

Assessment Resource Summary

Unit	ICAWEB429A Create a markup language document to specification	
Assessment Type	This is a summative assessment , which requires each student to have adequate practice prior to undertaking this assessment This assessment Must be undertaken within the workplace (wherever possible) or in a simulated workplace if actual workplace not available	
Assessment Methods	Project + Observation	Assessment 1 <ul style="list-style-type: none"> Create a five page web site with the incorporation of web page components into web site. Validation report on weather web site created meets the user requirements specifications. Validation report with screen captures of compatibility of site with different browsers.
	Written Assessment	Assessment 2 <i>(Written Assessment / Quiz)</i>
	Portfolio	Assessment 3 <i>(Activity Tasks)</i>

Last Modification Date	August 2012
Proposed Review Date	August 2013

Unit Summary

This unit describes the performance outcomes, skills and knowledge required to design, create and save a markup language document to a given specification using a text editor rather than an authoring tool.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Prerequisite Units

There are no required prerequisite units

Co-requisite Units

There are no recommended co requisite units

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How to conduct these Assessments

It is important that prior to conducting this assessment, the assessor undertakes the following:

Prior to conducting the assessment

- Read the assessment task as detailed throughout this document
- Contextualise the task (and checklist) to ensure it reflects the students working environment. (Be sure to check with the mapping document to ensure any contextualisation still covers the unit requirements)
- Read the assessor instructions and checklist prior to commencing the assessment
- Ensure the workplace (or simulated environment) is suitable for the parameters of the task, to ensure the students will have an appropriate opportunity to demonstrate their skills
- Make suitable modifications to the workplace if required to allow all tasks to be observed
- **If undertaken on the job** - discuss the assessment with the workplace supervisor, so they are aware of what will happen throughout the process
- Ensure the student is allocated the appropriate time and resources for the task
- **If undertaken on the job** - Determine and agree with the supervisor an acceptable time frame for each assessment.
- Advise the student prior to conducting the assessment of:
 - what will occur throughout the assessment process
 - when the assessment will occur
 - the level of competency expected
 - NB: You should not tell the student how to undertake the task, as it would lead the student and render the assessment process invalid. The student should have been taught "How" to perform each task during the training stage, and is expected to know this prior to commencing the assessment
 - DO NOT give the student a copy of the checklist prior to the assessment

Conducting the assessment

- Establish and oversee the evidence gathering process to ensure remains valid, reliable, fair and flexible
- Advise the student when to commence the assessment
- Observe the student undertake the tasks as outlined
- Record your observations in the assessor checklist
- Where a checklist point is not observed due to an inappropriate environment, or for a reason outside the students control, modify the scenario to allow the student an opportunity to perform the associated task
- Where a checklist point is not appropriate, write "N/A" in the space provided
- Gather supporting documentation where available and appropriate (as evidence)
- Incorporate allowable adjustments to the assessment procedure without compromising the integrity of the assessment
- Do not interfere with the assessment unless the students actions impose a risk to themselves or anyone else
- If a student performs an action incorrectly, mark it as such. Record what you see, not what you want to see.
- Once the assessment is complete, advise the student that the assessment has ceased, and record your comments in the sections provided

Making the decision

- The student needs to be deemed satisfactory in the full unit to gain competency.
- If you are in doubt, gather further evidence to help guide your decision.
- Assess the students on what you see during the assessment period, not on actions before or after the assessment.
- Use both the checklist and your professional competency to determine the final outcome for the student.
- If you are marking the student NYC, ensure you outline why you have made this decision, and provide advice on how the student can improve their skills / knowledge prior to reassessment.

After the assessment

- Provide constructive feedback to the student on their performance during the assessment period. Do not make any comments on actions undertaken prior or after the assessment period.
- Provide the student with:
 - Clear and constructive feedback based on the assessment decision
 - Information on ways of overcoming any identified gaps in competency revealed by the assessment the opportunity to discuss the assessment process and outcome information on reassessment and the appeals processes.
 - An opportunity for reassessment if appropriate or requested by the candidate
 - Information on appeal process as applicable to your organisation
- Where the students performance is deemed satisfactory, provide the student with a copy of the completed checklist, ensuring the comments section is completed.
- Where the students performance is deemed not-satisfactory - provide a copy of the comments / feedback, but not the checklist. This is to ensure the assessment remains valid on re-assessment.
- Record and report the assessment outcome as per your RTO's procedures

ASSESSMENT SUMMARY / COVER SHEET

This form is to be completed by the assessor and used as a final record of student competency.
All student submissions including any associated checklists (outlined below) are to be attached to this cover sheet before placing on the student's file.
Student results are not to be entered onto the Student Database unless all relevant paperwork is completed and attached to this form.

