GENERIC COMPUTING

Unit Standard 29776

Version 2 | Level 2 | Credits 4

Use the main features of an HTML editor to create a website

Candidate:

Name:	Karamveer Singh
NSN No:	
Signature:	Karamveer Singh
Date:	11 / 09 / 2024

Resit requirements (if not achieved)

....
....
....
....
....

Resit Date: / /

Final Result: Achieved ☐ Not Achieved ☐ **Date:** / /

Assessor Name: _____ **Signature:** _____

Assessment Conditions

- There is one task in this assessment. Make sure you read through **ALL** the assessment instructions before you start work on the task.
- This is a resource-based assessment. You may refer to your learning materials and/ or any other relevant resources (eg internet-based information) that could help you to complete the assessment. However, you must complete all work on your own, without help from any other person.
- To complete this assessment, you will need a computer and access to following.
  - *To create the website*: An HMTL editor (eg NotePad++).
  - *To test and evaluate the website*: At least the following browsers - Google Chrome; Microsoft Edge.
  - *To deploy the website*: Access to a web server.
  - The files in the **Assessment Resources** folder.

Important Note for Assessors
Before giving the assessment to candidates, the assessor must refer to the Important Note for Assessors and Guidance Information given at the end of this assessment document. **This note includes important information for items that must be prepared before the assessment is given to learners. Learners will not be able to complete all aspects of this assessment unless these items are first set up for them.**

Candidate Declaration

I confirm that I have read and understood the conditions of this assessment, and have had the opportunity to get any clarification that I need from my assessor. Any health and safety requirements that I must observe have been outlined. I confirm that all work completed for this assessment is my own and has been produced without assistance from anyone else. Finally, I confirm that the process by which I may seek a review of the marking for this assessment has been outlined to me.

Signed: Karamveer Singh   (candidate)   Date: 23 / 09 / 24

Assessment Task: Create a website using an HTML editor

Outcome 1 PC 1.1 to 1.4

Overview

In this assessment task you need to create a website to meet a given brief.

*   The website must be created using a text editor (eg Notepad or Notepad++) to write the mark-up code (HTML).

*   Your assessor will provide you with the brief for the website you need to create.

Read through <u>all</u> the instructions in this assessment task and the brief <u>before</u> you begin work on the assessment.

Instructions

Use the main features of an HTML editor to do the following.

Step 1: Create a website

Create a website to meet the requirements of the brief you have been given.

To ensure compatibility with a range of browsers, you need to create the website using HTML5 and CSS3.

Use the checklist that follows to ensure you meet all the requirements. Your assessor will also use this checklist to evaluate your completed website.

IMPORTANT NOTE:

As part of the process of creating your web pages you will need to effectively navigate the user interface of the HTML editor, and edit your code. Your assessor needs to observe you as you do this. To follow are details for what you need to do, and what your assessor will need to observe.

Effectively navigate the HTML editor's user interface

As you create your web pages you need to make sure you effectively navigate the user interface of the HTML editor and use **good practice**.

Good practice means choosing and using the appropriate feature or function to allow correct use of HTML5 and CSS3.

This includes using the following effectively and appropriately.

- ☑ **Shortcuts** - to save time and reduce strain from repeated actions (eg mouse clicks).
- ☑ **Screen display options** - eg adjusting zoom to effectively see content; turning text wrap on/off; collapsing/uncollapsing levels, etc).
- ☑ **Finding help** - using the help tool to find out how to do something.

Edit your code

As you create your website, you need to edit your HTML and CSS code. This includes the following editing tasks:

- ☑ moving snippets of code and/or files
- ☑ copying code and/or files
- ☑ inserting code
- ☑ deleting code
- ☑ undoing/redoing changes to code (use a shortcut)
- ☑ using find and replace (use a shortcut)
- ☑ adding data
- ☑ adding metadata
- ☑ previewing your pages.

