# Knowledge Assessment

## Criteria

### Unit code, name and release number

ICTWEB429 - Create a markup language document to specification

ICTWEB506 – Develop complex cascading style sheets

Version: 20100109

Date created: 13 October 2019

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For queries, please contact:

Technology and Business Services SkillsPoint

Location: Ultimo

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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 written assessment and will be assessing the student on their knowledge of the unit.  This assessment is in one part:   1. Short answers   The assessment also contains:  Assessment Feedback.  On completion of this assessment, students are required to submit the following to the assessor for marking:  Part 1: Short answers  Model answers, sample responses or criteria for each question are provided below.  Use these to support your judgement when determining a satisfactory result.  The student’s response to each question must contain the information indicated in this marking guide in order for their response to be correct. 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 question, 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. |
| **About this marking guide** | The student’s response to each question must contain the information indicated in this marking guide in order for their response to be correct.  All questions must be answered 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 |
| **Student must provide** | * A pen, if a paper version of assessment is provided * USB drive or other storage method with enough free space to save work to. |
| **Assessor must provide** | * Access to the Learning Management System * Computer with internet access. |
| **Time allowed** | This assessment is to be completed outside class. It is due in 2 weeks – 8th. June 2020.  Your assessor may ask for additional evidence to verify the authenticity of your submission and confirm that the assessment task was completed by you. |
| **Reasonable adjustment instructions** | 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. |

## Part 1: Short answers

Provide answers to the questions below. You can use the internet to answer the questions, however, you should write the answers in your own words. Each answer should be 50-100 words.

1. Evaluate the following markup languages and explain what they are commonly used for:

|  |  |  |
| --- | --- | --- |
| Markup language | Description | Commonly used for |
| Dynamic hypertext markup language (DHTML) | A combination of HTML – a client-side scripting language (JS) and presentation definition language (CSS) and the Document Object Model | An entire static web application that does not require a database or backend |
| Hypertext markup language (HTML) | The most simple and underlying language in relation to the internet | Basic and fundamental development of web-based applications |
| Standard generalised markup language (SGML) | A standard for defining a document’s mark-up/tag set. It is not a document language but a description of how to specify one | HTML follows the Standard Generalised Markup Language |
| Virtual reality modelling language (VRML) | A standard file format for representing 3D interactive vector graphics – designed with web in mind | Internet based vector graphics |
| Extensible markup language (XML) | A markup language that is designed to be both human and machine readable | Describing and sharing data through the internet and corporate networks |

1. For HTML and XML, evaluate an advantage and disadvantage, and two associated standards, of each.

HTML is designed specifically for use in creating internet based applications – while XML is used more loosely and geared more towards data and internal applications

HTML Standards – declaration of the doctype at top of page, visual indentation

XML Standards - use of unique local names for pointers, visual indentation

1. Evaluate four principles of modern web design

Minimalistic buttons

Clean simple fonts

Responsive layouts

Focus on white space

1. Analyse two web design standards developed by the Worldwide Web Consortium (W3C) that you should follow when designing websites.

Use of alternate image names for accessibility

Emphasis on html and css for majority of styling and positioning

1. Describe CSS rules and how they affect the styling and layout of documents.

CSS rules are a grouping of one or more CSS properties which will be applied to one or more target html elements

CSS rules specify what aspects of a html element to alter and causes a visual change

1. Explain how HTML works with CSS. How can CSS affect HTML or vice versa?

HTML is used to define all elements of a website and acts as somewhat of a hub for CSS, CSS is used in conjunction with HTML as it specifies alterations to HTML elements and HTML allows it to take control when it is linked above styles that will be affected. HTML is required for CSS – but CSS is not necessarily required for HTML

1. Explain potential problem with HTTP and how it applies to CSS.

Browsers have begun to block mixed content on http websites due to the possibility of them being unsecure. HTTPS does not have this specific issue and should not experience potential blocking of CSS due to it registering as mixed content.

1. Analyse and interpret the best techniques to correct browser incompatibilities.

One of the simplest ways of interpreting browser differences and compatibility issues is to manually open a site on separate browsers and compare, then research the specific inconsistencies.

1. Evaluate the similarities and differences between HTML and XHTML. Provide an example.

HTML AND XHTML are both languages that are used to write web pages. However, XHTML was built from HTML and designed to conform to XML standards and as such is incredibly strict compared to HTML.

Example: HTML is fine with <br> being left as such, XHTML would require <br />

1. What troubleshooting processes would you follow to eliminate the following problems in your website?
   * Syntax errors in the CSS

Make note of elements being affected, inspect html to ensure css styles are linked to the correct elements, go down the CSS page specifically looking for spelling errors or missed characters ( { } ; , )

* + Displaying incorrectly in different browsers

Compare the two browsers, use inspect element on the incorrectly displayed site and pinpoint the specific html elements involved, test implementation of browser specific style changes / research the specific issue online

1. Summarise the features and limitations, including accessibility, of the web browsers Google Chrome, Microsoft Edge and one other common browser.

Chrome – inspect element, text translation, chrome specific extensions

Edge – with the recent update to Edge Chromium, edge react near the exact same as chrome aside from aesthetic changes and custom search bar

Firefox – heavily geared towards developers with a variety of complex tools that include inspect element and accessibility properties, firefox specific extensions, high customisability

1. Describe three accessibility issues that can influence web design, and what effect they may have.

Positioning of buttons on a html page – if users tab to access buttons or interactable it can be difficult if they are not positioned in a way that is accessible without a mouse

Inclusion of image descriptions - can cause developers to be required to work around with spacing and visual design

Colour blind friendly contrast – some colour combinations and text styles will be unavailable due to low contrast making some groups unable to read or see elements on a page

## 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.***