Student Name:	
Student ID No:	
Final Completion Date:	

Unit Code:	ICAWEB429A
Unit Title:	Create a markup language document to specification

Please attach the following student evidence to this form		Result S = Satisfactory NS = Not Satisfactory NA = Not Assessed
Assessment 1	<input type="checkbox"/> A five page web site with the incorporation of web page components into web site. <input type="checkbox"/> Validation report on weather web site created meets the user requirements specifications. <input type="checkbox"/> Validation report with screen captures of compatibility of site with different browsers. <input type="checkbox"/> Checklist attached	S NS NA
Assessment 2	<input type="checkbox"/> Written Assessment / Written	S NS NA

<i>Final Assessment Result for this unit</i>	C / NYC
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Student Feedback: _____

Student Declaration: I declare that I have been assessed in this unit, and I have been advised of my result. I also am aware of my appeal rights. Signature: _____ Date: ____/____/____	Assessor Declaration: I declare that I have conducted a fair, valid, reliable and flexible assessment with this student, and I have provided appropriate feedback Signature: _____ Date: ____/____/____
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Administrative use only

<i>Entered onto Student Management Database</i>	<input type="checkbox"/> _____ <i>Date</i>	_____ <i>Initials</i>
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ASSESSMENT 1 – STUDENT INFORMATION

This information is to be handed to each student to outline the assessment requirements.

For this assessment you are to design, create and save a markup language document using a markup language without the automated generation of code and validate the markup language code and check for compatibility between browsers from a client brief and a modified user requirements document.

Your development of markup documents must demonstrate:

- The ability to Analyse specifications and requirements,
- Creation of document structure
- Incorporation of web page components
- Validate of markup documents

Task 1. You are to create a five page web site.

- You are to obtain the working files for this web site assessment from your trainer or you can download it from the apps drive under Dolphins Assignment.
- You will need to analysis what files you have in the folders and create each individual page according to the interface design specifications attached to this document
- You are also to create a feedback form and a hover button to your email address.

Task 2. You are to write a validation report on whether the web site created meets the user requirements specifications. The report is to have a criteria check list where you tick off all the features and components that have to be including in the web site. You will need to read through the user requirements to ascertain what needs to be created. If items are missing write down what problems occurred while creating it and why it is not possible to create those features.

Task 3. You are to write a validation report by testing the html tags of each of the pages that you have created and save the results in the report from the validation testing. You are then to test to see how the web site work in at least 2 different browsers for example test what the web site looks like in internet explorer and Fire fox. Take screen captures and save in the validation Report

On completion of this unit, you are to submit the following:

- Create a five page web site with the incorporation of web page components into web site.
- Validation report on weather web site created meets the user requirements specifications.
- Validation report with screen captures of compatibility of site with different browsers.

This assessment must be undertaken in the workplace, or in a simulated work environment. If undertaken in a simulated environment, you are to discuss your resource / topic selection with your assessor prior to commencing this task.

This assessment is to be submitted before: _____

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User Requirements of the Dolphins Project.

Client Brief:

Joe blogs is a teacher that is interested in dolphins and would like a website created to inform people about dolphins.

Requirements.

You need a Home page, What is a Dolphins Page?, Photogallery, Audio and a Video Page.

On the front page you are to have you Name, Student Number, and email address as well as in the footer.

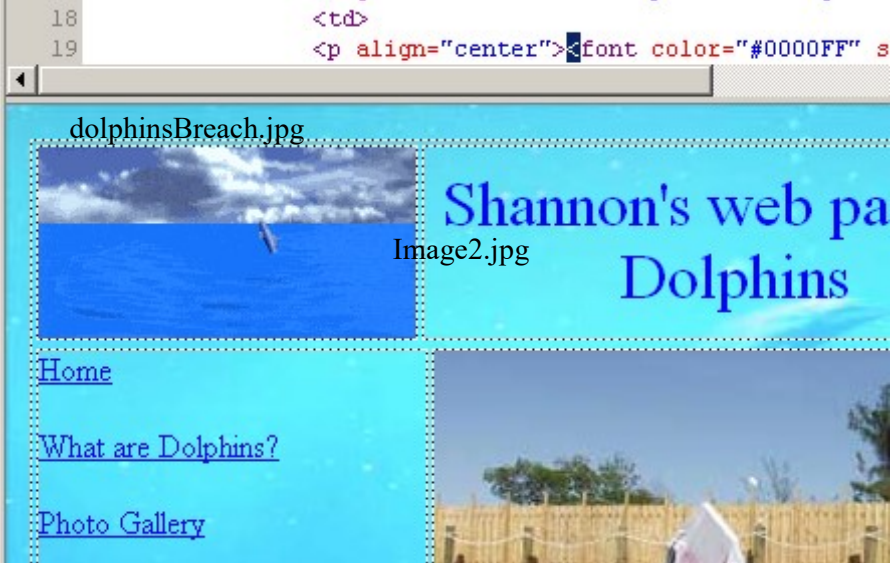
You are also to create a feedback form and a hover button to your email address.

Site Structure.



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The following interface design is what the web page should look like.

Page: Home Page	
The page should have the following links: Home What are Dolphins Photo Gallery Audio Video	
18	<code><td></code>
19	<code><p align="center"><font color="#0000FF" s</code>
	
The name of the Background image is: hg-dolphin14.jpeg The top right hand corner photo is called: dolphinsBreach.jpg	

Page: Audio

The page should have the following links:

