

# Project Assessment: Create and style a website

## Criteria

### Unit code, name and release number

ICTWEB431 Create & style simple markup language documents  
ICTWEB433 Confirm accessibility of websites  
ICTWEB444 Create responsive website layouts  
ICTWEB452 Create a markup language document

### Qualification/Course code, name and release number

ICT40210 – Certificate IV in Information Technology - Web

## EXTRACT for the SCENARIO

### Specific task instructions

#### Scenario

*Sorrento by the Sea* is a luxury apartment located on the picturesque Mornington Peninsula, an approximate one-hour scenic drive from Melbourne. The owners of this apartment have contacted you to build their website. They want to promote their apartment and help increase occupation during the off-season times, so they need it completed in four weeks.

The owners feel the best way to do this is to highlight unique attractions of the area, such as the calm front beach on Port Phillip Bay and the wilder surfing beaches on the Bass Strait side, coastal walks, swimming with dolphins and fishing. These cater for all ages and tastes.

On the Home page, they would like a suitable hero image.

On the Contact page they would like:

- their contact details
- an enquiry form to collect name, email address, commencement booking date and number of nights
- and a map of the area (this can be an embedded Google map or a screenshot image)

On a third page for this site, refer to the organisation information documents and use the content to develop this third page (it's your choice for the page you develop)

They want to focus on the ease of access for nearby Melbourne residents and have provided an enticing pricing structure for people who want to get away from the city for a few days.

They also want to highlight the pet-friendly policy of this apartment.

Download and unzip the **resource folder** (sorrento by the sea.zip) from the client. It contains images of the apartment and the local features, some general information about the business, unit and area, a logo and icons.

They would like a **two-column layout** with styles and colours that are listed in the technical specifications below.

Table 1: Technical specifications

Feature	Associated style
Global font hierarchy	Helvetica, Calibri, suitable default
Primary navigation links	#4d1d18, remove default underline
Navigation hover effect	#555
Major heading	#87423c, 36 pixels
Sub-headings	#4d1d18, 24 pixels
Paragraph text	150% line height
Content links	#87423c
Footer text and links	#87423c

## Part 1: Create and style the website

Using a text editor and the mark-up language identified in Assessment 1, create the structured and formatted website for the client. **Note: You must not use a program that generates code, eg Dreamweaver.** Refer to the client's requirements and organisational standards, as well as relevant industry and accessibility standards, and ensure that your website follows these.

Include the following:

1. Create and use an appropriate directory structure for the website.
2. Build the page structure for your webpages using essential basic elements.
3. Create the **three pages** specified in the scenario above and use the supplied content (text and images) from the client. Add appropriate web page components as indicated.
4. Each page must include the following elements:
  - Company logo, which includes a link back to the home page
  - A navigation menu of text links providing access to all pages
  - A current page indicator to clearly show a visitor where they are within the site.
  - A footer with appropriate utility links and social media icons
5. Use semantically-correct structural mark-up to define additional sections of each page as needed.
6. Style, format and lay out the pages using CSS:
  - Use **one** external CSS file for all styles i.e. no inline styles or internal styles are to be coded in the HTML file
  - Use consistent styles and layout across the site, including appropriate use of font stack, colours, line-spacing, etc.
  - Avoid unnecessary elements or attributes – use existing elements such as selectors wherever possible
  - Use 'id' and 'class' attributes appropriately
  - Style hyperlinks appropriately for different states, such as visited and hover – do not use the default styles
  - Style the current page indicator appropriately.

## Part 2: Test and validate the website

Now that you have completed creating three pages in the website, it's time for you to test and validate it. Record your test results (including screenshots where indicated) in a word-processed document to provide to the client. Use specialised language where appropriate.

