

Marker:

Student:

Criterion	Fail	Pass	Credit	Distinction	High Distinction
<b>Visual Design and Content</b> As evidenced by visual design and content that is: <ul style="list-style-type: none"> <li>• Coherent, original, consistent and visually engaging</li> <li>• Gives consideration to alignment, spacing, colour-combinations &amp; graphical elements</li> <li>• Clearly organized and engaging content and integrates required media assets as specified in the brief</li> </ul> <b>(Weight: 30%)</b>	<p>The design is confused, clichéd, or incoherent and fails to demonstrate an awareness of aesthetic considerations. The design is visually uninteresting and ineffective.</p> <p>The design demonstrates a lack of consideration of, or control over the visual complexity of the design. Does not deliver required information, pages and assets as required by the brief. Lack of consideration for structure, context and presentation.</p>	<p>The design is somewhat coherent and original and demonstrates some level of aesthetic consideration. The design is somewhat visually interesting and effective.</p> <p>Demonstrates a serviceable approach to delivering information, but with more attention to structure, context and presentation needed. Limited use of linking to structure content. Required assets are included.</p>	<p>The design is coherent and original and demonstrates an awareness of aesthetic considerations. The design is visually interesting.</p> <p>Demonstrates a proficient approach to delivering information, giving attention to structure, context and presentation. Some use is made of internal links to structure content. Required assets are included and integrated into the design.</p>	<p>The design is very coherent and original and demonstrates a high awareness of aesthetic considerations. The design is visually interesting and effective.</p> <p>Demonstrates a thorough approach to delivering information, giving attention to structure, context and presentation. Required assets are included and well integrated into the design.</p>	<p>The design is highly coherent and original and demonstrates a very high awareness of aesthetic considerations. The design is highly visually engaging and effective.</p> <p>Demonstrates a comprehensive approach to delivering information, giving attention to structure, context and presentation. Excellent use is made of relevant and functional internal and external links to structure content.</p>

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<b>Technical quality</b> Valid self-authored HTML and CSS*, (exercises presented in class may be adapted), correct use of HTML5 doctype, working links and correct functioning of required technical assets (as specified in the brief), appropriate metadata.  <b>* NOTE: Javascript inclusions will not be marked. External CSS frameworks must not be used.</b>  <b>(Weight: 20%)</b>	<p>Fails to apply technical best practices and suffers from one or more serious technical problems</p> <p>Exemplified by:</p> <ul style="list-style-type: none"> <li>• Incorrect or missing doctype</li> <li>• Numerous serious validation errors</li> <li>• Serious layout problems caused by technical errors.</li> <li>• Use of obsolete or deprecated markup (e.g. &lt;center&gt; &lt;frameset&gt; &lt;blink&gt;).</li> </ul>	<p>Demonstrates an ability to apply technical best practices at a satisfactory level.</p> <p>Exemplified by:</p> <ul style="list-style-type: none"> <li>• Correct use of HTML5 doctype</li> <li>• No irrecoverable validation errors (though possibly still some validation errors)</li> <li>• Inappropriate use of markup</li> <li>• Some poor practices w.r.t naming of files.</li> </ul>	<p>Demonstrates ability to apply technical practices at a competent level for a relatively technically complex design.</p> <p>Exemplified by the preceding plus:</p> <ul style="list-style-type: none"> <li>• Few or only minor validation errors</li> <li>• Technically functioning assets.</li> <li>• Markup is used appropriately (e.g. list content marked up using correct elements.)</li> <li>• Site delivered on the server.</li> </ul>	<p>Demonstrates an ability to apply technical best practices at a high level for a technically complex design.</p> <p>Exemplified by the preceding plus:</p> <ul style="list-style-type: none"> <li>• Free from validation errors.</li> <li>• Optimized file sizes.</li> <li>• Some metadata included but possibly not customized to each page.</li> <li>• Good naming practices for files and folders.</li> <li>• Site delivered and functioning correctly on the server</li> </ul>	<p>Demonstrates an ability to apply technical best practices at a professional level, for a highly technically complex design.</p> <p>Exemplified by the preceding plus:</p> <ul style="list-style-type: none"> <li>• Charset specified.</li> <li>• Metadata description supplied and customized for key pages.</li> <li>• Sophisticated use of markup elements.</li> <li>• HTML and CSS files are well structured with appropriate indenting reflecting nesting of elements.</li> </ul>

