# Project Assessment

Analyse requirements

Create and style a website

## Criteria

### Unit code, name and release number

ICTWEB429 - Create a markup language document to specification (1)

ICTWEB506 – Develop complex cascading style sheets (1)

### Qualification/Course code, name and release number

ICT50118 – Diploma of Information Technology

Version: 20200109

Date created: 13 October 2019

Date modified: 14 October 2019

For queries, please contact:

Technology and Business Services SkillsPoint

Location: Ultimo

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RTO Provider Number 90003 | CRICOS Provider Code: 00591E

This assessment can be found in the [Learning Bank](https://share.tafensw.edu.au/share/access/searching.do?doc=%3Cxml%2F%3E&in=P7ac4831b-430a-4b8d-8b56-f7b32ed5b9cf&q=&type=standard&sort=rank&dr=AFTER)

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## Assessment instructions

Table 1 Assessment instructions

|  |  |
| --- | --- |
| Assessment details | Instructions |
| **Instructions for the trainer and assessor** | This is a project-based assessment and will be assessing the student on their knowledge and performance of the units.  This assessment is in two sections:   1. Analyse requirements  * Part 1. Review client requirements * Part 2. Identify and refine client requirements   B. Create and style website   * Part 1. Create and style the website * Part 2. Test and validate the website * Part 3. Hand over website * Part 4. Correct errors   The assessment also contains:   * Assessment Checklists * Observation Checklist * Assessment Feedback.   On completion of this assessment the student is required to submit the following for marking:  Section A: Analyse requirements   * Part 1: Review client requirements * Client requirements report * Part 2: Identify and refine client requirements * You will be observed by your assessor   Section B: Create and style website   * Part 1: Create and style the website * A zipped folder containing all files in your website * Part 2: Test and validate the website * Test results report * Part 3: Hand over website * You will be observed by your assessor * Part 4: Correct errors * A zipped folder of the corrected website * A document explaining the errors and processes.   Model answers, sample responses or a criterion for each question are provided below.  Use these to support your judgement when determining a satisfactory result.  The student’s project/product must contain the information indicated in this marking guide in order to deem it satisfactory. However, if a student provides information other than indicated below, and in the professional opinion of the assessor it is appropriate and meets the intent of the criteria, it may be considered correct.  The assessment feedback page must be signed by both the student and the assessor so the student displays that they have received, understood and accepted the feedback.  Complete the assessment feedback to the student and ensure you have taken a copy of the assessment prior to it being returned to the student.  Ensure the student’s name appears on the bottom of each page of the submitted assessment.  **All items in the Assessment and Observation Checklists must be marked Satisfactory for the student to satisfactorily complete the assessment.** |
| **About this marking guide** | All tasks and activities must be responded to correctly in order to satisfactorily complete this assessment event.  Assessors will need to make a judgement call as to whether each answer/response meets the criteria based upon the:   * Rules of Evidence:   + Validity – does the answer address the assessment question and does the evidence reflect the four dimensions of competency?   + Sufficiency – is the answer sufficient in terms of length and depth?   + Currency – has the work been done so recently as to be current?   + Authenticity – is this work the student’s own authentic work? * Principles of Assessment:   + Fairness – individual student’s needs are considered in the assessment process   + Flexibility – assessment is flexible to the individual student   + Validity – any assessment decision is justified, based on the evidence of performance of the student   + Reliability – evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment * Dimensions of Competency   + Task skills   + Task Management Skills   + Contingency Planning Skills   + Job Role Environment Skills |
| **Assessment conditions** | Skills must be demonstrated in a workplace or simulated environment where conditions are typical of those in an ICT working environment or workplace. |
| **Student must provide** | * USB drive or other storage method with enough free space to save work to.   To complete this assessment, you will need:   * A personal computer with internet access * Text editor/s software e.g. Notepad++, Sublime, Atom (No auto generating software e.g. Dreamweaver). |
| **Assessor must provide** | * Access to the Learning Management System * Scenario documents as outlined in assessment: * Client resource folder (Cl\_Web\_AE\_Pro\_2of2\_SR1.zip) * Website folder with errors (Cl\_Web\_AE\_Pro\_2of2\_SR2.zip) * Classroom computers with internet access * Access to common web browsers * Text editor/s software e.g. Notepad, Sublime, Atom (No auto generating software e.g. Dreamweaver) * Users for testing e.g. other students. |
| **Due date and time allowed** | * Due: 11th. May, 2020 * Section A: Part 2 will be completed in the classroom. * All other parts will be completed outside of the classroom. * Section B: Part 3 will be completed in the classroom. * All other parts will be completed outside of the classroom. |
| **Supervision** | Section A: Part 1 is an unsupervised, take-home assessment.  Section B: Parts 1, 2 and 4 are an unsupervised, take-home assessment.  If you are unable to verify the authenticity of the student’s submission you will need to gather additional evidence to confirm that the assessment task was completed by the student. This may include oral questioning, comparison with in-class work samples, or observation. |
| **Reasonable adjustment** | If a student has a permanent or temporary condition that may prevent them from successfully completing the assessment event(s) in the way described, the student can approach you to request ‘reasonable adjustment’ for the assessment. If this happens, you may take the following actions:   * For out of class activities, you may grant an extension to the submission date or offer to combine this activity with verbal questioning, depending on the condition of the student. * For in-class activities, adjustments can be made in line with the reasonable adjustment required and may include extra time and adjustment of the simulated work environment to meet physical requirements. |

