



# **Level 2 Technical Award in Digital Technologies (5220-021)**

Version 1.0 September 2017

## **Assessment Pack**

Synoptic Assignment Pack

PAST ASSIGNMENT (2018) DO NOT USE FOR LIVE ASSESSMENT

## Introduction

General information about structure of the assignment pack

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## General guidance for candidates

### **General guidance**

This is a formal assessment that you will be marked and graded on. You will be marked on the quality and accuracy of your practical performance and any written work you produce. It is therefore important that you carry your work out to the highest standard you can. You should show how well you know and understand the subject and how you are able to use your knowledge and skills together to complete the tasks. This means you will usually have to write down your thinking and the reasons behind the way you have carried out the tasks and how/why you have made your decisions. This may be part of your planning, reflections, or evaluations.

Your assessor will observe you throughout the practical element of this assignment and will produce an observation record that will be used to assess your competence.

### **Plagiarism**

This is an assessment of your abilities, so the work must be all your own work and carried out under the conditions stated. You will be asked to sign a declaration that you have not had any outside help with the assessment.

Your tutor is allowed to give you some help understanding the assignment instructions if necessary, but they will record any other guidance you need and this will be taken into account during marking.

Plagiarism is the failure to acknowledge sources properly and/or the submission of another person's work as if it were your own. Plagiarism is not allowed in this assignment.

Where research is allowed, your tutor must be able to identify which work you have done yourself, and what you have found from other sources. It is therefore important to make sure you acknowledge all sources and clearly reference any information taken from them.

### **Timings and planning**

Where you have to plan your time, you should take care to make sure you have divided the time available between tasks appropriately. In some assignments, there are specified timings which cannot be changed and which need to be taken into account. You should check your plan is appropriate with your tutor.

If you have a good reason for needing more time, you will need to explain the reasons to your tutor and agree a new deadline date. Changes to dates will be at the discretion of the tutor, and they may not mark work that is handed in after the agreed deadlines.

### **Health and Safety**

You must always work safely, in particular while you are carrying out practical tasks.

You must always follow any relevant Health and Safety regulations and codes of practice.

If your tutor sees you working in a way that is unsafe for yourself or others, they will ask you to stop immediately, and tell you why. Your tutor will not be able to reassess you until they are sure you are ready for assessment and can work safely.

### **Presentation of work**

Presentation of work must be neat and appropriate to the task.

You should make sure that each piece of evidence including any proformas eg record/job cards are clearly labelled with your name and the assignment reference.

All electronic files must be given a clear file name that allows your tutor to identify it as your work.

Written work eg reports may be word processed but this is not a requirement.

All sketches and drawings should be neat and tidy, to scale and annotated.

Calculations should be set out clearly, with all working shown, together with any assumptions made. You should use appropriate units at all times and answers must be expressed to a degree of accuracy, consistent with the requirements of the task.

The use of non-programmable scientific calculators is acceptable.

## Assignment brief

A local school is investigating ways that people communicate and have asked you to analyse the information contained in **Table 1** and their year 11 survey results (**Appendix 1**) using a database.

The data in **Table 1** below gives details about the way internet usage is changing the way we communicate with others. It provides information on the methods used by different age groups. The database that you create must store the data provided in **Table 1** and the school's survey.

Query the database to produce a structured report on the combined data detailing the communication methods and how they are used. This information contained in the report must be presented in the form of a content rich website for public viewing.

**Table 1**

Item	Report Data				
01	Access to broadband internet connection				
	Adults 16+ available at home		80% + 3% on last year		
	Adults 16+ available at home or other location		86% + 2% on last year		
	16-24 age group		97%		
	75+ age group		38%		
02	Most important device for connecting to the internet				
	Device Type				
	Mobile phone		33%		
	Laptop		30%		
	Tablet		19%		
	PC		14%		
	Other		4%		
03	Communication device that would be most missed				
	Television				
	16-24		17%		
	75+		68%		
	Mobile Phone				
	16-24		59%		
	75+		2%		
04	Take-up of communications services				
	Mobile telephony		2007	2015	
	Internet		93%	95%	
	Fixed telephony		64%	85%	
	Total broadband		90%	84%	
	Fixed broadband		65%	80%	
	Internet on mobile (personal)		20%	79%	
	Mobile broadband dongle or datacard		61%	61%	
05	Smartphone ownership, by age: 2012-2015				
	Age	2012	2013	2014	2015
	16-24	66%	77%	88%	90%
	25-34	60%	73%	84%	87%
	35-54	43%	60%	72%	80%
	55-64	19%	32%	39%	50%
	65	5%	8%	14%	18%

Item	Report Data				
06	Extent to which people say they are 'hooked' on their smartphone, by age				
	Age	Hooked		Not Hooked	
	16-24	61%		8%	
	25-34	59%		9%	
	35-44	50%		18%	
	45-54	37%		27%	
	55+	32%		33%	
07	Extent of agreement with the statement: "Internet users must be protected from seeing inappropriate or offensive content": 2009-14				
	Year	2009	2011	2013	2014
	Strongly agree	53%	54%	51%	60%
	Slightly agree	27%	27%	31%	22%
	Don't know	13%	12%	11%	11%
	Slightly disagree	4%	3%	4%	4%
	Strongly disagree	4%	3%	4%	4%
08	Reliance on letters and cards as a way of communicating				
	Very or fairly reliant				
	Age 16+			57%	
	16-34			49%	
	35-54			60%	
	55+			61%	

Sources:

*Ofcom 2015 Communications Market Report*

Design, create and test a website to publish your results.

