Website Design and Development

Website Design and Development (WEDD)	
Assignment Number	1
Assignment Name	Formative Assessment
NQF Level	5
Credits	30
Due Date	
Marks	Total marks = 150 Formative assessments through the semester contribute towards the student's module mark and are used to assess progress and identify areas for improvement. This formative assessment will contribute 25% towards final mark. Take note of the following with regards to late submissions: a. One (1) day late (-5%) b. Two (2) days late (-10%) c. Three (3) days late (-15%)
Individual / Group Assignment	Individual
Lecturer Information	
Lecturer	
Lecturer E-mail	

Learning Objective:

Formative assessment 1 will cover the following concepts:

a. Various principles and concepts of UI/UX design concepts

b. Coding techniques using HTML and CSS

c. Research

Attributes/Competencies Assessed:

The learner should demonstrate the following knowledge in this assessment:

a. Unit standard(s)

    a. 115366 - Create graphic elements for a multimedia/web-based computer application

    b. 115368 - Apply advanced HTML and associated techniques to build a web site for business applications

    c. 115369 - Design and build a web-site using simple HTML

    d. 115372 - Demonstrate an understanding of tools and products available for web-site development

Scope:

The scope of this formative assessment is to test the student on basic HTML and CSS skills with a solid understanding of various advantages and disadvantages of design and technologies used in website design and development.

Technical Aspects:

The number of pages for this formative assessment is _19_ and the following font and size should be used in your report:

    a.   Font: Arial

    b.   Size: 12 and 14 for headings

    c.   Font colour: Black

Save and upload the report as a .PDF **(No backgrounds)** with the following naming convention:

    a.   Student no_StudentName_StudentSurname_ModuleCode_FA1 **(No ZIP folder uploads)**

Ensure adequate referencing is used when using information from either books or internet. Plagiarism is a serious offecne and can result in 0% for the assessment when excessive work is copied without proper referencing.

Please complete the following and sign as requested for Portfolio of Evidence (POE)

a.   Pre-Assessment agreement (Save, sign and submit as PDF)

b.   Assessment Feedback Agreement (Save, sign and submit as PDF)

Mark allocation for report

See Mark allocation sheet below

Scenario

Take not! – Only notepad may be used

You will be creating a website for the SPCA (Society for the Prevention of Cruelty to Animals) corporate division that will be used for marketing campaigns on the internet.

Follow the instructions in each of the questions below carefully.

Question 1   (35)

Unit standard	Specific outcome	Assessment criterion
115369	1	1
	1	2
	1	3
	2	1
	2	3
115366	1	1
	1	2
	1	3
	1	4
115372	1	1
	1	2

1. Identify and discuss the nature (purpose) and use (function) of the website.   (5)

    ANSWER

2. Discuss the functionality of the website (What will it be able to do, i.e. Video's images buttons, etc.)

    ANSWER
                                                                                 (5)

3. Identify typical transactions which can be carried out via the web-site (i.e. your sign-up page) (5)

ANSWER

4. Identify the advantages and disadvantages of using Notepad for this website (10)
ANSWER

5. Discuss the feasibility of the website (5)
ANSWER

6. Discuss the objectives and critical performance factors for you website (5)
ANSWER

Question 2 (95)

Unit standard	Specific outcome	Assessment criterion
115369	2	2
115372	1	3
115368	1	1
	1	2
	1	3
	1	4
	1	5
	1	6
	1	7
	2	1

115366	1	5
	1	6
	2	1
	2	2
	3	1
	3	2
	3	3
	3	4
	3	5

Please include the following functionality/features in your website, as per the instructions provided::

1. Create a landing page for the website;
    a. The following elements should be visible:
        i. Headings and sub headings (2)
        ii. Emphasised text (2)
        iii. Images (.JPG) using the 'SRC = "URL" attribute (2)
        iv. Style sheets (2)
        v. Paragraphs (2)
        vi. Footer that reads 'Society for the Prevention of Cruelty to Animals" with a registered trademark symbol in front of the word (2)
        vii. Navigation to other pages (5)
        viii. 'Strong' elements for some words (2)
        ix. Abbreviation element should be used in text for 'SPCA' (2)
        x. Date and time element should be used to identify the current date (2)