Home

What are Dolphins

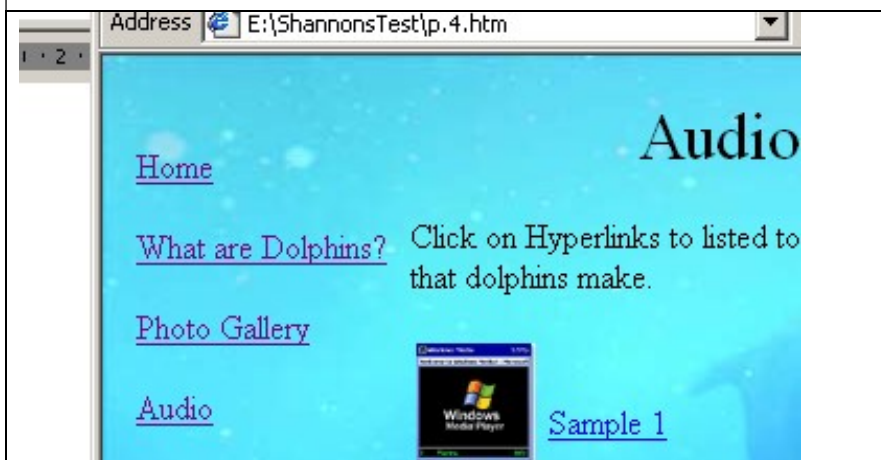
Photo Gallery

Audio

Video

The page content should have the following passage of text:

Click on the Hyperlinks to listen to sample sounds that dolphins make.



Page: Videos Page

The page content should have the following passage of text:

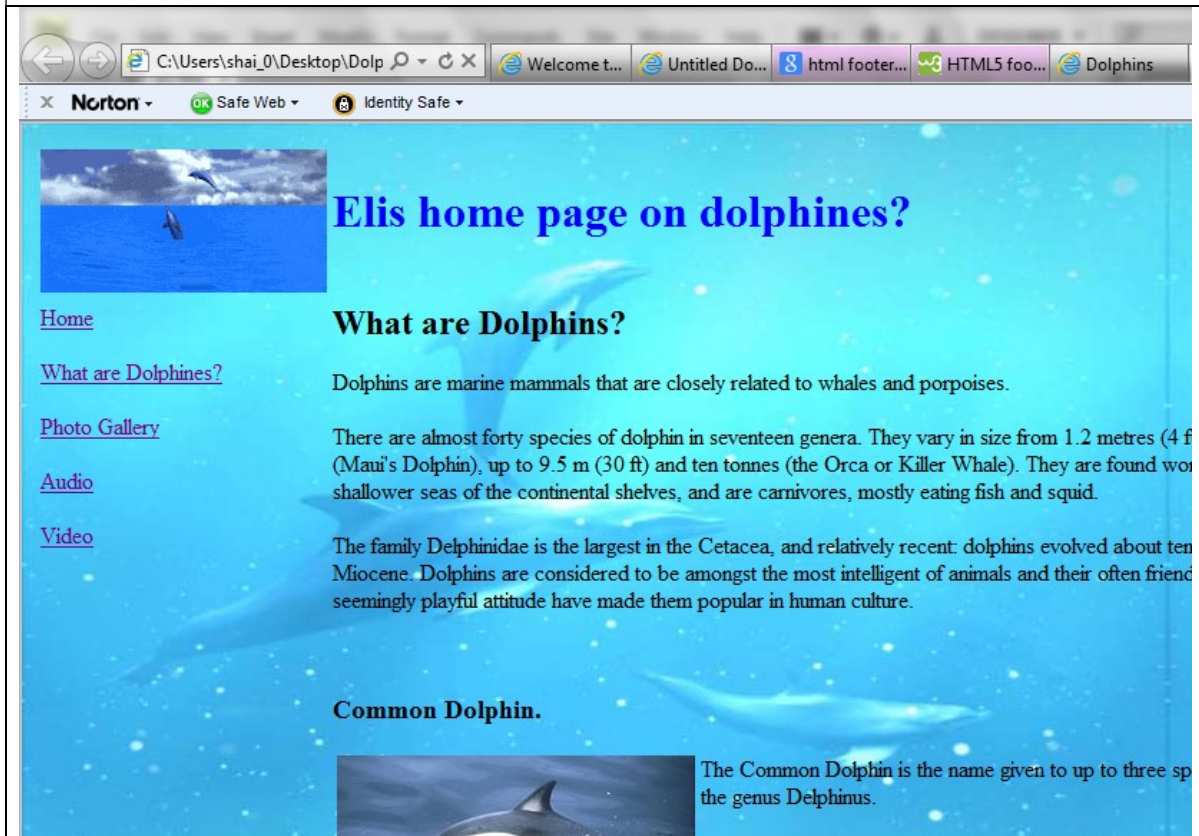
Click on the Hyperlink to download video footage of dolphin fish.

Incorporate a Flash video into the Videos page. The Code is already in a html page called, Dolphins_Vid_1.htm. Put that code into your video page template that you have created.



