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| **FURTHER EDUCATION AND TRAINING CERTIFICATE: INFORMATION TECHNOLOGY: SYSTEMS DEVELOPMENT**  **ID 78965 LEVEL 4 – CREDITS 165** |
| **SUMMATIVE ASSESMENTS**  **SAQA: 14933**  **Demonstrate an understanding of creating multimedia/web-based computer applications with scripting** |

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| **FULL NAME & SURNAME** | Mila Mihlali Ngewu |
| **ID NUMBER:** | 9909106615084 |
| **NAME OF ASSESSOR** |  |
| **DATE OF ASSESSMENT** | 02/10/2023 |
| **VENUE** | Nelson Madela Bay iHub |

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|  | **ACHIEVED** | **NOT ACHIEVED** |
| **KNOWLEDGE** |  |  |
| **SKILLS** |  |  |

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| **Signature of learner** | **Signature of Assessor** |

**ASSESSMENT PACK**

**Please complete the following sections (A and B) before commencing with this assessment. The moderator of this assessment will complete section C.**

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| **Section A Learner Information** | | | | | | | | | | | | | | | | |
| **Name:** | | | | | | | Mila Mihlali | | | | | | | | | |
| **Surname:** | | | | | | | Ngewu | | | | | | | | | |
| **Date:** | | | | | | | 02/10/2023 | | | | | | | | | |
| **Contact telephone no:** | | | | | | | 082 365 5804 | | | | | | | | | |
| **Learnership agreement no:** | | | | | | | **MICT/PVT/Lship/LoI/2023204/50358** | | | | | | | | | |
| **Company:** | | | | | | | **Site:** | | | | | | | | | |
| **ID** | 9 | 9 | 0 | 9 | 1 | 0 | |  | 6 | 6 | 1 | 5 |  | 0 | 8 | 4 |

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| **Section B Assessor Information** | | | | | | | | | | | | | | | | |
| **Name:** | | | | | | |  | | | | | | | | | |
| **Surname:** | | | | | | |  | | | | | | | | | |
| **Date:** | | | | | | |  | | | | | | | | | |
| **Contact telephone no:** | | | | | | |  | | | | | | | | | |
| **Assessor no:** | | | | | | |  | | | | | | | | | |
| **Provider no:** | | | | | | | **Site:** | | | | | | | | | |
| **ID** |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |

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| **Section C Moderator Information** | | | | | | | | | | | | | | | | |
| **Name:** | | | | | | |  | | | | | | | | | |
| **Surname:** | | | | | | |  | | | | | | | | | |
| **Date:** | | | | | | |  | | | | | | | | | |
| **Contact telephone no:** | | | | | | |  | | | | | | | | | |
| **Moderator no:** | | | | | | |  | | | | | | | | | |
| **Provider no:** | | | | | | | **Site:** | | | | | | | | | |
| **ID** |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |

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**1. INSTRUCTIONS TO ASSESSOR**

**Introduction:**

This assessment guide has been designed as a generic assessment guide and is intended for use by the accredited Training Providers.

**Purpose of the assessment**

The purpose of summative assessment against this unit standard is to:

♦Award credits to the NQF to learners who are able to start and run their businesses.

**Learning assumptions**

The learner should have a basic knowledge of food preparation and cooking.

**Assessment methods**

The following assessment methods will be used for the summative assessments:

♦Written and/or/verbal questioning

♦Product sample and on site assessment

**2. Assessment Process**

**General**

* Use the assessment guide and your latest company policies and standard operating procedures to assess the evidence received from the learner.
* Use the section: Addition Comments/Questions to note down any further comments or questions on the evidence assessed.
* Use the model answers as a guideline to assess the learner’s answers to the assessment questionnaire.
* The learner can complete the assessment questionnaire orally. In this case, agree a date, time and venue.
* Provide the learner with a feedback within 10 working days of receiving the evidence.

**Step 1 - Planning for the Assessment**

Review this assessment guide to:

* Ensure that you understand all the requirements of the assessment in terms of evidence required to prove competence.
* Identify and prepare the learner for the assessment by:
* Completing the Assessment Plan with the learner to discuss and agree the details regarding the assessment.
* Completing the Assessment Preparation Checklist and getting the learner to sign.
* Ensure that you have familiarized yourself with the following:
* The various patrolling functions and standard operating procedures within the company.

**Step 2: Complete the Assessment**

* Collect the evidence in accordance with the methods and evidence requirements specified.
* Mark each question as correct or incorrect in the “Office Use” column.
* Record the evidence on the assessment guide and indicate “Competent”, “Not Yet Competent” or “Not Assessed” for each assessment criterion. Note down any comments at the back of the assessment guide.
* Ask the learner additional questions, if necessary, to clarify points. Record these on the guide.
* All questions must be complete as per the criteria specified.
* Answers provided must be similar to the model answers.