2. Create a separate page for 'Contact Us'
    a. The following elements should be visible:
        i. Headings and sub headings (2)
        ii. Emphasised text (2)
        iii. Images (.JPG) using the 'SRC = "URL" attribute (2)
        iv. Style sheets (2)
        v. Block quote on the motto for the SPCA (2)

      vi.   Footer that reads 'Society for the Prevention of Cruelty to Animals" with a registered trademark symbol in front of the word   (2)

      vii.   When this page is selected it should open in a new window   (5)

      viii. Navigation to other pages   (5)

      ix.   Address element should be used   (2)

      x.   Add a link to the actual SPCA website   (2)

      xi.   Add a mail link   (2)

3. Create a separate page for 'What we do'

   a.   The following elements should be visible:

      i.   Headings and sub headings   (2)

      ii.   Emphasised text   (2)

      iii.   Images (.JPG) using the 'SRC = "URL" attribute   (5)

          1.   Images on this page should all be the same width and height and must be set in code

      iv.   Animal video of your choice   (2)

      v.   Style sheets   (2)

      vi.   Description list with an ordered list in it of what the SPCA does   (2)

      vii.   Footer that reads 'Society for the Prevention of Cruelty to Animals" with a registered trademark symbol in front of the word   (2)

      viii. Navigation to other pages   (5)

      ix.   Add a table to this page showing products needed by the SPCA   (5)

- Should have a table header (Number, Description, Quantity needed)
- Header wording should be in 'BOLD"
- Should have table rows

4. Create a separate page for 'Sign-up'

   a.   The following elements should be visible:

      i.   Label 1 = Name and a text box to capture the name   (2)

      ii.   Label 2 = Surname and a text box to capture the surname   (2)

      iii.   Label 3 = Cell number and a text box to capture the Cell number   (2)

      iv.   Two radio buttons   (2)

          1.   I would like to donate money

          2.   I would like to volunteer at the SPCA

      v.   A pull down menu asking the client which is his/her favourite dog breed   (2)

      vi.   Button that says 'OK'   (2)

          1.   Functionality

- When the OK button is clicked a response should pop-up saying "Thank you for your enquiry"

5. Cascading Style Sheets (CSS) should be used   (5)

6. *Ensure your website together with all the resources are zipped and uploaded for this question.*

Question 3 (20)

Unit standard	Specific outcome	Assessment criterion
115372	2	1
	2	2
115368	2	2
	2	3
	2	4

Additional research required for this question.

1. Identify five (5) roles a web browser plug-in plays (5)
   ANSWER

2. Identify five (5) major plug-in types currently on the market. (5)
   ANSWER

3. Identify five (5) services provided for websites that use a database to store and manage data. (5)
   ANSWER

4. Identify five (5) of the main underlying technologies used that link databases to a web site. (5)
   ANSWER

Mark allocation for student			
Section	Sub-section	Maximum Mark	Learner mark
Body of the report	Question 1.1	5	
	Question 1.2	5	
	Question 1.3	5	
	Question 1.4	10	
	Question 1.5	5	
	Question 1.6	5	
	Question 2.1 i	2	
	Question 2.1 ii	2	
	Question 2.1 iii	2	
	Question 2.1 iv	2	
	Question 2.1 v	2	
	Question 2.1 vi	2	