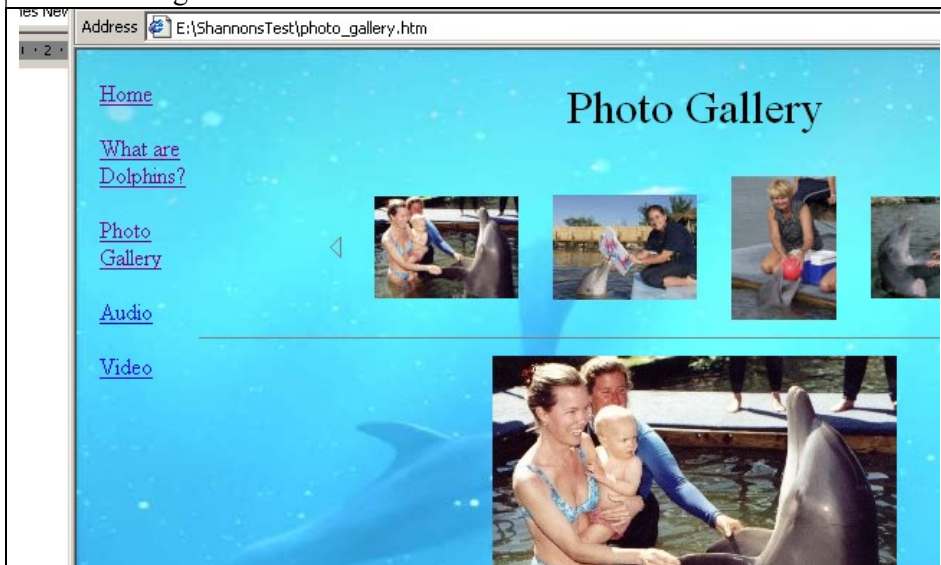
Page: What are Dolphins.

Open the word document file called What are dolphins.doc and following the instructions described in this file so that the contents represent the following interface design.



Page: Photo Gallery.

When you click on the image, it should open up to a larger image. You can have the image load in a new window or within its self.



ASSESSMENT 1 – ASSESSOR INSTRUCTIONS

These instructions must be followed when assessing the student in this unit. The checklist on the following page is to be completed for each student. Please refer to separate mapping document for specific details relating to alignment of this task to the unit requirements.

The student has been given the following brief

For this assessment you are to design, create and save a markup language document using a markup language without the automated generation of code and validate the markup language code and check for compatibility between browsers from a client brief and a modified user requirements document.

Your development of markup documents must demonstrate:

- The ability to Analyse specifications and requirements,
- Creation of document structure
- Incorporation of web page components
- Validate of markup documents

Task 1. You are to create a five page web site.

- You are to obtain the working files for this web site assessment from your trainer or you can download it from the apps drive under Dolphins Assignment.
- You will need to analysis what files you have in the folders and create each individual page according to the interface design specifications attached to this document
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Task 2. You are to write a validation report on weather the web site created meets the user requirements specifications. The report is to have a criteria check list where you tick off all the features and components that have to be including in the web site. You will need to read through the user requirements to ascertain what needs to be created. If items are missing write down what problems occurred while creating it and why it is not possible to create those features.

Task 3. You are to write a validation report by testing the html tags of each of the pages that you have created and save the results in the report from the validation testing. You are then to test to see how the web site work in at least 2 different browsers for example test what the web site looks like in internet explorer and Fire fox. Take screen captures and save in the validation Report

On completion of this unit, you are to submit the following:

- Create a five page web site with the incorporation of web page components into web site.
- Validation report on weather web site created meets the user requirements specifications.
- Validation report with screen captures of compatibility of site with different browsers.

This assessment must be undertaken in the workplace, or in a simulated work environment. If undertaken in a simulated environment, you are to discuss your resource / topic selection with your assessor prior to commencing this task.."

Specific Assessor Notes:

In setting this assessment, you are to

1. Make a copy of the Dolphins Folder for student to analysis and interpret.
2. Students are allowed to ask questions about the site to clarify user requirements; other questions are to marked on assessment check list. Such questions and answers as the following;
Q1. Do I need to create a new page for the feed back page? Ans: Yes or what do you think we need.
Q2. What information do you want on the feed back page? Ans: Persons Name, Email address, Phone Number Massage and a submit button.
Q3 Notes: Photogallery page can be different to design because of limitation of html, so the photo gallery page can be a grid of image and the images can be opened up in a new page. A table can be used to create a grid.
Q3. Can I create a web page with a table and then make links of the images in a new blank page? Ans: Yes

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3. Set a date for this assessment and advise students of the topic and how it will be marked.
4. Hand out and explain the Student Information Form and allow opportunities for the student ask questions
5. Assess the candidates' submissions / observations using the following checklist

Due Date: _____

This assessment may be undertaken in the following formats:

- **On the job.** These assessments must:
 - using a registered and operating workplace
 - ensure access to customers relevant to the work role and unit requirements
 - ensure access to staff members / colleagues
 - ensure candidate is working in a suitable role to the unit (i.e. - candidates undertaking units requiring staff supervision must have staff to supervise, and authority to do so)
 - ensure access to relevant, working and current tools and equipment as appropriate to the unit requirement
 - relating their project to their current or preferred vocational direction
- **Classroom / Simulated environment.** These assessments must demonstrate
 - *technical skills*
 - *underpinning knowledge*
 - *generic skills such as decision making and problem solving*
 - *workplace practices such as effective communication.”*
 - If role plays are required, the assessor must ensure all ‘actors’ or ‘participants’ perform in a professional manner - reflecting an actual workplace. Participants are to be informed of their expected involvement.
 - If a simulated workplace is used, it must allow for distractions such as background noises, ringing telephones, interruptions - etc.
 - Each student must dress appropriately and professionally in line with workplace standards
 - Allow the student to relate their project to their current or preferred vocational direction
- For each assessment, you are to act as a supervisor and not interfere with the assessment. In the event that the assessment is activities will impact on the safety of a student or bystander, the assessment must be stopped immediately

ASSESSMENT 1 – ASSESSOR CHECKLIST

This checklist is to be used when assessing the students in this task. This checklist is to be completed for each student. Please refer to separate mapping document for specific details relating to alignment of this task to the unit requirements.