## Specific task instructions

### Scenario

Your task is to create an updated website for Retro Records. This is a store that is capitalising on the renewed interest in vinyl records. You should create an interesting and creative design that matches the theme and style of your target audience.

**Target audience**

The client has identified the following target audiences for their website:

* Collectors – loyal followers of the website that check back regularly to see what latest vinyl offerings are available.
* Customers looking to purchase a gift for themselves, family member or friend.

**Responsive requirements**

You are required to produce a fully responsive website. You will be required to cater to mobile and desktop devices using these common breakpoints for your CSS media queries:

* Minimum small mobile width – 576px
* Minimum medium mobile width – 768px
* Minimum large desktop width – 992px

If you want to cater for other devices, you will need to do some research and include the reasons for any differences in your documentation.

**Design inclusions**

The client has requested the following design inclusions:

* Retro Records Logo
* Main Navigation
* Home
* Retro Records
* Rare LPs
* Used Records
* Contact Us

Homepage to Include:

* At least 2 x Featured Products

Footer to include:

* Copyright notice
* Privacy Policy
* Social Media Icons (Facebook, Twitter, Instagram)
* You have also been supplied a selection of images, text and icons to use in your design. You are not required to use all the provided imagery.

The text descriptions of products is up to you. It can be simple and you may use any provided images you feel complements your design. You may also add any other elements to enhance your design.

**Data table**

Create an accessible table on the Retro Records page using the supplied album cover images. Should include:

* Image of album
* Name of album
* Artist
* Price (make up a realistic number for this)

**Custom made form**

Your website should include a fully accessible form to capture the following information from the user:

* Their full name (required)
* Email Address (required)
* Artist (required)
* Name of album (required)

You are to be as creative as possible with styling the form. Remember, you are designing a website that matches the look and feel of the products as well as meets the expectations of the target audience.

Other requirements:

* Should set site up to be multi column layout on desktop and single column in mobile.
* Make sure it is semantically and structurally correct
* All the pages must validate - both html and css

## Section A

## Part 1: Review client requirements

Review the client requirements in the scenario. Based on your review, complete the following tasks and record the information in a word-processed document. Use specialised and technical language and diagrams where appropriate.

1. Create an appropriately sequenced schedule of the activities you need to complete for this project, according to the client’s timeframe (this can be in a table). This must include specific tasks for planning, sequencing and prioritising for this website.