IMPORTANT: Your assessor needs to observe you when you do each of the above navigation and editing tasks. When you know you are about to do one or more of these tasks, ask your assessor to come and watch you as you do so. Your assessor will use the checklist that follows to check that you have completed all the tasks needed.

Step 2: Test your website

Test your website, **using the testing plan provided in the brief**. You need to:

☑ test the website in at least two different browsers to make sure it works correctly

☑ document any errors you find - as per the testing plan in the brief

☑ correct any errors you find.

Step 3: Evaluate your website

Evaluate your website to make sure it is fit for purpose in terms of:

☑ being appropriate and appealing to the target audience specified in the brief

☑ all the specifications given in the brief.

If needed, make changes to your website. Keep a record of what needed to be changed, what you changed, and why.

If no changes were needed, keep a record of the evaluation you have done, when you did it, and simply indicate that no changes were needed.

Make sure that you:

☑ put your name and NSN number on these records

☑ submit these records to your assessor, along with all your other assessment evidence.

Step 4: Publish (deploy) your website

Deploy your completed website to a web server that other people can access.

Your assessor will indicate which web server you must deploy your website to, and the details of that server (eg location). Write these in the space below.

Details of web server to which website must be deployed:
https://github.com/fortnitelover12345/Unit-Standard-29776-Assessment-Level-2-Karamveer.git

Assessor Checklist		
Item	**Learner check**	**Assessor check**
Creating		
• Create at least three linked pages - as required by the brief.	✓	
• Include a meta element <meta> to provide metadata about the page.	✓	
• Use HTML5 to create the structure and content of the web pages. Examples of HTML5 structural elements you could use include: <section>, <article>, <header>, <footer>, <nav>, <aside>, <div>	✓	
• Include HTML5 **attributes** to modify and/or provide additional information about the HTML5 elements you have used (eg title, language, image size, alternative text, links).	✓	
• Use CSS3 to style your web pages (eg background, text, and link colours; font styles; lists; tables; etc).	✓	
• Ensure the HTML5 and CSS3 comply with conventions, including valid HTML5 and CSS3.	✓	
• Include site navigation on each page of your site.	✓	
• Include **hyperlinks** to allow successful navigation between the pages of the website and external content (if relevant).	✓	
• Embed **at least two media elements** (eg images, audio, video) - as required by the brief.	✓	
Enhancing		

• Use **at least two enhancements** to meet the requirements of the brief.
 	
Examples of enhancements could include:
  ○ bulleted or numbered lists
  ○ graphical links
  ○ tables
	☑
	☑
	☑
		☐
		☐
		☐

Formatting		

• Format your web pages including setting:
  ○ container width
  ○ alignment and wrapping (eg of text and images)
  ○ borders (as appropriate)
  ○ text
  ○ media and enhancements
  ○ use of CSS
	☑
	☑
	☑
	☑
	☑
	☑
		☐
		☐
		☐
		☐
		☐
		☐

Assessor Comments [comment on the creation, enhancements and formatting used]

Editing	
Item	**Assessor Check (✓)**
Move code snippet/file	
Copy code/file	
Insert code	
Delete code	
Use the **undo** and/or **redo** <u>shortcut(s)</u> to undo/redo changes you have made	
Use the find and replace <u>shortcut</u> to find and replace specific code, text, etc	
Add data to your web pages.	
Add **metadata** to your web pages	
Preview your web pages using at least two different browsers	

Assessor comments

User interface	
Navigation task	**Assessor Check (✓)**
Candidate used the following **shortcuts**, as appropriate:	
Candidate adjusted the following **screen display options**, as needed:	
Candidate used **help**, to get assistance with the following:	

Testing & Evaluation		
Website is tested in at least two different browsers in accordance with the testing plan. Browser 1: Browser 2:	☐ ☐	☐ ☐
Website is evaluated for fitness for purpose in terms of: ○ the target audience ○ the brief	☐ ☐	☐ ☐
Assessor's Comments		

Saving and Sharing		

Save all files for the website in a way that will make accessing the content easy. This includes:
 	
   ○   giving all files appropriate, relevant, and logical names
   ○   saving files into logically named and structured folders and subfolders.
 	