	Question 2.1 vii	5	
	Question 2.1 viii	2	
	Question 2.1 ix	2	
	Question 2.1 x	2	
	Question 2.2 i	2	
	Question 2.2 ii	2	
	Question 2.2 iii	2	
	Question 2.2 iv	2	
	Question 2.2 v	2	
	Question 2.2 vi	2	
	Question 2.2 vii	5	
	Question 2.2 viii	5	
	Question 2.2 ix	2	
	Question 2.2 x	2	
	Question 2.2 xi	2	
	Question 2.3 i	2	
	Question 2.3 ii	2	
	Question 2.3 iii	5	
	Question 2.3 iv	2	
	Question 2.3 v	2	
	Question 2.3 vi	2	

	Question 2.3 vii	2	
	Question 2.3 viii	5	
	Question 2.3 ix	5	
	Question 2.4 i	2	
	Question 2.4 ii	2	
	Question 2.4 iii	2	
	Question 2.4 iv	2	
	Question 2.4 v	2	
	Question 2.4 vi	2	
	Question 2.5	5	
	Question 3.1	5	
	Question 3.1	5	
	Question 3.1	5	
	Question 3.1	5	
Deductions	1 day late	-5	
	2 days late	-10	
	3 days late	-15	
	Total:	150	

PRE-ASSESSMENT AGREEMENT

Assessment Preparation: Preparing the Candidate

Student name and surname		Date	
		Time	
Assessor name and surname		Venue	

How to prepare the candidate	Document Requirements	Agree (tick)	Action Required
Explain to the candidate why you are meeting and the purpose of the assessment.	Assessment Policy Assessment process		
Discuss the assessment plan in detail.	Assessment strategy		
Explain assessment process, show assessment instruments to candidate and describe assessment conditions.	Assessment instruments		
Identify the role-players during assessment.	Assessors Moderator		
Describe the evidence required to be declared competent.	Examples of evidence		
Explain how evidence will be judged.	Mark allocation explained		

Explain to the candidate how to prepare: Give candidate assessment task description.	Assessment task description		
Confirm with the candidate what he/she should bring to the assessment.	Detailed briefing on exact requirements to be given to candidate in writing		
Ensure that candidate understands the procedures of all assessment practices.	Appeals Policy Appeals procedure Assessment Policy Assessment Procedure Moderation Policy Moderation procedure Verification Policy Verification Procedure		
Ask the candidate if he/she foresees any problems or identify any special needs.	List needs		

Agreed Assessment Plan			
Student name and surname:			
Assessor name and surname:			
Module name:	Website Design and Development		
Unit Standard/s:	US115369 US115366 US115372 US115368		
Type of Assessment i.e. Formative assignment, Formative test, Formative Practical, Summative etc.	Formative Assessment 1		
Special Assessment Requirements:	N/A		
Event	Date, time and location	Resources required	Evidence to be generated
Assessments due date		Assessments	Completed documentation
Complete activity on MyAIE and upload to MyAIE			Completed Portfolio of Evidence

Submit Portfolio of Evidence			

Assessor Roles and Responsibility	
Roles	Assessor Guide Feedback Agent Reviewer
Responsibilities	Consult candidate re-assessment, assessment process and plan. Agree assessment process and plan with candidate. Forward documentation to candidate: plan, guide and assessment instruments. Assess candidate with the use of different instruments. Provide feedback on assessment findings. Support candidate through assessment process. Source feedback from candidate on assessment process. Review assessment process and outcome. Use assessment process as opportunity to transform assessment activities and outcomes.

Candidate Roles and Responsibility	
Roles	• Leaner • Feedback agent • Reviewer
Responsibilities	• Be available for assessment. • Be actively involved in the consultative process. • Learn from the assessment process. • Provide feedback to the assessor in terms of the assessment as learning activity. • Provide feedback to the assessor on the efficacy of the assessment process. • Review own role and assessor role in the assessment process.
Assessment Instruments	• Portfolio of Evidence • Questionnaire • Report • Presentation • Reflexive questions • Work sample