Table 1: sample schedule

|  |  |  |
| --- | --- | --- |
| Step | Activity | Schedule |
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|  |  |  |

1. Describe main uses of the website.
2. Create a persona of a typical visitor to the website.
3. List the web page components (content) that the client has provided you with.
   * Is the provided content suitable for inclusion? Why or why not?
4. List the sections of a web page that are required for an effective layout, as well as those that the client has requested.
5. Determine what pages are required for the website and build a suitable sitemap.
6. Design and build wireframes that depict the structure for the Home and Contact pages. Include the following:
   * Required sections as listed in Task 5 above
   * Specific measurements or proportions of each section.
   * Mobile version
7. Select the most appropriate mark-up language to meet all the requirements for the site, its uses and audience, as well as industry best practice, and discuss why this is the best choice.

**Part 2: Identify and refine client requirements**

Your first step is to meet with your client in a role play of 10-15 minutes to identify the work outcomes and clarify the requirements for their website project.

* For face-to-face students, your assessor will observe the role play and complete the Observation Checklist.
* For online students, make an appointment with your assessor for an online meeting.
* Make sure that you use:

1. open-ended questioning and active listening, including paraphrasing and summarising
2. clear and detailed language.

Role play participants:

* Client – your assessor will participate as the Client
* Website developer (this is you).

Ensure that you include the following in your role play:

1. Identify the work outcomes that you need to fulfil by discussing the client’s requirements from the scenario (including the organisational standards), as well as determining any further requirements they may have.
2. Discuss and confirm your role and responsibilities within this website project.
3. Review and discuss the wireframes and sitemap (from Part 1) with the client and determine whether any further refinements need to be made.
4. Review and discuss the testing approach and test cases (from Part 1) with the client and determine whether any further refinements need to be made.

**Assessment Checklist – Section A Part 1**

The student’s copy of the Assessment Checklist will be used by you to capture evidence of their performance in any type of project. This checklist outlines all the required criteria you will be marking the student on. All criteria must be met.

Table 2: Assessment Checklist

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| TASK/STEP # | Instructions | S | U/S | Assessor Comments |
| **Part 1.1** | Creates a schedule according to client’s timeframe with relevant tasks |  |  |  |
| **Part 1.2** | Determines the uses of the website |  |  |  |
| **Part 1.3** | Determines the audience of the website |  |  |  |
| **Part 1.4** | Identifies and evaluates the web page components |  |  |  |
| **Part 1.5** | Identifies the required sections of the web page |  |  |  |
| **Part 1.6** | Selects an appropriate mark-up language based on client requirements, website uses and audience, and industry best practice |  |  |  |

**Observation Checklist – Section A Part 2**

The Observation Checklist will be used by you to mark the student’s performance in Part 2 of this assessment. Use this Checklist to understand what skills the student is required to demonstrate in this section of the assessment. This Checklist outlines the Performance Criteria, Performance Evidence and Assessment Conditions you will be marking the student on. All the criteria must be met. The student’s demonstration will be used as part of the overall evidence requirements of the unit. You may ask questions while the demonstration is taking place or if appropriate directly after the task/activity has been completed.

Table 3 Observation Checklist

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Task # | Task/Activity Performed | S | U/S | Assessor Comments (Describe the student’s ability in demonstrating the required skills and knowledge) |
| **Part 2** | Uses open-ended questioning and active listening, including paraphrasing and summarising |  |  |  |
| **Part 2** | Uses clear and detailed language |  |  |  |
| **Part 2.1** | Identifies work outcomes and organisational standards to be followed |  |  |  |
| **Part 2.2** | Understands own role and responsibilities |  |  |  |
| **Part 2.3** | Reviews and refines website structure |  |  |  |
| **Part 2.4** | Reviews and refines testing approach and test cases |  |  |  |

## Section B

## Part 1: Create and style a website

Using a text editor and the mark-up language identified in Section A, create the structured and formatted website for the client. **Note: You must not use a program that generates code**. Refer to the client’s requirements and organisational standards, as well as relevant industry standards, and ensure that your website follows these.