Your assessor will tell you where to save your website folder (containing all website files). Write this in the space below.		

Publish your website where others can view it.		

Assessment Schedule for Unit 29776v2

Use the main features of an HTML editor to create a website
Level 2 Credit 4

Name	Date
Course	NSN No.

Performance Criteria	Evidence Statement (what the assessor looks for)	Judgement Statement (how well or how many)	✓
Outcome 1: Use the main features of an HTML editor to create a website. *Range: the website includes but is not limited to – three linked pages, two media, two enhancements, hyperlinks.*			
1.1 User interface of an HTML editor is navigated effectively according to good practice. *Range: includes but not limited to – shortcuts, screen display options, finding help.* **GI 5** *Good practice* – in this context includes selecting and using the appropriate feature or function to enable correct use of the markup language for the chosen digital platforms, …	Assessment Task, Step 1, Assessor Checklist – User Interface [See sample answers provided in the Assessment Sample Answers document]	The candidate created a website consisting of three linked pages, and including two media, two enhancements, and hyperlinks. When developing their website, the candidate correctly and effectively used the user interface of the HTML editor. This included using good practice (ie the appropriate feature or function) and using the following. • Shortcuts • Screen display options • Finding help	

Performance Criteria	Evidence Statement (what the assessor looks for)	Judgement Statement (how well or how many)	✓
1.2 Main features of a website HTML editor are used to create, format, edit, enhance, save, and share a website, using good practice and in accordance with the specifications of the brief. *includes creating and editing HTML and CSS code with a selection from each of the following categories – creating, formatting, editing, enhancing, saving, sharing; evidence of at least 15 foundation level HTML editor skills are required.* **GI 4** Foundation level HTML editor skills refer to: Creating – HTML and cascading style sheets (CSS); navigation; hyperlinks; HTML structural elements; HTML attributes and HTML and CSS styles; media and enhancements; metadata; use of correct <!Doctype> declaration; Formatting – container width; alignment and wrapping; borders; text, media and enhancements; use of CSS; Editing – HTML and CSS code, move, copy, insert, delete, undo/redo, find and replace, data added, metadata, preview; Enhancing – tables, lists, graphical hyperlinks; Saving – file management that allows for easy access to content; use of folders, naming of folders, relevant file names; Sharing – publishing, sharing for testing prior to publishing. This list is not exhaustive and assessors will need to determine the level of other foundation level HTML editor skills if included.	Assessment Task, Steps 1 & 4 Assessor Checklist Completed website - including: • all files saved to specified folder • website deployed to specified web server. [See sample answers provided in the Assessment Sample Answers document]	The candidate used the main features of an HTML editor to create, format, edit, enhance, save, and share (publish/deploy) the website. This was done in keeping with the requirements specified in the brief, and using good practice. This must include at least 15 foundation level skills including those used to: • Create and enhance the website • Format the website • Edit the website • Save and share files.	

Performance Criteria	Evidence Statement (what the assessor looks for)	Judgement Statement (how well or how many)	✓
1.3 The website is tested in a minimum of two different browsers to ensure functionality and appearance, and any errors are corrected and documented according to the testing procedures of the brief. *Range: hyperlinks, media, formatting, layout, accessibility, readability, legibility, functionality, navigation, buttons, displayed messages, error handling), data integrity.*	Assessment Task, Step 2 Completed testing plan Assessor checklist Completed website - including: • all files saved to specified folder • website deployed to specified web server. [See sample answers provided in the Assessment Sample Answers document]	The learner tested the website, using the testing plan provided in the brief. This included testing the website in at least two different browsers and testing the following aspects of the website: • hyperlinks • media (audio, images) • formatting • layout • accessibility • readability • legibility • functionality • navigation • buttons • displayed messages (error handling • data integrity. The candidate documented any errors (using the testing plan) and corrected these errors.	
1.4 The website is evaluated for fitness for purpose in terms of the target audience and specifications of the brief.	Assessment Task, Step 3 Assessor Checklist Learner record of changes made to website as a result of evaluation (if relevant) Completed website - including: • all files saved to specified folder • website deployed to specified web server. [See sample answers provided in the Assessment Sample Answers document]	The learner evaluated their website to ensure it is fit for purpose in terms of the following given in the provided brief: • target audience • specifications. If any changes were needed as a result of this evaluation, these were documented, and the changes were made.	