Student Name:		
Student ID No:		
Project 1:	Topic:	Context:
Class Work 2:	Topic:	Context:

In Analyse specifications and requirements, did the student	Project 1 Date: _____	Class Work 2 Date: _____	Comments
Determine uses and audience of the document	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Determine appropriate markup language based on document uses and audience and current industry best practice	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Markup language may include:			
• dynamic hypertext markup language (DHTML)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
• hypertext markup language (HTML)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
• standard generalised markup language (SGML)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
• virtual reality modelling language (VRML)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
• eXtensible hypertext markup language (XHTML)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
• eXtensible markup language (XML).	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Determine document structure	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Whilst Create document structure, did student	Project 1 Date: _____	Class Work 2 Date: _____	Comments
Create and assign basic elements of the document, taking into account <i>accessibility</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

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Accessibility may be related to:			
• browser software, user agent and versions	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
• cultural awareness	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
• ethnicity	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
• physical impairments	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
• remote locations.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Mark up sections of the document to describe the <i>structure</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Structure may include elements such as:			
• headings	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
• lists	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
• paragraphs.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Select the game genre that best meets the creative, technical and production requirements of proposal or brief	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Whilst Incorporating web page components, did student	Project 1 Date: _____	Class Work 2 Date: _____	Comments
Identify web page components	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Web page components may include:			
• flash movies	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
• images	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
• links	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
• lists	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
• tables.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Evaluate suitable web page components	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Include required web page components	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Whilst Validating documents, did student	Project 1 Date: _____	Class Work 2 Date: _____	Comments
Validate markup language document against specifications and record outcomes	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Validate markup language document in different <i>browsers</i> for compatibility and record outcomes	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

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Browsers may include:			
• Firefox	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
• Google chrome	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
• Internet Explorer	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
• Konqueror	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
• Lynx	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
• Mozilla	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
• Opera	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
• Safari.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Comments

Result: Satisfactory | Not Satisfactory | Not Assessed

Student Declaration: I declare that I have been assessed in this unit, and I have been advised of my result. I also am aware of my appeal rights.

Signature: _____

Date: ____/____/____

Assessor: I declare that I have conducted a fair, valid, reliable and flexible assessment with this student, and I have provided appropriate feedback

Signature: _____

Date: ____/____/____

ASSESSMENT 2 – ASSESSOR INSTRUCTIONS

WRITTEN ASSESSMENT / PROJECT

This assessment may be undertaken in one of the following formats

Written assessment

1. Set a date for this written assessment.
2. Advise students of the topic and how the assessment will be conducted / marked
3. Set up room with a gap between each student (staggered formation recommended)
4. Set ground rules including no phones, talking, books, etc.
5. Pass a copy of the assessment to each student (Ensure the answers have been deleted from the students copy)
6. Allow time for reading and questions before commencing assessment.
7. Once assessment has commenced, no communication between students is allowed.
8. If students repeatedly talk, or are caught cheating, they are to be removed from the classroom, and reported to student administration. Mark the assessment tasks as “incomplete”
9. Allow 3 hour for this assessment. No students are to leave the classroom within 15 minutes of commencement of the assessment.
10. Remember – assessments are a participatory process, so you can help re-word questions, but be careful NOT TO LEAD. We are assessing the students, not you!
11. Once completed, mark the assessment accordingly. Refer to the sample answers as direction on expected student responses
12. In the event that a question is not answered correctly, discuss the response with the candidate to determine if the student did not know the answer, or did not understand the question.
13. In order to achieve competency, all questions that are mapped in the associated mapping document MUST be answered correctly.

Project

1. Set a date for this written assessment.
2. Advise students of the topic and how the assessment will be conducted / marked
3. Provide the blank project to the student
4. Provide student the opportunity to ask questions prior to starting the assessment.
5. In the event that a question is not answered correctly, discuss the response with the candidate to determine if the student did not know the answer, or did not understand the question.
6. Remember – assessments are a participatory process, so you can help re-word questions, but be careful NOT TO LEAD. We are assessing the students, not you!
7. Once completed, mark the assessment accordingly. Refer to the sample answers as direction on expected student responses
8. In order to achieve competency, all questions that are mapped in the associated mapping document MUST be answered correctly.

ASSESSMENT 2 – WRITTEN ASSESSMENT / QUIZ

Student Name: _____

Student ID No: _____

Date: _____

Student Instructions: (Written Assessment Only)

This is a closed book written assessment. In the time allocated, you are to answer all of the following questions. Make sure you:

- Print Clearly
- Answer all questions
- Use a pen. Assessments written in pencil will not be accepted.
- Ask your assessor if you do not understand a question. Whilst your assessor cannot tell you the answer, he/she may be able to re-word the question for you
- Do not talk to your classmates. If you are caught talking, you will be asked to leave and your assessment will not be marked.
- Do not cheat. Anyone caught cheating will automatically be marked Not Yet Competent for this unit. There are NO EXCEPTIONS to this rule.