Include the following:

1. Create and save your files using an appropriate directory structure for the website.
2. Build the page structure for your webpages using essential basic elements.
3. Create at least **three pages** using the supplied content (text and images) from the client and appropriate web page components.
4. Each page must include:
   * a primary navigational menu of text links providing access to all pages
   * a footer with appropriate utility links and social media icons
   * company logo, which includes a link back to the home page
   * a custom made animated banner
   * a current page indicator to clearly show a visitor where they are within the site.
5. Use semantically-correct structural mark-up to define additional sections of each page as needed.
   * Fully accessible form
   * Fully accessible table for featured products
6. Style, format and lay out the pages using CSS:
   * Use one external CSS file for all styles i.e. no inline or internal styles
   * Use consistent styles and layout across the site, including appropriate use of custom font, font stack, colours, line-spacing, etc.
   * Do not add unnecessary elements or attributes – use existing elements as selectors wherever possible
   * Use ‘class’ and ‘id’ attributes appropriately
   * The custom made banner to be created using CSS animation.
   * Style hyperlinks appropriately for different states, such as visited and hover – do not use the default styles
   * Use CSS media queries to style the site appropriately i.e. multi-column layout for desktop version and single column for mobile device. Be prepared to explain the breakpoints used and why they were chosen.
   * Incorporate appropriate typography (two non-standard fonts) and be prepared to provide explanation as to your choice. There are some supplied fonts or you can source your own. Google has a good repository of more than 950 [free fonts](https://fonts.google.com/).
   * Appropriately apply alpha transparency to at least one of your elements.
   * Use relative sizing units for better responsive layout, such as, rem, vw,vh,vmax,vmin.

## Part 2: Test and validate the website

Now that you have completed creating the website, it’s time for you to test and validate it. Record your test results (including screenshots where indicated) in a word-processed document to provide to the client. Use specialised language where appropriate.

1. Make sure that your testing includes the following:
   * Test your website in at least two common browsers; if you have difficulty accessing different browsers and versions you can use an online testing site such as [Browser Shots](http://browsershots.org/) (include screenshots)
   * Test in mobile device or emulator to make sure the site is responsive according to the breakpoints set in your CSS media queries.
   * Validate your website to ensure it meets web standards (include screenshots) for HTML and CSS.
2. You must correct any issues and re-test your website until it displays correctly. Discuss this re-testing, including screenshots of different versions.

## Part 3: Hand over website

Now that you have completed your website, you need to meet with your client in a role play of 10-15 minutes to demonstrate it and obtain their acceptance.

* For face-to-face students, your assessor will observe the role play and complete the Observation Checklist.
* For online students, make an appointment with your assessor for an online meeting.
* Make sure that you use:
  + clear and detailed verbal language to convey explicit information.

Role play participants:

* Client – your assessor will participate as the Client
* Website developer (this is you).

Ensure that you include the following in your role play:

1. Demonstrate finished website to client and be prepared to discuss coding and design choices.
2. Provide test results to client, explaining any outstanding issues and corrective actions.
3. Correct any issues that the client brings up.
4. Obtain the client’s acceptance of the finished website.

## Part 4: Correct errors

You have developed a website for another client, which displays two error messages during testing and validation, as follows.

1. Review the files in the website folder (Cl\_Web\_AE\_Pro\_2of2\_SR2.zip). Determine the causes of the errors using a problem-solving process and make the appropriate changes to the website files.
2. In a word-processed document explain the errors that you found and the problem-solving processes that you used to determine the solution. Include evidence such as mind maps and decision trees.

## Assessment Checklist – Section B Part 1

The student’s copy of the Assessment Checklist will be used by you to capture evidence of their performance in any type of project. This checklist outlines all the required criteria you will be marking the student on. All criteria must be met. The following checklist contains benchmark responses for you to use when assessing to ensure reliability of judgement. You may ask questions during the demonstration or if appropriate directly after the assessment has been completed noting that both the question and student response needs to be captured on the checklist.