Assessor's Comments:

Assessor's Attestation:

As assessor for this unit standard, I have ensured sufficiency of performance and knowledge by this learner. I can confirm that the assessment conditions and the actions of the learner and assessor have complied with all relevant Health and Safety requirements, in addition to any other relevant compliance requirements.

Assessor's Name:

Date:

Assessor's Signature:

Position held:

Important Note:

Make sure that the Assessment Sample Answers document and any other sample answers or evidence are forwarded with this assessment booklet when external moderation is called for.

Unit Standard 29776 Version 2

Use the main features of an HTML editor to create a website

ASSESSMENT   27082024-US29776-189264

Outcomes and Performance criteria

Outcome 1

Use the main features of an HTML editor to create a website.

Range: the website includes but is not limited to – three linked pages, two media, two enhancements, hyperlinks.

Performance criteria

1.1   User interface of an HTML editor is navigated effectively according to good practice.

Range: includes but not limited to – shortcuts, screen display options, finding help.

1.2   Main features of a website HTML editor are used to create, format, edit, enhance, save, and share a website, using good practice and in accordance with the specifications of the brief.

Range: includes creating and editing HTML and CSS code with a selection from each of the following categories – creating, formatting, editing, enhancing, saving, sharing; evidence of at least 15 foundation level HTML editor skills are required.

1.3   The website is tested in a minimum of two different browsers to ensure functionality and appearance, and any errors are corrected and documented according to the testing procedures of the brief.

Range: hyperlinks, media, formatting, layout, accessibility, readability, legibility, functionality, navigation, buttons, displayed messages, error handling), data integrity.

1.4   The website is evaluated for fitness for purpose in terms of the target audience and specifications of the brief.

Guidance information

1. Assessment, where applicable, will be conducted in and for the context of real or realistic situations and/or settings, and be relevant to current and/or emerging practice. The assessor may gather evidence over time from a range of scenarios rather than using one assessment where the learner has to demonstrate all of the required skills.

2. A brief for the website will be supplied to the learner. It must clearly identify the requirements for the website, against which the success or otherwise of the website can be evaluated. The brief will include at least the audience, specifications and a testing plan. A testing plan will be provided to the learner and include the functions and features that need to be tested (such as buttons, links, navigation, displayed messages, error handling), data integrity, and the expected outcome for each test. Planning is not required to be assessed as part of this standard however it is good practice to have the student develop a simple plan or conceptual layout design prior to beginning creation of the website.

    The text and media content for the website may be provided to the learner, or created by the learner as part of an integrated programme of learning. While this unit standard does not assess the content of the material used to create the website, content must comply with legislation relevant to this unit standard and be appropriate for the target audience defined in the brief.

3. This standard must be assessed using an HTML editor to meet the supplied brief. The mark up language will have text entered by use of an HTML editor according to the conventions of the selected language and will include the use of HTML structural elements, HTML attributes and HTML/CSS styles. For this standard, a recent version of HTML and CSS as defined by W3C should be used to ensure compatibility with a range of web browsers. An HTML editor capable of also editing in "what you see is what you get" (WYSIWYG) mode will need to be operated in "code view" to meet the requirements for this standard.