**Step 3 - After the Assessment**

* Prepare the feedback by writing comprehensive, developmental feedback after each section on the Assignment Sheets. In addition to this, you are required to write a summary overall feedback on the Assessment Guide.
* Provide the feedback to the learner in a safe, undisturbed in nature.
* Ensure that your feedback is developmental and supportive in nature.
* Advise the learner on what action to follow in the event of a “Not Yet Competent” rating.
* Advise the learner on what action to take where he/she feels the need to appeal against your decision.
* Allow the learner time to provide you with feedback relevant to the process.
* Record the learner’s feedback in the guide and ensure that it is given to the person responsible for the quality assurance of assessment tools.
* Ensure that the learner co-signs the assessment guide to indicate agreement with the feedback.

**3. Assessment documentation required:**

**Step 1: Planning for the Assessment**

♦Assessment Plan

♦Assessment Preparation Checklist

♦Assessment Policy (including Appeals)

♦Evidence Matrix

♦Assessment Instruments

**Step 2: Conducting the Assessment**

♦Assessor Guide

♦Learner’s workbook

♦Summative assessment pack

**Step 3: After the Assessment**

♦Assessment Comments

♦Feedback Report

**4. Specific Instructions**

Please note that Part 3 Assessment Instruments are not included in this guide and are to be included by the assessor on an individual basis.

The actual summative assessments need to be completed and signed off by both learner and assessor. The assessor will take control of the completed assessment instruments and will file them under the tab for Assessment Evidence.

The completed assessment pack will be kept in safekeeping at the training provider forthree months after endorsement by SETA and will then be returned to the learner.

**Guidelines where** a**n appeal is lodged**

* The normal appeal procedure prescribed by SETA and described by the provider’s Quality Management System will be followed.

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**ASSESSMENT PLAN**

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| **ASSESSMENT DETAILS** | | | | | | | | | | | |
| **Date of Assessment** | | | | **Option 1** | **Option 2** | | | | **Option 3** | **Option 4** | |
| 02/1012023 |  | | | |  |  | |
| **TIME OF ASSESSMENT** | | | | | | | | | | | |
| **Start:** | 12:30 | | | | | **End:** | | 16:30 | | | |
| **VENUE** | Nelson Mandela Bay iHUB | | | | | **Contact**  **person** | | Phiwe Sweleni | | | |
| **LANGUAGE MEDIUM**  **METHOD OF** | | | | | | English | | | | | |
| **METHOD OF ASSESSMENT (please tick off the one to be used)** | | | | | | | | | | | |
| **OBSERVATION** | | | **ORAL** | | | | | **WRITTEN** | | | |
| **Simulation** | |  | **Knowledge test** | | | | √ | **Knowledge test** | | | √ |
| **Product** | |  | **Interview** | | | |  |  | | |  |

**PRE-ASSESSMENT MEETING CHECKLIST**

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| **ACTION** | **YES/NO** | **COMMENTS** |
| Set learner at ease; be friendly, polite and professional. | YES |  |
| Explain to the learner and agree on thefollowing issues.   * The unit standard that will be assessed * Date, time, venue and process to be followed during the assessment. * Summative assessment tools to be used for the assessment. * The assessment plan * Purpose of assessment | YES |  |
| Explain to the learner and agree on therole of all involved during the assessmentprocess. | YES |  |
| Identify possible barriers and or disabilitiesof the learner. | YES |  |
| Explain the meaning and application of  RPL. | YES |  |
| Explain, discuss and provide one complete  Setof the Appeals process documentation. | YES |  |
| Explain to the learner when final resultswill be available and how feedback will beprovided. | YES |  |
| Discuss previous assessment results ifapplicable. | YES |  |

I, MM Ngewu (initials and surname of learner), DECLARE THE FOLLOWING:

A copy of the unit standard(s) involved has been given to me prior to this meeting. I know I will be assessed against the criteria, which have been set to the applicable unit standards. The criteria have been discussed with me, and the procedures and purpose of the assessment has been clearly explained to me.

I am well aware of the venue, date and time that I will be assessed. I consider the period of time given to me to prepare myself for the assessment to be fair.

I understand clearly that I have the right to appeal against any decision made by the assessor during the assessment of the evidence provided by me, and that I have free access to the appeals procedures attached to this assessment pack. I understand that I have the right to be accompanied by another person during all procedures, and that I have free access to the Training Division of SBV’S Health and Safety Procedures- filed at the offices.