Questions	
1	Q1. Define the term use and audience as well as give an example in relation to a web site or document. Element 1.1
<p>Sample Ans:</p> <ul style="list-style-type: none">• An object to be reached; a target; an aim; a goal; A result that is desired; an intention; The act of intending to do something; resolution; determination; The subject of discourse; the point at issue; The reason for which something is done, or the reason it is done in a particular way; Have ... en.wiktionary.org/wiki/purpose <p>The purpose of the statement is to inform users of this site with regard to the collection and use of personally identifiable information. www.minidoka.id.us/general/termsfuse.htm</p>	

2

Q2. Write down at least 6 different types of uses or Web site content and there target audience.
Element 1.1

Sample Answer;

Uses	Audience	Content	Elements
Stock Market Web Site	Stock market Traders	Statistical Information	Statistical Information, Tables, Forms
Information web site	General Public	Product Information	Images and Text
e-Commerce website	Consumers, Traders	On-Line Processing	Images, Production Information, Price, Forms
Customer only information web site	Consumers		Images, Text
Search Engine Web Site	General Public Students	Listing of Information	No Graphics, Other Hyperlinks
Student Website	Students, Teachers		Built in Search Engine, Images, Text, Audio, Video, Other Hyperlinks
Products	Consumer, Traders		Images, Forms
Services	Consumer		
Blogs	People that Exchange Information		Text, Readings, Other Hyperlinks

3

Q3. Circle the Appropriate answer for the list of multiple choice quiz questions.

a

Stands for Dynamic HTML. Refers to a number of different technologies including JavaScript, Document Object Model (DOM), and Cascading Style Sheets (CSS), designed to increase the possibilities for interactivity and animation on the web.

- a. HTML.
- b. DHTML.
- c. XML.
- d. XHTML.
- e. SGML
- f. VGML

Ans: b

b	<p>b. An acronym for HyperText Markup Language – the programming language used to create Web pages or documents on the World Wide web.</p> <p>a. HTML. b. DHTML. c. XML. d. XHTML. e. SGML f. VGML</p> <p>ans a</p>
C	<p>c. Short for Extensible Markup Language, a specification developed by the W3C. XML is a pared-down version of SGML, designed especially for Web documents. It allows designers to create their own customized tags, enabling the definition, transmission, validation, and interpretation of data between applications and between organizations.</p> <p>a. HTML. b. DHTML. c. XML. d. XHTML. e. SGML f. VGML</p> <p>ans c</p>
D	<p>d. Short for Extensible Hypertext Markup Language, a hybrid between HTML and XML specifically designed for Net device displays and must conform to the markup standards defined in a HTML DTD.</p> <p>a. HTML. b. DHTML. c. XML. d. XHTML. e. SGML f. VGML</p> <p>ans d</p>
E	<p>e. Short for Standard Generalized Markup Language, a system for organizing and tagging elements of a document. SGML was developed and standardized by the International Organization for Standards (ISO) in 1986. SGML itself does not specify any particular formatting; rather, it specifies the rules for tagging elements. These tags can then be interpreted to format elements in different ways.</p> <p>a. HTML. b. DHTML. c. XML. d. XHTML. e. SGML f. VGML</p> <p>ans e</p>

f	<p>f. Pronounced ver-mal, and short for Virtual Reality Modeling Language, VRML is a specification for displaying 3-dimensional objects on the World Wide Web. You can think of it as the 3-D equivalent of HTML. Files written in VRML have a .wrl extension (short for world). To view these files, you need a VRML browser or a VRML plug-in to a Web browser.</p> <p>a. HTML.</p> <p>b. DHTML.</p> <p>c. XML.</p> <p>d. XHTML.</p> <p>e. SGML</p> <p>f. VGML</p> <p>ans f.</p>
4	<p>Question 4. (Element 1.3)</p> <p>You are to create or draw the following in the space provide based on the scenario given.</p> <ul style="list-style-type: none"> Design a document structure based on user requirements (plan the interface and layout and label each item and give description of each component. Develop document map/diagram and confirm with client <p>Scenario:</p> <p>The project</p> <p>I want you to create a page for Joe's website that meets the following specifications:</p> <p>The page should have a pale green background colour.</p> <p>The font on the whole page should be specified as <i>Verdana</i>, but allow it to degrade to Arial, Helvetica or any sans serif font.</p> <p>The heading for the page should be bright green, centred, two sizes above normal and should contain the text: <i>All produce at Joe's</i>.</p> <p>On the left side, the page should have a navigation bar, using three images of the same vegetable. Each image should be a link to a page. The other pages are <i>Home</i> and <i>History</i>.</p> <p>So that the navigation pictures and links will remain in the correct place, you will need to create the page as a table.</p> <p>This page being developed is called <i>Produce</i> and the navigation bar should have a dead link to itself</p> <p>At the top of the page there should be an unordered list of the benefits of shopping at Joe's online:</p> <ul style="list-style-type: none"> It's convenient because the website is available 24 hours per day You don't have to leave home to have the best produce available Your phone call to order produce is free <p>Beneath the unordered list there should be a horizontal rule.</p> <p>Below the rule is a two column table, with border. One column is headed <i>Item</i>, the other is headed <i>Price</i>. The items to include in the table, and their prices, are:</p> <ul style="list-style-type: none"> Alfalfa sprouts, \$1.50 per punnet Apples, Bonza, \$5.99 per kg Apples Golden Delicious, \$4.99 per kg Artichoke hearts, pickled, \$17.99 per kg Avocados, dark, large, 2 for \$3.50 <p>Below the table is an email link to <i>info@joes.com.au</i> for more information.</p> <p>Below the email link is an image map of the site. The image has 3 sections (<i>Home</i>, <i>Produce</i> and <i>History</i>) and the user can click on one part of the image to go to that section of the site.</p>