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<p><b>Separation of content and presentation:</b> Separates content and presentation in HTML and CSS.</p> <p>Ability of design implementation to adapt to mobile and browser platforms of various widths while maintaining a graphic identity.</p> <p>(Weight: 20%)</p>	<p>The submitted site does not demonstrate an understanding of the separation of mark-up and style. Poor use is made of HTML elements and CSS attributes to mark up and style content.</p> <p>Such as:</p> <ul style="list-style-type: none"> <li>Inclusion of inline style declarations inside HTML or &lt;style&gt; tags in head.</li> <li>Inappropriate use of markup for presentation (especially use of &lt;table&gt;, or &lt;font&gt; tags).</li> </ul>	<p>The submitted site demonstrates a general understanding of the separation of mark-up and style. HTML elements and CSS is used to mark up content with some awareness of semantics.</p> <p>Such as:</p> <ul style="list-style-type: none"> <li>Inappropriate use of HTML tags (e.g. &lt;br&gt; tags to add vertical space).</li> <li>Overly repetitious CSS declarations (e.g. individual id declarations rather than using CSS classes).</li> <li>Use of images for content that should be marked up.</li> </ul>	<p>The submitted site demonstrates a high level of understanding of the separation of mark-up and style. HTML elements and CSS attributes are generally used to provide semantically meaningful markup.</p> <p>Exemplified by:</p> <ul style="list-style-type: none"> <li>No inline styles.</li> <li>Avoids inappropriate use of HTML tags for presentation (but still may include extra tags – e.g. divs for purely presentational reasons)</li> <li>Competent adaptation of layout to a range of browser widths.</li> </ul>	<p>The submitted site demonstrates a very high understanding of the separation of mark-up and style. Extensive use is made of HTML elements and CSS attributes to provide semantically meaningful markup.</p> <p>Exemplified by the preceding plus:</p> <ul style="list-style-type: none"> <li>‘Presentational’ HTML (extra divs etc.) is kept to a minimum.</li> <li>Background images are used in place of IMG tags where appropriate.</li> <li>Fluid adaptation of layout to a wide range of browser widths including mobile (480px).</li> <li>Strips out inline styles from any embedded assets (e.g. google maps / youtube videos).</li> </ul>	<p>The submitted site demonstrates an exceptionally high understanding of the separation of mark-up and style. Exemplary use is made of HTML elements and CSS attributes to provide semantically meaningful markup.</p> <p>Exemplified by the preceding plus:</p> <ul style="list-style-type: none"> <li>Advanced use of CSS</li> <li>Images are competently swapped out / or selected content is hidden for mobile version.</li> <li>Mobile and desktop versions both resolved and functioning at a high level.</li> <li>Maximal use of semantic naming of classes, ids etc.</li> <li>Efficient use of CSS selectors demonstrating a high level of understanding of the cascade.</li> </ul>

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<p><b>Design Rationale:</b> The ability to identify a target audience for the website and justify design decisions in relation to this and relevant issues from the field of web-design.</p> <p>(Weight: 30%)</p>	<p>Minimal or no indication of the intended audience for the website. Design decisions are only superficially discussed in relation to this.</p> <p>Lacks reflection on the student’s design decisions and/or evidences a lack of understanding of issues in the field.</p>	<p>A broad indication of the audience for the website is identified, and some attempt is made to justify design decisions in terms of this audience.</p> <p>The rationale includes a reflection on the student’s design decisions and how they relate to the field, but the reflection stays at a somewhat surface level.</p>	<p>Good description of an identified target audience for the website. Justification is made for how the design decisions relate to the target audience.</p> <p>Some level of reflection on the students’ design decisions and how they relate to issues in the field referencing key ideas presented in lectures for the class.</p>	<p>Good description of a target audience for the website. Clear justification is made for how the design decisions relate to the target audience.</p> <p>Deep level of reflection with some insight into the student’s design decisions and how they relate to issues in the field. Demonstrates an ability to apply concepts from lectures to the design problem.</p>	<p>Detailed description of a clearly identified target audience for the website. Convincing justification for how the design decisions relate to the target audience goals and needs.</p> <p>Insightful reflection on the students’ design decisions and how they relate to issues from the field. Synthesizes material from lectures in a convincing and insightful way.</p>