- The homepage must be accessible from any page using a single click.
- Testing must be demonstrated in two different browsers.

Content must include:

- a comparison of the data provided in **Table 1** with the results of the schools survey
- identification of the various methods used for data analysis
- identification of the most common communication methods
- an explanation of emerging trends/patterns for communication
- information on guidelines/policies relating to online communication.

To complete the project, you must produce a report which evaluates the website.

As a minimum include evaluations of:

- the legal constraints that must be considered when creating a website
- what was easy or difficult when completing the tasks
- what the data tells you about current communication methods
- the ability to communicate the required information.

## Tasks

### Task 1

Create a database to store the data.

Query the database to create report/s as required.

***Conditions of assessment:***

You must carry the task out on your own, under supervised conditions.

It is expected that this task will take approximately **5 hours** in total.

***What you must produce for marking:***

- Database
- Report output
- Saved files for website publication.

### Task 2

Design, create and test a website to publish your results.

***Conditions of assessment:***

You must carry the task out on your own, under supervised conditions.

It is expected that this task will take approximately **6 hours** in total.

***What you must produce for marking:***

- Website documentation
- Functioning website to be observed by the assessor
- Completed assessor observation sheet
- Annotated screen shots of full content for each of your webpages in two different browsers.

### Task 3

Produce a report to evaluate the website and its ability to inform the intended audience.

***Conditions of assessment:***

You must carry the task out on your own, under supervised conditions.

It is expected that this task will take approximately **2 hours** in total.

***What you must produce for marking:***

Evaluation report.



## Task instructions for centres

### ***Time***

The recommended time allocated for the completion of the tasks and production of evidence for this assessment is approximately **thirteen** hours. It is the centre's responsibility to arrange how this time is managed to fit with timetables during the assessment period. Candidates should be required to plan their work and have their plans confirmed for appropriateness in relation to the time allocated for each task.

### ***Resources***

Candidates must have access to a suitable range of resources to carry out the tasks and to have the opportunity to choose materials demonstrating the ability to select from a range of appropriate materials.

### ***Task 1***

Create a database.

### ***Task 2***

Part of the assessment of Task 2 must be undertaken via the observation sheet included in this pack being completed by the assessor.

### ***Task 3***

Produce a report to evaluate the website.

## Centre guidance

Guidance provided in this document refers to this specific assignment. The following documents available on the City & Guilds website provide essential generic guidance for centres delivering Technical qualifications and **must** be referred to alongside this guidance:

- **Technical qualifications – marking and moderation** – updated annually
- **Technical qualifications – teaching, learning and assessment**

This synoptic assessment is designed to require the candidate to make use their knowledge, understanding and skills they have built up over the course of their learning to tackle problems/tasks/challenges.

This approach to assessment emphasises to candidates the importance and applicability of the full range of their learning to practice in their industry area, and supports them in learning to take responsibility for transferring their knowledge, understanding and skills to the practical situation, fostering independence, autonomy and confidence.

Candidates are provided with an assignment brief. They then have to draw on their knowledge and skills and independently select the correct processes, skills, materials, and approaches to take to provide the evidence specified by the brief.

During the learning programme, it is expected that tutors will have taken the opportunity to set shorter, formative tasks that allow candidates to be supported to independently use the learning they have so far covered, drawing this together in a similar way, so they are familiar with the format, conditions and expectations of the synoptic assessment.

You should explain to candidates what the Assessment Objectives are and how they are implemented in marking the assignment, so they will understand the level of performance that will achieve them high marks.

The candidate should not be entered for the assessment until the end of the course of learning for the qualification so they are in a position to complete the assignment successfully.

### **Health and safety**

Candidates should not be entered for assessment without being clear of the importance of working safely, and practice of doing so. The tutor must immediately stop an assessment if a candidate works unsafely. At the discretion of the tutor, depending on the severity of the incident, the candidate may be given a warning. If they continue to work unsafely however, their assessment must be ended and they must retake the assessment at a later date.

### **Observation**

Part of the assessment of **task 2** must be undertaken via the observation sheet included in this pack being completed by the assessor.

Where the tutor is required to carry out observation of performance, detailed notes must be taken using the Practical observation (PO) form provided. This may be a generic form or tailored to the specific assignment. The centre has the flexibility to adapt the form, or produce their own to suit local requirements as long as this does not change or restrict the type of evidence collected (eg to use tablet, hand-written formats, or to ease local administration).

The number of candidates a tutor will be able to observe at one time will vary depending on local conditions eg layout of the assessment environment, support for different tasks, staggered starts etc. Tutors must consider the logistics of collecting sufficient evidence; whether there are any points that will need additional support or any that are quieter, and trial the planned arrangements

where possible during formative assessment. It is suggested however that no more than six candidates should be observed by a single tutor at one time.

As far as possible, candidates should not be distracted, or their performance affected by the process of observation and evidence collection.

Observation notes form part of the candidate's evidence and must describe **how well** the activity has been carried out, rather than stating the steps/ actions the candidate has taken. The notes must be very descriptive and focus on the **quality** of the performance in such a way that comparisons between performances can be made and which provide the evidence on which the award of marks can be made by the marker and, if sampled, the moderator.

Identifying **what it is** about the performances that is **different** between candidates can clarify the qualities that are important to record. Each candidate may carry out the same steps, so a checklist of this information would not add information to help differentiate between them, but qualitative comments on **how well** they do it, and quantitative records of accuracy and tolerances would.

The tutor should refer to the marking grid to ensure appropriate aspects of performance are recorded. These notes will be used for marking and moderation purposes and so must be detailed, accurate and differentiating.

Tutors should ensure that any required additional supporting evidence including eg photographs or video can be easily matched to the correct candidate, are clear, sufficiently well-lit and showing the areas of particular interest for assessment (ie taken at appropriate points in production, showing accuracy of measurements where appropriate).

If candidates are required to work as a team, each candidate's contribution must be noted separately. The tutor may intervene if any individual candidate's contribution is unclear or to ensure fair access (see below).

**Technical qualifications – marking and moderation** centre guidance document is an essential guidance document available on the City & Guilds website, providing further information on gathering evidence suitable for marking and moderation, and must be referred to when planning and carrying out assessment.

### **Preparation**

Candidates should be aware of which aspects of their performance (across the AOs) will give them good marks in assessment. This is best carried out through routinely pointing out good or poor performance during the learning period, and through formative assessment. Candidates should be encouraged to do the best they can and be made aware of the difference between these summative assessments and any formative assessments they have been subject to. Candidates may not have access to the full marking grids, as these may be misinterpreted as pass, merit distinction descriptors. See the **Technical qualifications – teaching, learning and assessment** centre guidance document for further information on preparing candidates for Technical qualification assessment.

### **Guidance on assessment conditions**

The assessment conditions that are in place for this synoptic assignment are to:

- ensure the rigour of the assessment process
- provide fairness for candidates
- give confidence in the outcome.

They can be thought of as the rules that ensure that all candidates who take an assessment are being treated fairly, equally and in a manner that ensures their result reflects their true ability.

The conditions outlined below relate to this summative synoptic assignment. These do not affect any formative assessment work that takes place. Formative assessment will necessarily take a

significant role throughout the learning programme where support, guidance and feedback (with the opportunity to show how feedback has been used to improve outcomes and learning) are critical. This approach is not, however, valid for summative assessment. The purpose of summative assessment is to confirm the standard the candidate has achieved as a result of participating in the learning process.

### ***Authentication of candidate work***

Candidates are required to sign declarations of authenticity, as is the tutor. The relevant form is included in this assignment pack.

The final evidence for the tasks that make up this synoptic assignment must be completed under the specified conditions. This is to ensure authenticity and prevent malpractice as well as to assess and record candidate performance for assessment in the practical tasks. Any aspect that may be undertaken in unsupervised conditions is specified. It is the centre's responsibility to ensure that local administration and oversight gives the tutor sufficient confidence to be able to confirm the authenticity of the candidate's work.

Candidate evidence must be kept secure to prevent unsupervised access by the candidate or others. Where evidence is produced over a number of sessions, the tutor must ensure learners and others cannot access the evidence without supervision. This might include storing written work or artefacts in locked cupboards and collecting memory sticks of evidence produced electronically at the end of each session.

**Where the candidate or tutor is unable to, or does not confirm authenticity through signing the declaration form, the work will not be accepted at moderation and a mark of zero will be given. If any question of authenticity arises eg at moderation, the centre may be contacted for justification of authentication.**

### ***Accessibility and fairness***

Where a candidate has special requirements, tutors should refer to the *Access arrangements and reasonable adjustments* section of the City& Guilds website.

Tutors can support access where necessary by providing clarification to **any** candidate on the requirements or timings of any aspect of this synoptic assignment. Tutors should **not** provide more guidance than the candidate needs as this may impact on the candidate's grade, see the guidance and feedback section below.

All candidates must be provided with an environment and resources that allows them access to the full range of marks available.

Where candidates have worked in groups to complete one or more tasks for this synoptic assessment, the tutor must ensure that no candidate is disadvantaged as a result of the performance of any other team member. If a team member is distracting or preventing another team member from fully demonstrating their skills or knowledge, the tutor must intervene.

### ***Guidance and feedback***

Guidance must only support access to the assignment and must not provide feedback for improvement. The level and frequency of clarification & guidance must be

- recorded fully on the candidate record form (CRF),
- taken into account along with the candidate's final evidence during marking
- made available for moderation.

Tutors **must not** provide feedback on the quality of the performance or how the quality of evidence can be improved. This would be classed as malpractice.

Tutors **should** however provide general reminders to candidates throughout the assessment period to check their work thoroughly before submitting it, and to be sure that they are happy with their final evidence as it may not be worked on further after submission.

Candidates can rework any evidence that has been produced for this synoptic assignment during the time allowed. However, this must be as a result of their own review and identification of weaknesses and not as a result of tutor feedback. Once the evidence has been submitted for assessment, no further amendments to evidence can be made.

Tutors should ensure that candidates' plans for completion of the tasks distribute the time available appropriately and may guide candidates on where they should be up to at any point in a general way. Any excessive time taken for any task should be recorded and should be taken into account during marking if appropriate.

It is up to the marker to decide if the guidance the candidate has required suggests they are lacking in any AO, the severity of the issue, and how to award marks on the basis of this full range of evidence. The tutor must record where and how guidance has had an impact on the marks given, so this is available should queries arise at moderation or appeal.

### ***What is, and is not, an appropriate level of guidance***

- A tutor **should** intervene with caution if a candidate has taken a course of action that will result in them not being able to submit the full range of evidence for assessment. However this should **only** take place once the tutor has prompted the candidate to check that they have covered all the requirements. Where the tutor has to be explicit as to what the issue is, this is likely to demonstrate a lack of understanding on the part of the candidate rather than a simple error, and full details should be recorded on the CRF.
- The tutor **should not** provide guidance if the candidate is thought to be able to correct the issue without it, and a prompt would suffice. In other words only the minimum support the candidate actually needs should be given, since the more guidance provided, the larger the impact on the marks awarded.
- A tutor may **not** provide guidance that the candidate's work is not at the required standard or how to improve their work. In this way, candidates are given the chance to identify and correct any errors on their own, providing valid evidence of knowledge and skills that will be credited during marking.

All specific prompts and details of the nature of any further guidance must be recorded and reviewed during marking and moderation.

### ***Guidance on marking***

Please see the **Technical qualifications – marking and moderation** centre guidance document for further information on gathering evidence suitable for marking and moderation, and on using the following marking grid.

The Candidate Record Form (CRF) is used to record:

- Details of any guidance or the level of prompting the candidate has received during the assessment period
- Rough notes made while reviewing the evidence – alternatively these may be captured on the marking and moderation platform.
- Summary justifications when holistically coming to an overall judgement of the mark.

## Marking grid

For any category, 0 marks may be awarded where there is no evidence of achievement

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	<b>AO1 Recall of knowledge relating to the qualification LOs</b> <ul style="list-style-type: none"> <li>Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand?</li> <li>How accurate is their knowledge? Are there any gaps or misunderstandings evident?</li> <li>How confident and secure does their knowledge seem?</li> </ul>	<b>(1-2 marks)</b> <b>Recall shows some weaknesses in breadth and/or accuracy.</b> Hesitant, gaps, inaccuracy.	<b>(3-4 marks)</b> <b>Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor.</b> Sound, minimal gaps.	<b>(5-6 marks)</b> <b>Consistently strong evidence of accurate and confident recall from the breadth of knowledge.</b> Accurate, confident, complete, fluent, slick.
		<b>Examples of types of knowledge expected:</b> Law, guidelines and constraints such as Copyright Law 1998, Human Rights Act 1998, Netiquette, Ethics (as covered by the Digital business communication unit), Consumer Protection Act 1987, Consumer contracts regulations 2013, Data Protection Act 1998, Privacy and Electronic Communications (EC Directive) Regulations 2003. File types and uses, restrictions regarding personal use vs commercial, security of website data taking into account: firewalls, virus protection, secure communication SSL, HTTPS, permissions, structure of CMS login pages, potential threats, protection of administrator's account.		
		Candidate is aware that legislation and guidelines exist to protect data.  Candidate identifies database software and media file types.	Candidate is accurate in the naming of legislation used to protect data.  Candidate identifies appropriate media file types for use on a website and appropriate database software to use.	Candidate is able to link to the relevant legislation with website content in order to identify legal constraints.  Candidate is able to identify an extensive range of media file types for use on a website in different contexts and identify the features and uses of database software.

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
25	<b>A02 Understanding of concepts, theories and processes relating to the LOs</b> <ul style="list-style-type: none"> <li>Does the candidate make connections and show causal links and explain why?</li> <li>How well theories and concepts are applied to new situations/the assignment?</li> <li>How well chosen are exemplars – how well do they illustrate the concept?</li> </ul>	<b>(1-5 marks)</b> <b>Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete.</b> Misunderstanding, illogical connections, guessing.	<b>(6-10 marks)</b> <b>Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored.</b> Logical, slightly disjointed, plausible.	<b>(11-15 marks)</b> <b>Consistently strong evidence of clear causal links in explanations generated by the candidate. Candidate uses concepts and theories confidently in explaining decisions taken and application to new situations.</b> Logical reasoning, thoughtful decisions, causal links, justified.
		<b>Examples of understanding expected:</b> security methods, design documentation content, testing plans, social media ethical issues, website hosting, website testing, Website design, server requirements, connections to legal and ethical considerations, referencing methodologies, templates, storyboards, themes, links and navigation, importance of social media engagement, brand awareness, audience needs and how they vary, social media content, importance of images and videos, image formats, digital advertising benefits and drawbacks, advertising campaigns, CMS. Hardware and software architecture, relational databases, test-plan creation and testing.		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		<p>Candidate has shown basic understanding of the patterns shown in primary and secondary research.</p> <p>Candidate has displayed a limited understanding of how graphs and charts can be used to display data.</p> <p>Candidate can identify legislation or guidelines relating to the storage of data.</p> <p>Candidate has considered legislation or guidelines relating to the publication on websites to a limited extent.</p> <p>A basic comparison of the data provided in <b>Table 1</b> with the results of the schools survey.</p>	<p>Candidate has shown a broad range of understanding by identifying patterns that have emerged from the data and included the information on the website.</p> <p>Candidate has displayed an understanding of the formatting that can be applied to a graph or chart to aid understanding of the data.</p> <p>Candidate has identified the connection between legislation and the storage of data.</p> <p>Candidate has considered legislation or guidelines relating to the publication on websites to an adequate extent.</p> <p>An adequate comparison of the data provided in <b>Table 1</b> with the results of the schools survey. At least one trend was identified.</p>	<p>Candidate has shown a sound understanding of the patterns that have emerged and made relevant observations on the website and in the report.</p> <p>Candidate has a clear understanding of the range of options that can be applied to graphs and charts including axis, legends, titles, ranges.</p> <p>Candidate has provided advice on the website about how individuals and organisations can comply with legislation relating to storage of data.</p> <p>Candidate has considered legislation or guidelines relating to the publication on websites comprehensively</p> <p>A comprehensive comparison of the data provided in <b>Table 1</b> with the results of the schools survey. A range of trends were identified and used within the website.</p>



%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
25	<b>A03 Application of practical/ technical skills</b> <ul style="list-style-type: none"> <li>How practiced/fluid does hand eye coordination and dexterity seem?</li> <li>How confidently does the candidate use the breadth of practical skills open to them?</li> <li>How accurately/ successfully has the candidate been able to use skills/achieve practical outcomes?</li> </ul>	<p><b>(1-5 marks)</b></p> <p><b>Some evidence of familiarity with practical skills. Some awkwardness in implementation, may show frustration out of inability rather than lack of care.</b></p> <p>Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy.</p>	<p><b>(6-10 marks)</b></p> <p><b>Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature.</b></p> <p>Somewhat successful, some inconsistencies, fairly adept/ capable.</p>	<p><b>(11-15 marks)</b></p> <p><b>Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity.</b></p> <p>Dextrous, fluid, comes naturally, skilled, practiced,</p>
		<p><b>Examples of skills expected:</b> Web browser functionality, social media link, search engine optimisation techniques, understanding the needs of the intended audience, layout, image/video presentation, security precautions in place to protect both the site and its users, website being fit for purpose, engaging, conforms to W3C requirements, reviewed the finished product for design, functionality and usability, engagement with social media channels, takes into account blogs, and social networks, follows legal, ethical and local guidelines, crisis management considered in case of data loss/system failure, backups, sharing videos and other content, creating new content, use of analytical tools, targeting of site to its intended audience, suitability for mobile platforms, monitoring of the completed site, cross device user experience, the use of mobile technologies, site management, performance management. Report writing, database construction, data extraction, database creation, database functions, data export, chart creation, use of media file types, website creation, website navigation.</p>		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		<p>Candidate created a simple database structure to store collected data. Used a limited range of chart types to represent the data with limited customisation.</p> <p>Candidate created a simple website which met the brief.</p> <p>A limited range of media file types, some of which may impact on website performance eg download speeds, resolutions and colour.</p> <p>Navigation was developed and was mostly functional.</p> <p>Website was functional but had browser compatibility issues.</p>	<p>Candidate created a well-developed database structure to store collected data having taken into account appropriate data types. They created a broad range of chart types which were enhanced using some of the software features.</p> <p>Candidate created an engaging website meeting the standards of the brief.</p> <p>Used a broad range of media file types and demonstrated appropriate use in different website pages.</p> <p>Navigation was complete and fully functional.</p> <p>Website was functional and was tested on a web browser.</p>	<p>Candidate developed the database to a high standard. They used multiple features of the database software to create structured reports. Used an extensive range of chart types which were enhanced using advanced features to annotate chart elements.</p> <p>Candidate created a website which met the brief and applied industry best practices</p> <p>An extensive range of correctly formatted and enhanced media file types were used, making use of all software features available.</p> <p>Navigation was consistent across all website pages; all links were working correctly on each page.</p> <p>Website was fully functional and was tested on a range of web browsers.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
30	<b>AO4 Bringing it all together - coherence of the whole subject</b> <ul style="list-style-type: none"> <li>Does the candidate draw from the breadth of their knowledge and skills?</li> <li>Does the candidate remember to reflect on theory when solving practical problems?</li> <li>How well can the candidate work out solutions to new contexts/ problems on their own?</li> </ul>	<b>(1-6 marks)</b> <b>Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information.</b> Some random trial and error, new situations are challenging, expects guidance, narrow. Many need prompting.	<b>(7-12 marks)</b> <b>Shows good application of theory to practice and new context, some inconsistencies.</b> Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice	<b>(13-18 marks)</b> <b>Strong evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose.</b> Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills.
<b>Examples of bringing it all together:</b> Security methods, design documentation content, testing plans, social media ethical issues, website design, website hosting, website testing, how interaction takes place, server requirements, connections to legal and ethical considerations, search engine optimisation requirements, including keywords and analytic tools, templates, storyboards, themes, links and navigation, importance of social media engagement, brand awareness, audience needs and how they vary, social media content, importance of images and videos, image formats in particular lossy vs lossless, conversion tools digital advertising benefits and drawbacks, advertising campaigns, use of media file types, website navigation, use of language, copyright compliance, web browser functionality, social media link, understanding the needs of the intended audience, layout, image/video presentation, security precautions in place to protect both the site and its users, website being fit for purpose, engaging, conforms to W3C co requirements, reviewed the finished product for design, functionality and usability, engagement with social media channels, takes into account blogs, and social networks, follows legal, ethical and local guidelines, backups, sharing videos and other content, creating new content, use of analytical tools, suitability for mobile platforms, monitoring of the completed site, cross device user experience, the use of mobile technologies, site management, performance management. Combining primary and secondary research and using the resulting data, evaluation included use and interpretation of data, presentation of data and results identified.				

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		<p>Candidate utilised a limited range of knowledge from across the qualification when presenting data.</p> <p>Candidate was able to recognise limited relevant data across the range presented.</p> <p>Candidate was able to consider the importance of primary versus secondary data to a limited extent.</p> <p>Integration of knowledge, understanding and skills which informed limited appreciation of communication methods used.</p> <p>Candidate demonstrated a superficial understanding of the data which limited the website content.</p> <p>Limited navigation and accessibility options considered.</p>	<p>Candidate utilised an adequate range of knowledge from across the qualification when presenting data.</p> <p>Candidate was able to recognise adequate relevant data across the range presented.</p> <p>Candidate was able to consider the importance of primary versus secondary data to an adequate extent.</p> <p>Integration of knowledge, understanding and skills informed adequate appreciation of communication methods used.</p> <p>Candidate demonstrated an understanding of the data which enabled the website to meet the requirements of the brief.</p> <p>Navigation and accessibility options considered.</p>	<p>Candidate utilised a comprehensive range of knowledge from across the qualification when analysing and presenting data.</p> <p>Candidate was able to recognise all relevant data across the range presented and to discard irrelevant data.</p> <p>Candidate was able to consider the importance of primary versus secondary data comprehensively.</p> <p>The message was communicated coherently by integrating creativity, knowledge, understanding and skills.</p> <p>Candidate presented a well-structured understanding of the data which supported the production of a website that fully met the brief.</p> <p>Logical consideration was given to both navigation and accessibility allowing the data to be presented effectively.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	<b>A05 Attending to detail/perfecting</b> <ul style="list-style-type: none"> <li>Does the candidate routinely check on quality, finish etc and attend to imperfections/ omissions?</li> <li>How much is accuracy a result of persistent care and attention (eg measure twice cut once)?</li> <li>Would you describe the candidate as a perfectionist and wholly engaged in the subject?</li> </ul>	<b>(1-2 marks)</b> <b>Easily distracted or lack of checking. Insufficiently concerned by poor result; little attempt to improve. Gives up too early; focus may be on completion rather than quality of outcome.</b> Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated.	<b>(3-4 marks)</b> <b>Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently.</b> Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable.	<b>(5-6 marks)</b> <b>Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction.</b> Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous.
		<b>Examples of attending to detail:</b> Database structure, database fields, reporting structure, media file type preparation, evaluation such as data patterns, chart preparation, appropriate selection of data, web browser functionality. Consistency of website navigation, report formatting. Website structure, report structure, appropriate language to include tone of voice, media file type, preparation, evaluations, consideration of the processes. Selection of suitable images/videos, use of analytical tools taken into account, specific content for the intended audience needs considered, consideration given to different platforms including mobile, security considerations for all platforms.		
		There were inconsistencies and lack of coherence in the database structure and database report.  The evaluative report did not contain strong links to judgements described in the website.	Some of the data structures were not based on the correct ranges and used default values.  The evaluative report supported most judgements described in the website. Care was taken to prepare the media and content.	Candidate demonstrated precision in the selection of data structures and the database report.  The evaluative report was coherent and supported judgements described in the website. Care was taken to prepare media and content to a professional standard including the use of language and style.

# Declaration of Authenticity

Candidate name

Candidate number

---

Centre name

---

Centre number

---

## Candidate:

**I confirm that all work submitted is my own, and that I have acknowledged all sources I have used.**

Candidate signature

Date

## Tutor:

**I confirm that all work was conducted under conditions designed to assure the authenticity of the candidate's work, and am satisfied that, to the best of my knowledge, the work produced is solely that of the candidate.**

---

Tutor signature

Date

## Note:

**Where the candidate and/or tutor is unable to, or does not confirm authenticity through signing this declaration form, the work will not be accepted at moderation and a mark of zero will be given. If any question of authenticity arises, the tutor may be contacted for justification of authentication.**

## Candidate Record Form (CRF)

Candidate Name:  
Candidate Number:

Assessment ID:  
Centre Number:  
**Total Mark:**

	Summary justification	AO Mark
<b>A01</b> Recall		
<b>A02</b> Understanding		
<b>A03</b> Practical/ technical skills		
<b>A04</b> Bringing it all together		
<b>A05</b> Attention to detail		

Tutor/assessor signature:

Date:

# Candidate Record Form (CRF)

## Marker Notes

<b>A01 - Recall</b> Breadth, depth, accuracy	<b>Examples of types of knowledge expected:</b> Law, guidelines and constraints such as Copyright Law 1998, Human Rights Act 1998, Netiquette, Ethics (as covered by the Digital business communication unit), Consumer Protection Act 1987, Consumer contracts regulations 2013, Data Protection Act 1998, Privacy and Electronic Communications (EC Directive) Regulations 2003. File types and uses, restrictions regarding personal use vs commercial, security of website data taking into account: firewalls, virus protection, secure communication SSL, HTTPS, permissions, structure of CMS login pages, potential threats, protection of administrators account.		
10%	Band1 1 – 2 marks	Band 2 3 – 4 marks	Band 3 5 – 6 marks
Mark:	Notes/Comments		
<b>A02 - Understanding</b> Security of concepts, causal links	<b>Examples of understanding expected:</b> Security methods, design documentation content, testing plans, social media ethical issues, website hosting, website testing, website design, server requirements, connections to legal and ethical considerations, referencing methods, templates, storyboards, themes, links and navigation, importance of social media engagement, brand awareness, audience needs and how they vary, social media content, importance of images and videos, image formats, digital advertising benefits and drawbacks, advertising campaigns, CMS. Hardware and software architecture, Relational databases, test-plan creation and testing.		
25%	Band1 1 – 5 marks	Band 2 6 – 10 marks	Band 3 11 – 15 marks
Mark:	Notes/Comments		
<b>A03 - Practical skill</b> Dexterity, fluidity, confidence, ease of application	<b>Examples of skills expected:</b> Website creation, use of media file types, website navigation, use of language, copyright compliance, web browser functionality, social media link, search engine optimisation techniques, understanding the needs of the intended audience, layout, image/video presentation, security precautions in place to protect both the site and its users, website being fit for purpose, engaging, conforms to W3C requirements, reviewed the finished product for design, functionality and usability, engagement with social media channels, takes into account blogs, and social networks, follows legal, ethical and local guidelines, crisis management considered in case of data loss/system failure, backups, sharing videos and other content, creating new content, use of analytical tools, targeting of site to its intended audience, suitability for mobile platforms, monitoring of the completed site, cross device user experience, the use of mobile technologies, site management, performance management. Report writing, database construction, data extraction, database creation, database functions, data export, chart creation, use of media file types, website creation, website navigation.		
25%	Band1 1 – 5 marks	Band 2 6 – 10 marks	Band 3 11 – 15 marks
Mark:	Notes/Comments		
<b>A04 – Bringing it together</b> use of knowledge to apply skills in new context	<b>Examples of bringing it all together:</b> Security methods, design documentation content, testing plans, social media ethical issues, website design, website hosting, website testing, how interaction takes place, server requirements, connections to legal and ethical considerations, search engine optimisation requirements, including keywords and analytic tools ,templates, storyboards, themes, links and navigation,		



	importance of social media engagement, brand awareness, audience needs and how they vary, social media content, importance of images and videos, image formats in particular lossy vs lossless, conversion tools digital advertising benefits and drawbacks, advertising campaigns, use of media file types, website navigation, use of language, copyright compliance, web browser functionality, social media link, understanding the needs of the intended audience, layout, image/video presentation, security precautions in place to protect both the site and its users, website being fit for purpose, engaging, conforms to W3C co requirements, reviewed the finished product for design, functionality and usability, engagement with social media channels, takes into account blogs, and social networks, follows legal, ethical and local guidelines, backups, sharing videos and other content, creating new content, use of analytical tools, suitability for mobile platforms, monitoring of the completed site, cross device user experience, the use of mobile technologies, site management, performance management. Combining primary and secondary research and using the resulting data, evaluation included use and interpretation of data, presentation of data and results identified.		
30%	Band1 1 – 6 marks	Band 2 7 – 12 marks	Band 3 13 – 18 marks
Mark:	Notes/Comments		
<b>A05 - Attending to detail / perfecting</b> Repeated checking, perfecting, noticing	<b>Examples of attending to detail:</b> Database structure, database fields, reporting structure, media file type preparation, evaluation such as data patterns, chart preparation, appropriate selection of data, web browser functionality. Consistency of website navigation, report formatting. Website structure, report structure, appropriate language to include tone of voice, media file type, preparation, evaluations, consideration of the processes. Selection of suitable images/videos, use of analytical tools taken into account, specific content for the intended audience needs considered, consideration given to different platforms including mobile, security considerations for all platforms.		
10%	Band1 1 – 2 marks	Band 2 3 – 4 marks	Band 3 5 – 6 marks
Mark:	Notes/Comments		

**Please refer to the full marking grid for the qualification for full details of marking requirements.**

**Where marker notes and justifications are captured on the marking and moderation platform, this form is not required**

## Appendix 1 – Survey results

Results of a survey carried out at a local school surveying all 153 of the staff and students of Year 11 (Numbers are number of people who answered each question NOT a percentage)

Gender			
Question 1	12-15 age group	16-24 age group	Over 25
Male	38	32	10
Female	32	34	7

Access to broadband internet connection			
Question 2	12-15 age group	16-24 age group	Over 25
Available at home	66	62	14
Available at home or other Location	69	65	17

Most important device for connecting to the internet			
Question 3	12-15 age group	16-24 age group	Over 25
Mobile phone	37	30	3
Laptop	15	12	5
Tablet	12	18	7
PC	5	5	1
Other	1	1	1

Communication device that would be most missed			
Question 4	12-15 age group	16-24 age group	Over 25
Television	27	24	6
Radio	2	1	3
Mobile phone	40	41	5
Landline phone	1	0	3

Take up of communication devices	
Which of the following do you have access to on a regular basis	
Question 5	
Mobile telephone	148
Internet	151
Landline phone	75
Fixed broadband	147
Internet on mobile	142

Do you own a Smartphone
-------------------------

<b>Question 6</b>	12-15	16-24	25-34	35-44	45-54	55+
iPhone®	42	38	8	2	1	1
Windows®	5	3	0	1	0	0
Android®	23	25	2	1	0	1

<b>Are you Hooked on using your Smartphone</b>						
<b>Question 7</b>	12-15	16-24	25-34	35-44	45-54	55+
Hooked	52	57	4	1	0	0
Not hooked	18	9	6	3	1	2

<b>Do you still rely on letters and cards as a way of communicating with other</b>						
<b>Question 8</b>	12-15	16-24	25-34	35-44	45-54	55+
Very reliant	2	1	2	1	1	2
Fairly reliant	4	2	4	2	0	0
Not at all	66	63	4	1	0	0

<b>Do you think Internet users must be protected from seeing inappropriate or offensive content</b>					
<b>Question 9</b>	12-15	16-24	25-34	35-44	45-54
Strongly agree	12	22	6	4	2
Slightly agree	46	38	2	0	0
Don't know	2	1	0	0	0
Slightly disagree	7	4	1	0	0
Strongly disagree	3	3	1	0	0

<b>Do you use up to date anti-virus software to protect your communication device</b>					
<b>Question 10</b>	12-15	16-24	25-34	35-44	45+
Yes	39	48	6	3	1
No	19	12	2	1	0
Don't know	12	6	2	0	1

<b>How many hours per day are you online communication with others or browsing the internet</b>					
<b>Question 11</b>	12-15	16-24	25-34	35-44	45+
<1 hour	14	8	6	3	2
1-3 hours	27	42	3	1	0
3+ hours	29	16	1	0	0

<b>Have you forgotten your Smartphone and had to go back to get it even if it meant being late</b>					
<b>Question 12</b>	12-15	16-24	25-34	35-44	45+

Yes	48	42	2	1	1
No	22	18	8	3	2
No Smartphone	0	0	0	0	0

How many e-mail accounts do you have					
Question 13	12-15	16-24	25-34	35-44	45+
0	2	2	0	0	0
1	18	22	1	1	1
2-4	43	32	9	2	2
5+	7	8	0	1	0

Do you use the same password for access to protected sites such as e-mail accounts					
Question 14	12-15	16-24	25-34	35-44	45+
Yes	52	49	5	1	1
No	18	17	5	3	2

Do you communicate online using games consoles					
Question 15	12-15	16-24	25-34	35-44	45+
Regularly	29	24	0	0	0
Fairly regularly	27	21	2	1	0
Occasionally	10	18	3	2	0
Rarely/Never	4	3	5	1	3

## Assessor Observation Form

Candidate Name:  
Candidate Number:

Assessment ID:  
Centre Number:

Task Number	Task Outcome	Observed as meeting specification	Errors made/ specification not met
2	Has created a website which meets the brief		
2	All links function as intended		
2	Home page can be accessed by a single click from all pages.		

### Notes for Assessor:

Use the above Assessor checklist. The learner's performance should be marked against the criteria on the Assessor checklist and the Marking grid. Additional Assessor notes must be included to comment on how well the candidate carried out each criteria. The learner should be familiar with the performance criteria above before commencement of the task but should not have a copy with them during the assessment.

**Assessor observations and mark justification:**

.....  
**Assessors Name**  
(please print)

(please sign)

.....  
**Assessors Name**

## Practical Observation Form (PO)

Candidate Name:

Candidate Number:

Assessment ID:

Centre Number:

### Notes

#### **AO1 - Recall**

Breadth, depth,  
accuracy

#### **AO2 - Understanding**

Security of concepts,  
causal links

#### **AO3 - Practical skill**

Dexterity, fluidity,  
confidence, ease of  
application

#### **AO4 – Bringing it all together**

use of knowledge to  
apply skills in new  
context

#### **AO5 - Attending to detail / perfecting**

Repeated checking,  
perfecting, noticing

**Tutor/Assessor signature:**

**Date:**