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| **Student Name** | Yanhong Wang(Claire) | | **Student Number** | 464874510 |
| **Unit Code/s & Name/s** | ICTWEB505 – Develop complex web page layouts  ICTWEB506 – Develop complex cascading style sheets  CUAGRD504 - Create and manipulate graphics | | | |
| **Assessment Type** | Case Study  Assignment  Portfolio  Other *(specify)* | | | |
| **Assessment Name** | Brochure Site | **Assessment Task No.** | | 1/4 |
| **Assessment Due Date** | 21.02.2010 | **Date submitted** | | 21.02.2010 |
| **Assessor Name** |  | | | |
| **PRIVACY DISCLAIMER:** TAFE Queensland is collecting your personal information for assessment purposes. The information will only be accessed by authorised employees of TAFE Queensland. Some of this information may be given to the Australian Skills Quality Authority (ASQA) or its successor and/or TAFE Queensland for audit and/or reporting purposes. Your information will not be given to any other person or agency unless you have given us written permission or we are required by law. | | | | |

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| **Instructions to Student** | **Learning Support**  Additional support is available to help you achieve your learning goals. Speak to your teacher or a Learning Skills Centre team member if you feel that you may benefit from some extra support. The Institute provides extra support through the Disability Support Unit and the Learning Skills Centre.  RPL (Recognition of Prior Learning) is available for this unit. Speak to your teacher/assessor to check if you qualify for RPL.  **General Instructions:**  Build a single page brochure site with internal links from Wireframe given to you by the teacher  The site is a single page with a single css file, and optional js file if necessary. All content delivered one screen at a time to the user, as they scroll down and up the page.  Internal targets are incorporated into the navigation and sections, by using hash references and id attributes embedded in each content section.  Images must be composited to incorporate backgrounds with overlaid text, images that are superimposed over backgrounds. And a background that repeats as a texture. Backgrounds should be low contrast to ensure text is legible.  The attempt should use styling exclusively on semantic elements, no styling on class or id should be used. To help, use the css space combinator to denote children of specific parents.  The student needs to validate HTML & CSS, describe sources and copyright/licenses of images and test their work in at least three browsers.  NOTE: Criteria (below) form the standards by which the assessment will be graded. Please attend to all in this list to be deemed competent with this assessment.  **Information / Materials provided:**  Internet access for reference material  Web coding software  Browser with development/debugging tools  **Assessment Criteria:**  To achieve a satisfactory result, your assessor will be looking for your ability to demonstrate the following key skills/tasks/knowledge to an acceptable industry standard:    **Number of Attempts:**  You will receive up to two (2) attempts at this assessment task. Should your 1st attempt be unsatisfactory (U), your teacher will provide feedback and discuss the relevant sections / questions with you and will arrange a due date for the submission of your 2nd attempt. If your 2nd submission is unsatisfactory (U), or you fail to submit a 2nd attempt, you will receive an overall unsatisfactory result for this assessment task. Only one re-assessment attempt may be granted for each assessment task. **For more information, refer to the Student Rules.** |
| **Submission details** | *Assessment to be submitted via*   * *TAFE Queensland Learning Management System: Connect url:* [*https://connect.tafeqld.edu.au/d2l/login*](https://connect.tafeqld.edu.au/d2l/login) * *Username; 10 digit student number* * *For Password: Reset password go to* [*https://passwordreset.tafeqld.edu.au/default.aspx*](https://passwordreset.tafeqld.edu.au/default.aspx)*>* |
| **Instructions for the Assessor** |  |
| **Note to Student** | An overview of all Assessment Tasks relevant to this unit is located in the Unit Study Guide. |

# Brochure Web Page

**PART A - HTML**

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| **Assessment criteria**  **The evidence submitted demonstrates that the student satisfactorily:** | **Attempt 1** | | **Attempt 2** | |
| **S** | **U** | **S** | **U** |
| 1. Use semantic elements |  |  |  |  |
| 1. Sections with ID attributes to be used as targets |  |  |  |  |
| 1. Menu with a href elements that target Number 2 above |  |  |  |  |
| 1. Sections alternate between image background and a coloured background |  |  |  |  |
| 1. Content delivered one screen at a time with internally targeted hyperlinks |  |  |  |  |

**PART B - CSS**

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| 1. Generous use of CSS box model to ensure whitespace |  |  |  |  |
| 1. Inline methodology display: inline-block; |  |  |  |  |
| 1. Layout should be in flow. No position: absolute |  |  |  |  |
| 1. Styling exclusively on semantic elements not id or class |  |  |  |  |
| 1. Demonstrated use of CSS combinators Space |  |  |  |  |

**PART C - Images**

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| 1. At least one (1) Image edited with a repeatable background |  |  |  |  |
| 1. Contrasts in images low such that superimposed text is legible (WCAG 2.1 AA Standard) |  |  |  |  |
| 1. Example of an image background with an image superimposed on top |  |  |  |  |

**PART D – Validation**

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| 1. Screenshot of W3C Validation of HTML |  |  |  |  |
| 1. Correct Indentation of HTML CSS and JavaScript |  |  |  |  |
| 1. Cross-Browser test three (3) examples |  |  |  |  |
| 1. All filenames are lowercase, no spaces and an index.html is in the root folder |  |  |  |  |

**PART E – Metacognition**

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| 1. Describe how the images chosen meet the client brief |  |  |  |  |
| 1. How have your modified images better suited the web medium |  |  |  |  |
| 1. What rationale was used when choosing the file format for each image |  |  |  |  |
| 1. Note Source for all images, including copyright and/or license requirement(s) |  |  |  |  |
| 1. Sell your design to client (teacher). Describe how it meets client objectives |  |  |  |  |
| 1. Print your design to PDF, then edit into a poster (remove header/footer/pagination) |  |  |  |  |

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| Student Declaration | I have been provided with instructions about the assessment task to be undertaken. | | | | | |
| Student Signature |  | |  | Check box if this assessment is conducted online. | | |
| **Assessor Feedback:**  **Student provided with feedback** *(check box when completed)* | | | | | | |
| **Attempt 1** | Satisfactory | Unsatisfactory | | | Date | / / |
| **Attempt 2** | Satisfactory | Unsatisfactory | | | Date | / / |
| Assessor Name |  | Assessor Signature | | |  | |
| Note to assessor: Please record any reasonable adjustment that has occurred to this assessment. | | | | | | |
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