1. Test your web pages using your testing checklist. Make sure that your testing includes the following:
  - Test your website in at least two common browsers; if you have difficulty accessing different browsers and versions you can use an online testing site such as [Browser Shots](#) (include screenshots)
  - Validate your website to ensure it meets current web standards (include screenshots).
2. You must correct any issues and re-test your website until it displays correctly. Be prepared to discuss this re-testing process with your teacher, including screenshots of different versions.
3. Be prepared to explain the testing process and the results with your teacher, including any outstanding issues and corrective actions.

## Part 3: Hand over website

Now that you have completed three pages for this website, you need to meet with your client in a role play of 10-15 minutes to demonstrate it and obtain their acceptance.

- For face-to-face students, your assessor will observe the role play and complete the Observation Checklist.
- For online students, make an appointment with your assessor for an online meeting.
- Make sure that you use:
  - clear and detailed verbal language to convey explicit information.

Role play participants:

- **Client** – your assessor will participate as the Client
- **Website developer** (this is you).

Ensure that you include the following in your role play:

1. Demonstrate finished website to client.
2. Provide test results to client, explaining any outstanding issues and corrective actions.
3. Correct any issues that the client brings up.
4. Obtain the client's acceptance of the finished website.

## Part 4: Correct errors

Completed in class tasks throughout the delivery of these modules

### Assessment Checklist

The following checklist will be used by your assessor to mark your performance against the assessment criteria of your submitted project. Use this checklist to understand what skills and/or knowledge you need to demonstrate in your submission. All the criteria described in the Assessment Checklist must be met. The assessor may ask questions while the submission is taking place or if appropriate directly after the task/activity has been submitted.

Table 2: Assessment Checklist

TASK/STEP #	Instructions	S	U/S	Assessor Comments
<b>Part 1.1</b>	Creates appropriate directory structure			
<b>Part 1.2</b>	Creates at least three webpages, structured using essential basic elements			
<b>Part 1.3, 1.4</b>	Includes the required web page components and supplied content, navigation, footer, logo and current page indicator			
<b>Part 1.5</b>	Uses semantically-correct structural mark-up			
<b>Part 1.6</b>	Styles, formats and lays out pages using CSS according to requirements			
<b>Part 2.1</b>	Tests website in two browsers using test approach and test checklists			
<b>Part 2.1</b>	Validates website to meet current web standards			

TASK/STEP #	Instructions	S	U/S	Assessor Comments
<b>Part 2.2</b>	Corrects any errors			
<b>Part 2.3</b>	Explains the testing, any outstanding issues and corrective actions			
<b>Part 4.1</b>	Corrects website errors			
<b>Part 4.2</b>	Explains the errors and the problem-solving processes used, including evidence			

## Observation Checklist

The Observation Checklist will be used by your assessor to mark your performance in Part 3 of this assessment. Use this Checklist to understand what skills you need to demonstrate in the role play. The Checklist lists the assessment criteria used to determine whether you have successfully completed this assessment event. All the criteria must be met. Your demonstration will be used as part of the overall evidence requirements of the unit. The assessor may ask questions while the demonstration is taking place or if appropriate directly after the task/activity has been completed.

Table 3 Observation Checklist

Task #	Task/Activity Performed	S	U/S	Assessor Comments (Describe the student's ability in demonstrating the required skills and knowledge)
<b>Part 3</b>	Uses clear and detailed language to convey explicit information			<i>Date of Observation:</i>  <i>Assessors are to record their observations in sufficient detail to demonstrate their judgement of the student's performance against the criteria required.</i>
<b>Part 3.1</b>	Demonstrates website			
<b>Part 3.2</b>	Provides test results and explains issues			
<b>Part 3.3</b>	Corrects any issues from client			
<b>Part 3.4</b>	Obtain client's acceptance			



## Assessment Feedback

### Assessment outcome

- ☐ Satisfactory
- ☐ Unsatisfactory

### Assessor Feedback

- ☐ Has the Assessment Declaration been signed and dated by the student?
- ☐ Are you assured that the evidence presented for assessment is the student's own work?
- ☐ 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 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**