Ans Varies:

5	<p>Question 5 <i>The web safe colour palette has: (Element 1.3)</i></p> <ul style="list-style-type: none">a. 116 coloursb. 128 coloursc. 216 coloursd. 256 colours
<p>Ans: c</p> <p>8 bit colour allows 256 colours, but there are 20 colours reserved for Windows systems colours and 20 reserved for Macintosh system colours, leaving 216 colours the designer can use freely.</p>	
6	<p>Question 6. <i>"Colours that are alongside each other on the colour wheel are said to be complementary." Is this statement True or False? (Element 1.3)</i></p> <ul style="list-style-type: none">a. Trueb. False
<p>Ans Colours that are alongside each other are called "similar".</p>	
7	<p>Question 7 Write down the corresponding Complementary color of the following and the of set color to that complementary color; (Element 1.3)</p> <ul style="list-style-type: none">a. red and _____b. blue and _____c. yellow and _____
<p>Ans:</p> <p>Ans;</p> <ul style="list-style-type: none">a. red = greenb. blue = orangec. yellow = purple	
8	<p>Question 8. Write down the tones of the following colors Purple and Green and its RGB color value: (Element 1.3)</p>

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Ans:
Color Purple.
Tone RGB Value
Dark Purple Rgb(204, 0, 204)
Middle Color: RGB(245, 1, 216)
Light Purple rgb(255,55,255)

Color Green
Dark Green: RGB(19, 149, 1)
Middle Color: RGB((5, 255, 5)
Light Green: RGB(119, 241, 45)

9	Question 9. TBW (To be Written)
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10	Question 10. Write down the basic HTML tags to create a web page document.
<p>Ans;</p> <pre><HTML> <HEAD> <TITLE> </TITLE> </HEAD> <BODY> </BODY> </HTML></pre>	
11	Question 11 Write down the basic HTML tags to create a web page document, So that it displays hellow world as content text to the boy of the document. Element 2.1, 2.2, 3.1, 3.2, 3.3
<p>Ans;</p> <pre><HTML> <HEAD> <TITLE> </TITLE> </HEAD> <BODY> Hello World </BODY> </HTML></pre>	
12	Question 12 Write down what you have to do to save a file as a HTML document and what would be an example of a meaning full file name. Element 2.1, 2.2, 3.1, 3.2, 3.3
<p>Ans: CUF10123.htm int_CUF10123.htm or filename.html</p>	


13	Question 13. What is the default file name you should save your first page of your site. Element 2.1, 2.2, 3.1, 3.2, 3.3
Ans: Index.htm or Index.html or Default.htm or Default.html	

14	Question 14. Write down the html tag to set the font size to 2. Element 2.1, 2.2, 3.1, 3.2, 3.3
Ans; text to change	

15	Question 15 Write down the html tag to Increases the font size by 2. Element 2.1, 2.2, 3.1, 3.2, 3.3
Ans: I'm a big sentence now!	

16	Question 16 Write down the html tag to set the font face to Times New Roman. Element 2.1, 2.2, 3.1, 3.2, 3.3
Ans; This is an Times New Roman Font 	

17	Question. 17 Write down the 3 html tags to make text appear red. Element 2.1, 2.2, 3.1, 3.2, 3.3
Ans; 1. I'm red! 2. I'm red! 3. I'm red!.	
18	Question 18 Write down the html tags to display 6 different heading sizes. Element 2.1, 2.2, 3.1, 3.2, 3.3
Ans: <h1>This is a heading</h1> <h2>This is a heading</h2> <h3>This is a heading</h3> <h4>This is a heading</h4> <h5>This is a heading</h5> <h6>This is a heading</h6>	
19	Question 19 Write down the html tags to display text as a paragraph and display text on a new line rather than a paragraph. Element 2.1, 2.2, 3.1, 3.2, 3.3
Ans: <p> Hellow World</p> </br> Hello World	
20	Question 20 Write down the 3 html tags to make background of the document red. Element 2.1, 2.2, 3.1, 3.2, 3.3
1. <BODY BGCOLOR="red">I'm red! 2. <BODY BGCOLOR="#FF0000">I'm red! 3. <BODY BGCOLOR=RGB(255,0,0)>I'm red!	
21	Question 21 Choose the correct tag to make text wrap around an image as shown. Element 2.1, 2.2, 3.1, 3.2, 3.3 <div style="display: flex; align-items: center; justify-content: space-between;"> <div style="flex: 1;"> <ol style="list-style-type: none"> </div> <div style="flex: 1; text-align: center;">  </div> <div style="flex: 1;"> <p>Notice how the text wraps around the image and the image is placed on the left.</p> </div> </div>
Ans: b.	