4. Foundation level HTML editor skills refer to:
    Creating – HTML and cascading style sheets (CSS); navigation; hyperlinks; HTML structural elements; HTML attributes and HTML and CSS styles; media and enhancements; metadata; use of correct <!Doctype> declaration;
    Formatting – container width; alignment and wrapping; borders; text, media and enhancements; use of CSS;
    Editing – HTML and CSS code, move, copy, insert, delete, undo/redo, find and replace, data added, metadata, preview;
    Enhancing – tables, lists, graphical hyperlinks;
    Saving – file management that allows for easy access to content; use of folders, naming of folders, relevant file names;
    Sharing – publishing, sharing for testing prior to publishing.

This list is not exhaustive and assessors will need to determine the level of other foundation level HTML editor skills if included.

5. Definitions
Accessibility means the web pages can be opened and viewed using different browsers and configured to be viewed by people with disabilities such as visual impairment.
Conceptual layout design is a representation clearly indicative of the final product.
Enhancements refer to tables, lists, cascading style sheets (CSS), graphical hyperlinks.
Good practice – in this context includes selecting and using the appropriate feature or function to enable correct use of the markup language for the chosen digital platforms, and applying design principles of page layout and information presentation
to the website.
HTML attributes modify and/or provide additional information about HTML elements such as title, language, image (<img> tag), alternative text (alt), links (href).
HTML/CSS styles refer to tags that determine the style of the document, which include but are not limited to background, text and link colour, font style, lists, tables, when inserting text to webpages. Styling can be embedded in the HTML file or be in a separate (external) CSS file(s).
HTML structural elements refer to tags used to create the structure of web pages, such as <body>, <main>. <section>, <article>, <header>, <footer>, <nav>, <aside>, <div>.
HTML editor is a computer program for editing HTML and CSS code, the markup languages of a webpage.
Media refers to static and/or moving images, and audio.
Publish in this standard refers to sharing the website by deploying it to a server, which may be on an internal server or external on the web.
W3C refers to the World Wide Web Consortium, which is the main international standards organisation for the World Wide Web (WWW or W3).

6. Legislation relevant to this unit standard includes but is not limited to the:
Copyright Act 1994
Copyright (New Technologies) Amendment Act 2008
Harmful Digital Communications Act 2015
Health and Safety at Work Act 2015
Privacy Act 2020
and any subsequent amendments.
Current legislation and regulations can be accessed at http://legislation.govt.nz

7. Reference sources for web development include:
w3schools.com, available at http://www.w3schools.com/default.asp
Web Platform Organisation, available at http://www.webplatform.org/
World Wide Web Consortium (W3C), available at https://www.w3.org/.

Important Note for Assessors

1. A brief for this assessment is provided in the folder named **29776v2 Brief (ASSESSOR TO ADAPT**). This is provided in Microsoft Word, to allow assessors to adapt the brief to ensure it is appropriate for their particular context and learners. **VERY IMPORTANT**: If you wish to make changes to the brief, you **must** refer to the assessor notes in the Assessment Sample Answers document and at the start of the brief for guidelines on adapting the brief.

2. **VERY IMPORTANT**: In order to deploy their websites, learners will need access to a web server. This could be a local web server set up on the computer the learner is working on (eg using XAMPP), a web server set up on a network location that candidates can access, or an external web server (eg provided by a web hosting service). For this standard, learners are **not** required to set up a web server themselves, only to deploy to a web server that has already been set up for their use. It is therefore crucial that you ensure such a web server is available to them, and that they know how to access it. Refer to the **Assessment Sample Answers** file for more details on how to set up a suitable web server.

3. Candidates will need access to the resource files provided in the **Assessment Resources** folder. Ensure candidates know where these resource files are, and are able to access them.

4. You should encourage learners to plan their website before they start work creating it. This could include a conceptual design and/or content map to help learners plan the appearance and functionality of the website, as well as the content to be included in the website and its intended location.

5. Sample answers and/or assessor's comments are supplied in the separate **Assessment Sample Answers** document available to assessors.

6. A copy of the **Assessment Sample Answers** document and any other assessment evidence must be submitted with this **Assessment Booklet** when moderation is called for.