Table 3: Assessment Checklist

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| TASK/STEP # | Instructions | S | U/S | Assessor Comments |
| **Part 1.1** | Creates appropriate directory structure |  |  |  |
| **Part 1.2** | Creates at least three webpages, structured using essential basic elements |  |  |  |
| **Part 1.3, 1.4** | Includes the required web page components and supplied content, navigation, footer, logo and current page indicator |  |  |  |
| **Part 1.3** | Web page layout follows measurements in wireframe |  |  |  |
| **Part 1.5** | Uses semantically-correct structural mark-up |  |  |  |
| **Part 1.6** | Styles, formats and lays out pages using CSS according to requirements |  |  |  |

## Assessment Checklist – Section B Part 2

The student’s copy of the Assessment Checklist will be used by you to capture evidence of their performance in any type of project. This checklist outlines all the required criteria you will be marking the student on. All criteria must be met. The following checklist contains benchmark responses for you to use when assessing to ensure reliability of judgement. You may ask questions during the demonstration or if appropriate directly after the assessment has been completed noting that both the question and student response needs to be captured on the checklist.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| TASK/STEP # | Instructions | S | U/S | Assessor Comments |
| **Part 2.1** | Tests website in two browsers using test approach and test cases |  |  |  |
| **Part 2.1** | Validates website to meet web standards |  |  |  |
| **Part 2.2** | Corrects any errors |  |  |  |
| **Part 2.3** | Explains the testing, any outstanding issues and corrective actions |  |  |  |
| **Part 4.1** | Corrects website errors |  |  |  |
| **Part 4.2** | Explains the errors and the problem-solving processes used, including evidence |  |  |  |

## Observation Checklist – Section B Part 3

The Observation Checklist will be used by you to mark the students’ performance in Part 3 of this assessment. Use this Checklist to understand what skills the student is required to demonstrate in this section of the assessment. This Checklist outlines the Performance Criteria, Performance Evidence and Assessment Conditions you will be marking the student on. All the criteria must be met. The student’s demonstration will be used as part of the overall evidence requirements of the unit. You may ask questions while the demonstration is taking place or if appropriate directly after the task/activity has been completed.

Table 5: Observation Checklist 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Task # | Task/Activity Performed | S | U/S | Assessor Comments (Describe the student’s ability in demonstrating the required skills and knowledge) |
| **Part 3** | Uses clear and detailed languageto convey explicit information |  |  |  |
| **Part 3.1** | Demonstrates website |  |  |  |
| **Part 3.2** | Provides test results and explains issues |  |  |  |
| **Part 3.3** | Corrects any issues from client |  |  |  |
| **Part 3.4** | Obtain client’s acceptance |  |  |  |

## Assessment Checklist – Section B Part 4

The student’s copy of the Assessment Checklist will be used by you to capture evidence of their performance in any type of project. This checklist outlines all the required criteria you will be marking the student on. All criteria must be met. The following checklist contains benchmark responses for you to use when assessing to ensure reliability of judgement. You may ask questions during the demonstration or if appropriate directly after the assessment has been completed noting that both the question and student response needs to be captured on the checklist.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| TASK/STEP # | Instructions | S | U/S | Assessor Comments |
| **Part 4.1** | Corrects website errors |  |  |  |
| **Part 4.2** | Document the errors and the problem-solving processes used, including evidence (screenshots) |  |  |  |

**Assessment Feedback**

*NOTE: This section* ***must*** *have the assessor signature and student signature to complete the feedback.*

**Assessment outcome**

☐ Satisfactory

☐ Unsatisfactory

**Assessor Feedback**

☐ Was the assessment event successfully completed?

☐ If no, was the resubmission/re-assessment successfully completed?

☐ Was reasonable adjustment in place for this assessment event?  
*If yes, ensure it is detailed on the assessment document.*

Comments:

**Assessor name, signature, and date:**

**Student acknowledgement of the assessment outcome**

Would you like to make any comments about this assessment?

**Student name, signature, and date**

***NOTE: Make sure you have written your name at the bottom of each page of your submission before attaching the cover sheet and submitting to your assessor for marking.***