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|  | **3 October 2023** |
| **Signature of learner** | **Date** |

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**Assessment Instruments**

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| **TAKE NOTE** |
| **The assessment instruments included in this assessment**  **pack are all summative assessment instruments and are tobe read in conjunction with the formative assessment instrumentscontained in the learner workbook. Both formative(workbook) and summative assessments are to be retainedas part of the learner’s portfolio of evidence.** |

**A number of the assessment instruments contained in this assessment are workplace knowledge based questions.**

**This means that you will arrange with the learner, a time that is suitable, during which the learner will complete each questions.**

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| **Activities** | **Complete the following questions as per instructions provided** |

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| **Task** | **Questions Description** | **Mark** |
| **1** | **What is web-based multimedia?** | **5** |

Web-based multimedia refers to Web sites containing more than one type of media -- typically sound, video, or animation, in addition to text and images. Many multimedia Web sites contain interactive elements with which the user participates directly, such as to control the delivery of a sound or video clip, manipulate a 3-D object, or play a game. Like other types of Web pages, multimedia Web pages utilize hyperlinks for interactivity the information presented and the order in which it is presented is determined by the hyper-links clicked by the visitor.

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| **Task** | **Questions Description** | **Mark** |
| **2** | **List advantages and disadvantages of using multimedia** | **10** |

ADVANTAGES AND DISADVANTAGES OF USING MULTIMEDIA

Perhaps one of the biggest advantages of using multimedia is that it can fit a variety of learning styles. Some people are visual learners, who learn best by seeing; others are auditory learners, who learn best by hearing. Still others are kinesthetic learners who learn best by doing. When a single medium is used, although it may be appropriate for some users, other users may be missing out on the full experience simply because the application doesn't match their learning styles. Multimedia has the advantage of presenting the material in multiple learning styles, which helps to alleviate this problem.

For example, an interactive Web-based exercise that uses printed text, images, spoken narration, and activities that the user performs covers the three types of learning styles just discussed. Studies have shown that when multiple learning styles are used, learning is enhanced. This benefit is applicable to more than just educational Web sites. For instance, a manufacturer could include multimedia on its Web site to try to convince visitors that its product is superior, the manufacturer would want this message to reach and be understood by as many visitors as possible.

Other advantages of multimedia use are that it often makes the presented material more interesting and enjoyable, and many ideas are easier to convey in multimedia format. For an example, compare listening to the news on the radio to watching the news on TV. The addition of the visual image of the newscaster combined with video clips, photographs, and other graphics typically used on TV news broadcasts usually makes watching the news on TV a more informative experience for most individuals than listening to a radio news broadcast. Another example is shown in Figure 10-1 . This children's multimedia arts and craft program includes videos and photos to illustrate how to create each craft. Compare that medium to the printed directions shown in the figure -- the multimedia version should be much more effective in teaching children how to create the craft than the text-only version

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| **Task** | **Questions Description** | **Mark** |
| **3** | **Explain why it is important to determine the intended audience and objectives** | **4** |

The intended audience must be considered at the design stage because it greatly affects the appearance (such as the style, graphics, fonts, and colors) you will select for the site.

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| **Task** | **Questions Description** | **Mark** |
| **4** | **Demonstrate understanding of use of tools such as flowcharts, page layouts, and storyboards** | **6** |

A flowchart, when used with the design of a Web site, describes how the pages in the site relate to one another. For designing the layout of a Web page or multimedia component, either page layouts (for Web pages) or a storyboard (for multimedia components) are typically used. Both tools are sketches done by hand or with the help of a computer that illustrate the layout and navigational structure of the site or application.

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| **Task** | **Questions Description** | **Mark** |
| **5** | **Outline access considerations when when designing a multimedia web site** | **5** |

When designing a multimedia Web site, two types of access considerations should be kept in mind: compatibility with the various types of devices that may be used to access the site and functionality for users with physical disabilities. Device Compatibility As already discussed, the device being used to access a Web site affects whether the site will be able to be accessed at all, as well as how functional it will be. For example, many portable devices used to access the Web cannot display regular HTML pages. Instead, they display pages that have been specifically modified for this type of access, typically using wireless markup language or WML instead of HTML. If you anticipate your intended audience will access your site with these devices, you need to plan on modifying the appropriate content into a mobile format. In addition, some browsers are not able to display all of the multimedia elements you may wish to include. Because of this, it is a good idea to include links to sites where users can download any plug-ins that are necessary for your site, as well as the newest version of your recommended browser, for those users who may need to upgrade their browser before exploring your site. Assistive Technology

When designing a multimedia Web site, two types of access considerations should be kept in mind: compatibility with the various types of devices that may be used to access the site and functionality for users with physical disabilities.