	• Practical's
	• Group Activity
	• Research activities

Assessment Process	
• Evaluation of POE addressing Essential Embedded Knowledge in unit standards. • Evaluation of Research Projects and other evidence addressing specific unit standards. • Consultation: assessment plan and assessment activities and instruments. Pre-assessment moderation and interviews conducted at this stage. • Observation: feedback on assessment against specific outcomes, critical outcomes in unit standards. • Feedback: to candidate regarding sufficiency of evidence and possible interview to gain supplementary evidence. • Feedback to candidate regarding assessment findings as well as review process.	
Feedback	Written feedback to be given to all stakeholders at the end of the assessment process, as well as verbal feedback to the candidate during assessment activities.
Recording Process	Process and findings to be recorded and submitted for record keeping purposes as well as moderation and verification.
Review Process	The review process is the responsibility of the assessor and the candidate. Joint reviewing will take place after feedback has been given to the candidate.
Right to appeal	The candidate must be advised of the right to appeal.
Resources Required	Assignments • POE • Assessments • Guides

I confirm that:
- I have been consulted on and have agreed to the training and assessment process as detailed in the assessment guide.
- I have been advised of my right to appeal against any assessment that is unfair, unreliable, invalid or impracticable.
- I have read and understood the appeal procedure.
- I know that assessments may be moderated or verified by an external party.
- The purpose of the assessment has been clearly explained to me.
- The criteria have been discussed with me, and I know I will be assessed against these criteria.
- I know when and where I will be assessed, and I was given fair notice.
- I know how the assessment will be done, and any other requirements related to the assessment.

Signed: _____   Date: _____

Overall Assessment Decision	Competent		Not yet competent	
Student's Signature		Date:		
Assessor's Signature		Date:		
Moderator's Signature		Date:		

ASSESSMENT FEEDBACK AGREEMENT

Assessment feedback: Feedback to learner

Qualification Name:	
Qualification SAQA Number:	
Subject Name:	Website Design and Development
Subject Code:	WEDD
Assessment Name:	Formative Assessment 1
Assessment Code:	WEDD_FA1
Assessment Type:	Formative

Feedback report	1st Attempt		2nd Attempt	
	C	NYC	C	NYC
Unit standard Number(s)				
US115366				

SO1, AC1				
SO1, AC2				
SO1, AC3				
SO1, AC4				
SO1, AC5				
SO1, AC6				
SO1, AC7				
SO2, AC1				
SO2, AC2				
SO3, AC1				
SO3, AC2				
SO3, AC3				
SO3, AC4				
SO3, AC5				
US115368				
SO1, AC1				
SO1, AC2				
SO1, AC3				
SO1, AC4				
SO1, AC5				
SO1, AC6				
SO1, AC7				

SO2, AC1				
SO2, AC2				
SO2, AC3				
US115369				
SO1, AC1				
SO1, AC2				
SO1, AC3				
SO2, AC1				
SO2, AC2				
SO2, AC3				
US115372				
SO1, AC1				
SO1, AC2				
SO1, AC3				
SO2, AC1				
SO2, AC2				

General feedback to learner (Attempt 1)
Supply comprehensive feedback why learner is found NYC

Learner Number:			
Learner name and surname:		Date:	
Learner Signature:			
Lecturer name and surname:		Date:	
Lecturer Signature:			
Assessor name and surname:		Date:	
Assessor Signature:			
Moderator name and surname:		Date:	
Moderator Signature:			

Note to learner
Review the feedback provided by your lecturer to check that you have been found competent in this assessment. If there are any areas where you have been found not yet competent, you must redo those parts of the assessment and resubmit within the stipulated time frame.

The section below will only be completed in cases where the learner was asked to

resubmit parts of the assessment where they were found not yet competent. |

General feedback to learner (Attempt 2)

Supply comprehensive feedback why learner is found NYC

Learner Number:			
Learner name and surname:		Date:	
Learner Signature:			
Lecturer name and surname:		Date:	
Lecturer Signature:			
Assessor name and surname:		Date:	
Assessor Signature:			
Moderator name and surname:		Date:	
Moderator Signature:			