22	<p>Question 22 Choose the correct tag to make text wrap around an image as shown. Element 2.1, 2.2, 3.1, 3.2, 3.3</p> <p>a. b. c. d. </p>	<p>Notice how the text wraps around the image and the image is placed on the left.</p> 									
<p>Ans: b.</p>											
23	<p>Question 23. Write the HTML code to create a bullet list, Dot point 1, Dot Point 2, Dot Point 3. Element 2.1, 2.2, 3.1, 3.2, 3.3</p>										
<p>Ans:</p> <pre><html> <head> <title>Unordered Lits</title> </head> <body> Dot point 1 Dot point 2 Dot point 3 </body> </html></pre> <p>Note; The body, head, title, and html etc is optional</p>											
24	<p>Question 24. Write the HTML code to create an ordered list Point 1, Point 2, Point 3. (Element 2.1, 2.2, 3.1, 3.2, 3.3)</p>										
<p>Ans:</p> <pre> Point 1 Point 2 Point 3 </pre>											
25	<p>Question 25 Write the html tags to create the following: . (Element 2.1, 2.2, 3.1, 3.2, 3.3)</p> <table><tr><th>Month</th><th>Sales</th><th>Change</th></tr><tr><td>January</td><td>3,340</td><td>+1.1%</td></tr><tr><td>February</td><td>4,561</td><td>-0.9%</td></tr></table>		Month	Sales	Change	January	3,340	+1.1%	February	4,561	-0.9%
Month	Sales	Change									
January	3,340	+1.1%									
February	4,561	-0.9%									

	<pre> <TABLE> <TR> <TH>Month</TH> <TH>Sales</TH> <TH>Change</TH> </TR> <TR> <TD>January</TD> <TD>3,340</TD> <TD>+1.1%</TD> </TR> <TR> <TD>February</TD> <TD>4,561</TD> <TD>-0.9%</TD> </TR> </TABLE> </pre>
26	<p>Question 26. Write the HTML code to create a hyperlink to the web address www.google.com (Element 2.1, 2.2, 3.1, 3.2, 3.3)</p>
	<p>Ans;</p> <pre> Click here to go the google Web site OR www.google.com </pre>
27	<p>Question 27 Write the HTML code to create a anchor point. (Element 2.1, 2.2, 3.1, 3.2, 3.3)</p>
28	<p>Question 28 Write the HTML code so that an image file called oz_map.jpg becomes an image map according to the states of Australia. In your answer include the Cords and the links should link to the following: (Element 2.1, 2.2, 3.1, 3.2, 3.3)</p> <p>Northern Territory = nt.html Queensland = ql.html New South Wale = nsw.html</p> 
	<p>Ans:</p> <pre> <MAP NAME="MAP01"> <AREA SHAPE="RECT" COORDS="90,0,150,113" HREF="nt.html"> <AREA SHAPE="RECT" COORDS="149,0,250,130" HREF="ql.html"> <AREA SHAPE="POLY" COORDS="168,130, 245,130, 215,191, 169,166" HREF="nsw.html"> </MAP> </pre>
29	<p>Question 29 Write the HTML code so that a link in a page can be linked back up top the top of a HTML document. (Element 2.1, 2.2, 3.1, 3.2, 3.3)</p>

Ans	
30	Question 30 <i>Define the colours for unvisited, visited and active links</i> (Element 2.1, 2.2, 3.1, 3.2, 3.3)
Ans <body link="blue" alink="blue" vlink="violet">	
31	Question 31 Write the html code for a hyperlinks that says "Send for more information" to an email address of info@jones.om.au (Element 2.1, 2.2, 3.1, 3.2, 3.3)
Ans: <A><HREF ="mailto:info@joes.com.au">Send for more information	
32	Question 32 Write down the html tag to insert an image called image1.gif. (Element 2.1, 2.2, 3.1, 3.2, 3.3)
Ans 	
33	Question 33. What is an example of a Web Component Element 4.1
Ans: Flash Plugin Shockwave player. OCX etc	
34	Question 34. Write down 2 side effects between Internet Explorer and Fire fox with using tables, and the Font attribute if we were using Internet Explorer 1.0.
Ans: 1. With internet explorer 1.0 it was not until version 2.0 was table tag used. 2. With Internet explorer 4.0 font tag is no longer used rather use css. Or something similar will suffice.	

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Student Declaration: I declare that the work submitted is my own, and has not been copied or plagiarised from any person or source.	Signature: _____ Date: ____/____/____
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ASSESSOR USE ONLY

Comments	Assessment Method: WRITTEN / PROJECT		
Result <i>(Please Circle)</i>	Satisfactory	Not Satisfactory	Incomplete
Assessor: I declare that I have conducted a fair, valid, reliable and flexible assessment with this student, and I have provided appropriate feedback	Signature: _____ Date: ____/____/____		

ASSESSMENT 3 – STUDENT INFORMATION

This information is to be handed to each student to outline the assessment requirements.

For this assessment as you read through all the reading material or prescribed text book and tutorials listed in the unit or on the unit web site or instructed by the Trainer, you are to save all the **activity work** and files that you create, as this is part of the assessment.

Your **activity work** or tasks performed in your workplace with **website** must demonstrate the ability to:

- Connect to database
- Retrieve data from database and display on web pages
- Update database data from user input

On completion of this unit, you are to submit the following:

- ☐ Create a Web site with database and a short report on how to integrate web site.
- ☐ Web site code and other supporting files,
- ☐ copy of database – optional with sql commands

This assessment must be undertaken in the workplace, or in a simulated work environment. If undertaken in a simulated environment, you are to discuss your resource / topic selection with your assessor prior to commencing this task.

This assessment is to be submitted before: _____

Due: By the end of week 10.