 1, 2, 3** | | | | | |
| The computer program includes coding from design documents. | |  |  |  | |
| Names created in the program must describe the purpose of the items named. | |  |  |  | |
| The creation includes conformance with design documentation. | |  |  |  | |
| **ACTIVITY 3 (Task 1 & 2) - US 115365: SO 3, AC 1, 2** | | | | | |
| The creation ensures that the function format corresponds to the design. | |  |  |  | |
| The creation ensures that the function behaviour corresponds to the design. | |  |  |  | |
| **AUTHENTICITY** | |  |  |  | |
| The learner was able to identify, explain and answer questions regarding a section of code that they contributed to the project. | |  |  |  | |
| **GENERAL COMMENTS:** | | | | | |
|  | | | | | |
| Date…………………….. | Time started……………….. | | | | Time completed………………. |
| **FACILITATOR / SUPERVISOR NAME**  **………………………………** | **FACILITATOR / SUPERVISOR SIGNATURE**  **…………………………………….** | | | | **ASSESSOR ENDORSEMENT**  **(SIGNATURE)**  **………………………………….** |

**(5 marks per evaluation criterion) TOTAL MARK 30**