**Device Compatibility**

As already discussed, the device being used to access a Web site affects whether the site will be able to be accessed at all, as well as how functional it will be. For example, many portable devices used to access the Web cannot display regular HTML pages. Instead, they display pages that have been specifically modified for this type of access, typically using wireless markup language or WML instead of HTML.

If you anticipate your intended audience will access your site with these devices, you need to plan on modifying the appropriate content into a mobile format. In addition, some browsers are not able to display all of the multimedia elements you may wish to include. Because of this, it is a good idea to include links to sites where users can download any plug-ins that are necessary for your site, as well as the newest version of your recommended browser, for those users who may need to upgrade their browser before exploring your site.

**Assistive Technology**

A second access consideration involves the sites ability to be accessed by users of assistive technology-- hardware and software specially designed for use by individuals with physical disabilities. For example, visually-impaired users may use a Braille keyboard or voice input system for input and a screen reader (software that reads aloud all information displayed on the computer screen) or Braille Display (which converts all screen output into Braille form on the Braille display device attached to the keyboard) for output. Physically-impaired users may utilize alternative devices instead of the keyboard and mouse for input, such as using an onscreen keyboard controlled by breaths of air; a head-pointing system or head mouse, which controls an onscreen pointer using head movement; or a foot mouse which controls the mouse pointer using foot movement.

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| **Task** | **Questions Description** | **Mark** |
| **6** | **Define text, graphic elements, audio ,video and animation** | **5** |

Text

Text is an important part of most Web sites. It is used to supply basic content, as well as to add text-based menus, and hyperlinks. It is also frequently added to buttons, logos, banners, and other Web page graphics

Graphics

Graphics or Images refer to digital representations of photographs, drawings, charts, and other visual images. Unlike animation or video (discussed later in this chapter), graphics are unmoving, static images. Graphics can be created by scanning a photograph or document, taking a picture with a digital camera, or creating or modifying an image in an image-editing program. They can also be obtained as clip art or stock

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| **Task** | **Questions Description** | **Mark** |
| **7** | **List the common use of HTML tags** | **5** |

* Assigning a title to a page.
* Identifying text as a heading (for example, first-level head, second-level head, and so on).
* Marking the ends of paragraphs.
* Assigning a typeface, relative size (smaller or larger than normal-sized text, for instance), or font style (such as italic or bold) to text.
* Making text or images hyperlinks.
* Identifying where elements to be inserted into a Web page (such as graphics, animation, video clips, and sound files) should be displayed.
* Specifying the layout of tables and frames.
* Identifying keywords to be associated with the page (used by search sites).
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| **Task** | **Questions Description** | **Mark** |
| **8** | **Describe three of the most popular scripting languages** | **5** |

Three of the most popular scripting languages are JavaScript, VBScript, and Perl.

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| **Task** | **Questions Description** | **Mark** |
| **9** | **Demonstrate understanding of testing and maintaining the site** | **5** |

Once a multimedia Web site has been created, it must be thoroughly tested before allowing it to go "live" by publishing it to a Web server. Each and every hyperlink needs to be clicked to ensure it takes the user to the proper location and every possible action (such as clicking or pointing to) that could take place with an animated element should be tested. Complex animations (such as games and tutorials) should be tested individually before they are inserted into the Web page; after inserting the animation into a Web page, that page should be tested to ensure the animation works correctly. Ideally, Web site testing should take place on a variety of computers using different operating systems, browsers, and screen resolutions, and with a diverse selection of users. The testers should be a variety of ages and have a wide range of computer abilities. If possible, an observer should discretely watch the testers and take note of any point during the testing time that users seem confused or end up somewhere they didn't intend to go. Finished Web pages should also be checked for spelling and grammatical errors. Your application should appear professional, so be sure to proofread each page or screen carefully. Many Web site authoring programs include spelling and hyperlink checkers to assist you with testing, but these electronic tools shouldn't replace careful proofreading and testing.

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| **ASSESSOR REPORT** | | |
| **UNIT STANDARD ID:** | **UNIT STANDARD TITLE** | **CREDITS** |
|  |  |  |
| CANDIDATE NAME: Mila Mihlali Ngewu  DATE OF FEEDBACK: | | |
| OVERALL ASSESSMENT DECISION:  I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the assessor, declare the candidate  **Competent / Not Yet Competent (circle relevant) on all the criteria within the assignment.** | | |
| STRENGTHS: | | |
| WEAKNESSES: | | |
| LEARNER COMMENTS: | | |
| DEVELOPMENT PLAN: | | |
| CANDIDATE DECLARATION:  I Mila Ngewu, the candidate, declare that I have received feedback and been informed of my overall competence for the criteria within the assignment. | | |
| ASSESSOR SIGNATURE LEARNER SIGNATURE  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |