

Level 2 Technical Certificate in Digital Technologies Web and Social Media Development (5220-027)

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

Candidate section

- Candidate guidance
- Assignment and tasks

Tutor section

- Guidance on tasks
- Guidance on assessment conditions
- Guidance on marking
- Marking criteria
- Mark sheet
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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.

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 or hand written unless stated otherwise.

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

You are a web designer employed by a small company that is working for a local primary school aiming to raise funds for IT equipment.

The primary school are looking to create a community website with integrated social media channels to promote their activities. They want the website to promote the following:

- summer fete
- after-school clubs eg football, swimming, coding club and music.
- sports hall hire.

Produce the design and planning documentation for the website to include the integration of at least two suitable social media channels and the use of Search Engine Optimisation (SEO) techniques. This website must be compatible with a range of different browsers.

The school has little knowledge of social media and website management and would like you to provide some guidance on how they and their staff can safely and easily update the website and social media on a regular basis.

Your manager has asked you to provide a report on both of these aspects for social media and the website.

The report must include information, guidance and recommendations about:

- online safety and security
- web-based guides for the use of social media in promoting their activities.
- hosting the website on the internet
- legal and ethical implications.

Create and test the website to ensure that it meets the school's requirements. The school requires annotated screen shots of the web pages justifying the design choices made.

The school has requested a short report for the staff that contains information about the use of social media channels and the tools used to manage them.

Tasks

Task 1a

Produce the design and planning documentation for the website.

Conditions of assessment:

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

It is expected that this task will take approximately **2.5 hours** in total.

What you must produce for marking:

A single word-processed document containing:

- the complete design and planning specification

Task 1b

Produce the report requested by your manager.

Conditions of assessment:

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

It is expected that this task will take approximately **3 hours** in total.

What you must produce for marking:

A single word-processed document containing the report.

Task 2

Create and test the website conforming to the design and planning specification in Task 1a, producing the annotated screen shots required by the school.

Conditions of assessment:

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

It is expected that this task will take approximately **7 hours** in total.

What you must produce for marking:

- a compressed folder eg .zip containing the complete website

A single updated word-processed document containing:

- annotated screen shots of all pages of the website justifying the design choices made.

Additional evidence of your performance that must be captured for marking:

A completed Assessor Observation Form.

Task 3

Produce the report for the school staff.

Conditions of assessment:

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

It is expected that this task will take approximately **1.5 hours** in total.

What you must produce for marking:

A single updated word-processed document containing your 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 **fourteen** 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 resources. It should be noted that candidates must produce a compressed folder of their website and facilities must exist for this to be completed.

Task 1a

Candidates should have access to a PC /Laptop that has a Word Processing package installed.

Task 1b

Candidates should have access to a PC /Laptop that has a Word Processing package installed and internet access.

Task 2

Candidates should have access to a PC /Laptop that has a Word Processing package installed.

Candidates must have access to website development software to complete their website. All candidates in a cohort must use identical development software.

Task 3

Candidates should have access to a PC /Laptop that has a Word Processing package installed.

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

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).

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).

See the ***Technical qualifications – marking and moderation*** centre guidance document for further information on gathering evidence suitable for marking and moderation.

Minimum evidence requirements

The sections:

- ***What you must produce for marking***, and
- ***Additional evidence of your performance that must be captured for marking***

in the assignment list the minimum requirements of evidence to be submitted for marking and moderation.

Evidence above and beyond this may be submitted, but should provide useful information for marking and moderation.

Where candidates have carried out some work as a group, the contribution of each candidate must be clear. It is not appropriate to upload identical information for each candidate without some way for the moderator to mark the candidates individually.

Where the minimum requirements have **not** been met, the moderation remark and any subsequent adjustment will be based on the evidence that has been submitted. **Where this is insufficient to provide a mark on moderation, a mark of zero may be given.**

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	AO1 Recall of knowledge relating to the qualification LOs <ul style="list-style-type: none"> Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand? How accurate is their knowledge? Are there any gaps or misunderstandings evident? How confident and secure does their knowledge seem? 	(1-2 marks) Recall shows some weaknesses in breadth and/or accuracy. Hesitant, gaps, inaccuracy.	(3-4 marks) Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor. Sound, minimal gaps.	(5-6 marks) Consistently strong evidence of accurate and confident recall from the breadth of knowledge. Accurate, confident, complete, fluent, slick.
		Examples of types of knowledge: 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, Data Protection Act 1998, Cookie law, Consumer Protection from Unfair Trading Relations 2008, Privacy and Electronic Communications (EC Directive) Regulations 2003, file types and uses, restrictions regarding personal use vs commercial, taking photos/images of children, consent, security of website data taking into account: firewalls, virus protection, secure communication SSL, HTTPS, secure electronic transactions, permissions, structure of CMS login pages, potential threats, protection of administrators account.		
		Candidate has limited awareness of legislation and guidelines relevant to websites and social media.	Candidate has adequate awareness of legislation and guidelines relevant to websites and social media.	Candidate has a thorough awareness of legislation and guidelines relevant to websites and social media.
		Candidate has limited awareness of different file types within a website.	Candidate has adequate awareness of different file types within a website.	Candidate has extensive awareness of different file types within a website.

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
25	AO2 Understanding of concepts, theories and processes relating to the LOs <ul style="list-style-type: none"> Does the candidate make connections and show causal links and explain why? How well are theories and concepts applied to new situations/the assignment? How well chosen are exemplars – how well do they illustrate the concept? 	(1-5 marks) Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete. Misunderstanding, illogical connections, guessing.	(6-10 marks) Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored. Logical, slightly disjointed, plausible.	(11-15 marks) 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. Logical reasoning, thoughtful decisions, causal links, justified.
		Examples of understanding: Security methods, design documentation content, testing plans, social media ethical issues, website hosting, website testing, website design, how customer 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.		

		<p>Candidate has demonstrated a basic understanding of the principles of documentation for a website.</p> <p>Candidate has demonstrated a basic understanding of website design principles including search engine optimisation features.</p> <p>Candidate has demonstrated limited understanding of using different file types within a website.</p> <p>Candidate has demonstrated basic understanding of a range of social media channels and their integration into websites.</p> <p>Candidate has demonstrated basic understanding of the issues connected with website hosting.</p>	<p>Candidate has demonstrated an adequate understanding of the principles of documentation for a website.</p> <p>Candidate has demonstrated an adequate understanding of website design principles including search engine optimisation features.</p> <p>Candidate has demonstrated adequate understanding of using different file types within a website.</p> <p>Candidate has demonstrated an appropriate understanding of range of social media channels and their integration into websites.</p> <p>Candidate has demonstrated appropriate understanding of the issues connected with website hosting.</p>	<p>Candidate has demonstrated a thorough understanding of the principles of documentation for a website.</p> <p>Candidate has demonstrated a comprehensive understanding of the technologies of website design including search engine optimisation features.</p> <p>Candidate has demonstrated a thorough understanding of using different file types within a website.</p> <p>Candidate has demonstrated a comprehensive understanding of a broad range of social media channels and their integration into websites.</p> <p>Candidate has demonstrated a comprehensive understanding of the issues connected with website hosting and made a realistic recommendation on the website.</p>
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%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
30	AO3 Application of practical/ technical skills <ul style="list-style-type: none"> How practiced/fluid does hand eye coordination and dexterity seem? How confidently does the candidate use the breadth of practical skills open to them? How accurately/successfully has the candidate been able to use skills/achieve practical outcomes? 	<p>(1-6 marks)</p> <p>Some evidence of familiarity with practical skills. Some awkwardness in implementation, may show frustration out of inability rather than lack of care.</p> <p>Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy.</p>	<p>(7-12 marks)</p> <p>Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature.</p> <p>Somewhat successful, some inconsistencies, fairly adept/capable.</p>	<p>(13-18 marks)</p> <p>Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity.</p> <p>Dextrous, fluid, comes naturally, skilled, practiced.</p>
		<p>Examples of skills expected: 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 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, crisis management considered in case of data loss/system failure, backups, sharing videos and other content, creating new content, use of analytical tools, Calls to Action (CTA) used, 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.</p>		

		<p>Candidate has produced limited design specification documentation.</p> <p>Candidate has created a simple website with a limited range of content to engage the site user.</p> <p>Candidate has demonstrated limited use of search engine optimisation features.</p> <p>Candidate has met the requirements of the design specification to a limited degree.</p> <p>The candidate has demonstrated limited skills in the optimisation of content for the website.</p> <p>Website functioned with few errors when tested in a single web browser.</p>	<p>Candidate has produced adequate design specification documentation.</p> <p>Candidate has created a website with an appropriate range of content to engage the site user.</p> <p>Candidate has demonstrated an adequate use of search engine optimisation features.</p> <p>Candidate has met the requirements of the design specification to an adequate degree.</p> <p>The candidate has demonstrated adequate skills in the optimisation of content for the website.</p> <p>Website functioned appropriately when tested in two web browsers.</p>	<p>Candidate has produced comprehensive design specification documentation with full coverage of the school's requirements.</p> <p>Candidate has created the website to a high standard with an extensive range of content to engage the site user.</p> <p>Candidate has demonstrated a comprehensive use of search engine optimisation features.</p> <p>Candidate has fully met the requirements of the design specification.</p> <p>The candidate has demonstrated comprehensive skills in the optimisation of content for the website.</p> <p>Website functioned fluidly and efficiently when tested in a range of web browsers.</p>
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%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
25	AO4 Bringing it all together - coherence of the whole subject <ul style="list-style-type: none"> Does the candidate draw from the breadth of their knowledge and skills? Does the candidate remember to reflect on theory when solving practical problems? 	(1-5 marks) Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information. Some random trial and error, new situations are challenging, expects guidance, narrow. Many need prompting.	(6-10 marks) Shows good application of theory to practice and new context, some inconsistencies. Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice.	(11-15 marks) Strong evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose. Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills.

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	<ul style="list-style-type: none"> How well can the candidate work out solutions to new contexts/ problems on their own? 	<p>Examples of bringing it all together: Security methods, design documentation content, testing plans, social media ethical issues, website hosting, website testing, website design, how customer 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, 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 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, crisis management considered in case of data loss/system failure, backups, sharing videos and other content, creating new content, use of analytical tools, Calls to Action (CTA) used, 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.</p>		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		<p>Candidate has demonstrated limited links between the brief and website content.</p> <p>Candidate has produced a website meeting the needs of the target audience to a limited degree.</p> <p>Candidate has included limited discussion of the integration of social media channels into the website.</p> <p>Candidate has recognised a limited range of legal and ethical issues in the project.</p> <p>Candidate has made basic use of testing techniques in validating the website functionality against the specification.</p>	<p>Candidate has demonstrated adequate links between the brief and website content.</p> <p>Candidate has produced an appropriately developed website with content meeting the needs of the target audience.</p> <p>Candidate has included adequate discussion of the integration of social media channels into the website.</p> <p>Candidate has recognised an appropriate range of legal and ethical issues in the project.</p> <p>Candidate has made appropriate use of testing techniques in validating the website functionality against the specification.</p>	<p>Candidate demonstrated comprehensive links between the brief and website content.</p> <p>Candidate has produced a well-developed website with content fully meeting the needs of the target audience.</p> <p>Candidate has included comprehensive discussion of the integration of social media channels into the website.</p> <p>Candidate has recognised a comprehensive range of legal and ethical issues in the project.</p> <p>Candidate has made extensive use of testing techniques in validating the website functionality against the specification.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	AO5 Attending to detail/ perfecting <ul style="list-style-type: none"> Does the candidate routinely check on quality, finish etc and attend to imperfections/ omissions? How much is accuracy a result of persistent care and attention (eg measure twice cut once)? Would you describe the candidate as a perfectionist and wholly engaged in the subject? 	<p>(1-2 marks)</p> <p>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.</p> <p>Careless, imprecise, flawed, uncaring, unfocused, unobservant, unmotivated.</p>	<p>(3-4 marks)</p> <p>Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently.</p> <p>Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable.</p>	<p>(5-6 marks)</p> <p>Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction.</p> <p>Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous.</p>
		<p>Examples of attending to detail: Website structure, report structure, language to include tone of voice, media file type, preparation, evaluation such as data patterns, 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 to different platforms, including mobile.</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 specification with limited attention to accuracy and presentation.</p> <p>Candidate created a website making basic use of cohesive styling in the content and navigation structures.</p>	<p>Candidate created a specification with appropriate attention to accuracy and presentation.</p> <p>Candidate created a website making appropriate use of cohesive styling in the content and navigation structures.</p>	<p>Candidate created a specification with a high level of accuracy and overall presentation.</p> <p>Candidate created a website making consistent use of styling in the content and navigation structures. Care was taken to prepare media and content to a professional standard, using language entirely appropriate to the target audience.</p>

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
A01 Recall		
A02 Understanding		
A03 Practical/ technical skills		
A04 Bringing it all together		
A05 Attention to detail		

Tutor/assessor signature:

Date:

Candidate Record Form (CRF)

Marker Notes

AO1 - Recall Breadth, depth, accuracy	Examples of types of knowledge expected: 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, Data Protection Act 1998, Cookie law, Consumer Protection from Unfair Trading Relations 2008, Privacy and Electronic Communications (EC Directive) Regulations 2003, file types and uses, restrictions regarding personal use vs commercial, taking photos/images of children, consent, security of website data taking into account: firewalls, virus protection, secure communication SSL, HTTPS, secure electronic transactions, permissions, structure of CMS login pages, potential threats, protection of administrators account.		
10%	Band 1 1 – 2 marks	Band 2 3 – 4 marks	Band 3 5 – 6 marks
Mark:	Notes/Comments		
AO2 - Understanding Security of concepts, causal links	Examples of understanding expected: Security methods, design documentation content, testing plans, social media ethical issues, website hosting, website testing, website design, how customer 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.		
25%	Band 1 1 – 5 marks	Band 2 6 – 10 marks	Band 3 11 – 15 marks
Mark:	Notes/Comments		
AO3 - Practical skill Dexterity, fluidity, confidence, ease of application	Examples of skills expected: 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 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, crisis management considered in case of data loss/system failure, backups, sharing videos and other content, creating new content, use of analytical tools, Calls to Action (CTA) used, 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.		
30%	Band 1 1 – 6 marks	Band 2 7 – 12 marks	Band 3 13 – 18 marks

Mark:	Notes/Comments		
AO4 – Bringing it together use of knowledge to apply skills in new context	Examples of bringing it all together: Security methods, design documentation content, testing plans, social media ethical issues, website hosting, website testing, website design, how customer 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, 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 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, crisis management considered in case of data loss/system failure, backups, sharing videos and other content, creating new content, use of analytical tools, Calls to Action (CTA) used, 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.		
25%	Band 1 1 – 5 marks	Band 2 6 – 10 marks	Band 3 11 – 15 marks
Mark:	Notes/Comments		
AO5 - Attending to detail / perfecting Repeated checking, perfecting, noticing	Examples of attending to detail: Website structure, report structure, language to include tone of voice, media file type, preparation, evaluation such as data patterns, 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 to different platforms, including mobile.		
10%	Band 1 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

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	Candidate demonstrated in one web browser		
2	Candidate demonstrated in two web browsers		
2	Candidate demonstrated in a range of web browsers		

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)

.....
Assessors Name
(please sign)

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: