

Level 3 Advanced Technical Extended Diploma in Digital Technologies (720)

Web Design and Social Media for e-commerce (5220-047)

Version 1.0 September 2017

Assessment Pack

Synoptic Assignment Pack

Introduction

General information about structure of the assignment pack

Candidate section

- Candidate guidance
- Assignment brief and tasks

Tutor section

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- Guidance on assessment conditions
- Guidance on marking
- Marking criteria
- Mark sheet
- Feedback form
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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 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

You are employed by JAKET Consultancy, who advise on, design and build e-commerce websites for clients that wish to create an on-line business presence.

Most clients, initially require a great deal of advice and guidance enabling them to identify and agree exactly how they require their proposed e-commerce site to interact with Social Media and to use Digital Advertising as a tool for promoting their brand.

You have been tasked with completing all the work required for a new client.

This client is a business that retails all sorts of new and 'retro' Gadgets, intended for both a male and a female audience and is currently thinking about registering the name: "TheStuffYouReallyWant"

Until the company name is finally settled, throughout your work, you will refer to the client company as **"TS_RW"**

Your line-manager has had extensive discussions with the Director of TS_RW and has now finalised the "client brief" (below). They expect you to adhere closely to the brief and complete it in the order shown.

They advise you to read the entire brief very carefully before starting any particular task.

JAKET Consultancy	<u>Client Brief:</u> TS_RW
Part 1 Create a report for the Director of TS_RW containing the following sections:	
A	An explanation of the links between e-commerce and social media.
B	A recommended Social Media Strategy, which includes the use of all suitable or appropriate social media channels for TS_RW . The Strategy must identify success measures for using social media.
C	The types of digital media that may be used by TS_RW in their e-commerce website and on social media channels, identifying the benefits and drawbacks for each type. This section should also identify and advise, on any laws and guidelines that may be associated with the use of digital media in an e-commerce website and on social media channels.
D	An explanation of the methods of digital advertising that may be available for TS_RW to use in promoting their e-commerce website. A digital advertising campaign using your recommended methods, including how the campaign would be monitored and judged against a set of success criteria.
E	An explanation of the hardware and software architecture used for e-commerce websites. An explanation of the technologies used in e-commerce website hosting, taking account of both static and mobile device usage.
F	The design documentation for the proposed website, including storyboards or mood boards used.
G	An explanation of the use of “keywords” when creating an e-commerce website. This section should also include “accessibility” issues that need to be taken into account when creating an e-commerce website.
H	An explanation of the security issues and the requirements that should be put in place for the e-commerce website. This section should also include any legal or ethical requirements relating to the e-commerce website and which have not been included in section C above.
I	A design of a relational database that will be attached to the TS_RW e-commerce website.
Part 2 Create and test a functioning e-commerce website, demonstrating proof-of-concept for TS_RW . The e-commerce website should be ‘local’. It is not a requirement for it to be accessible across the internet. It should however, be equally accessible from both static and mobile devices.	
J	The relational database designed in the Director’s report (Section G), should be created, populated with specimen data and linked to the e-commerce website.
K	Install and configure a Content Management System
L	The completed ecommerce website should be compared against accessibility standards
M	Document the e-commerce website creation, and use of the content management system, adding it to the Director’s report as Appendix [A]. This section should also identify any scripting tools used in the creation, along with the Keywords used for SEO
N	Four additional appendices to the Director’s report should be created:

	Appendix [B] – containing a test plan. Appendix [C] – containing the actual testing of both the e-commerce website and the linked relational database. Appendix [D] - An evaluation of the e-commerce website and database back-end. Appendix [E] – An accessibility evaluation report.
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Tasks

Task 1a

Conduct research on your own examining aspects of accessibility of interactive websites. Save your research in a suitable format for later use.

Conditions of assessment

You must carry the task out on your own, this does **not** have to be under supervised conditions.

It is expected that this will take a maximum of **1 hour** in total. This task is not marked.

What must be presented for marking:

Any work undertaken in this task should be handed in upon completion of the task. This will be handed back to the candidate at the start of their assignment.

Task 1b

Create the report for the Director of **TS_RW**, containing the sections identified in the Client brief:

[Part 1 Sections: A to I]

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 must be presented for marking:

A single word-processed document containing the required report.

Task 2

Create the functioning e-commerce website as specified in the client brief: **[Part 2 Sections: J to L]**

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 must be presented for marking:

A single word processed document containing:

- screen shots of all pages on the website
- screen shots of the complete folder structure of the website
- screen shots of the contents of the asset folder

Additional evidence required:

An Assessor Observation form of demonstration of the e-commerce website's functionality.

Task 3

Create the Appendices to the Director's report as per the client brief: **[Part 2 Sections: M and N]**

Conditions of assessment:

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

It is expected that this task will take approximately **4 hours** in total.

What must be presented for marking:

A single word processed document containing Appendices A to E.

Task instructions for centres

Time

Task 1a the recommended time allocated for the completion of this task is no more than **1 hour**.

The recommended time allocated for the completion of the tasks and production of evidence for this assessment is approximately **eighteen** 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.

Assessment tasks

Task 1a

Conduct research on examining aspects of accessibility of interactive websites.

This must be completed by all candidates to ensure the necessary information is available so that they can create and assess their interactive website against current accessibility standards. This task does **not** need to be conducted under supervised conditions. This may take place in a suitable location with the information collected by the candidates being retained by the assessor upon completion of the task.

Task1b

All candidates must have access to pre-assessment material before starting their report.

Task 2

Candidates must use appropriate software as set out in the brief to create a functioning e-commerce website.

Task 3

Candidates must create the Appendices to the Director's report as outlined in the brief.

Centre guidance

Task 1a must be completed by all candidates to ensure the necessary information is available so that they can create and assess their interactive website against current accessibility standards. This task does **not** need to be conducted under supervised conditions. This may take place in a suitable location with the information collected by the candidates being retained by the assessor upon completion of the task.

Some possible sources of appropriate information **may** include:

- www.w3.org
- www.abilitynet.org.uk
- www.legislation.gov.uk/ukpga/2010/15/contents
- www.bbc.co.uk/accessibility

This research output must be kept securely ready for task 3. No more than **one hour** should be allowed for this task.

This information should then be returned to the respective candidates at commencement of the formal synoptic assessment.

In order to complete the functioning website, assets such as stock images/place holders, must be made available along with data records to populate the back end database.

Scripting tools and a CMS (Content Management Server) package must also be available.

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

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).

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.

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 should be recorded fully on the Candidate Record Form (CRF), must be taken into account along with the candidate's final evidence during marking and must be 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 that they must check their work thoroughly before submitting it 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 or 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 required suggests the candidate is 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.

Both 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, zero 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
15	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? 	(1–3 marks) Recall shows some weaknesses in breadth and/or accuracy. Hesitant, gaps, inaccuracy	(4-6 marks) Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor. Sound, minimal gaps	(7-9 marks) Consistently strong evidence of accurate and confident recall from the breadth of knowledge. Accurate, confident, complete, fluent, slick
		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, Consumer contracts regulations 2013, 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, security of website data taking into account: firewalls, virus protection, secure communication SSL, HTTPS, secure electronic transactions, standard payment types and alternatives, permissions, structure of CMS login pages, potential threats, protection of administrators account.		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		<p>Candidate showed limited awareness of legislation / guidelines relevant to e-commerce website creation.</p> <p>Candidate awareness of different types of digital media used when developing an e-commerce website is limited.</p> <p>Candidate awareness of secure electronic transactions is limited.</p>	<p>Candidate showed adequate awareness of legislation / guidelines relevant to e-commerce website creation.</p> <p>Candidate awareness of different types of digital media used when developing an e-commerce website is adequate.</p> <p>Candidate awareness of secure electronic transactions is adequate.</p>	<p>Candidate showed clear linkage between legislation / guidelines and the content of the e-commerce website.</p> <p>Candidate awareness of different types of digital media used when developing an e-commerce website is extensive.</p> <p>Candidate awareness of secure electronic transactions is extensive.</p>
20	<p>A02 Understanding of concepts theories and processes relating to the LOs</p> <ul style="list-style-type: none"> Does the candidate make connections and show causal links and explain why? How well theories and concepts are applied to new situations/the assignment? How well chosen are exemplars – how well do they illustrate the concept? 	<p>(1-4 marks)</p> <p>Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete.</p> <p>Misunderstanding, illogical connections, guessing,</p>	<p>(5-8 marks)</p> <p>Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored.</p> <p>Logical, slightly disjointed, plausible,</p>	<p>(9-12 marks)</p> <p>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.</p> <p>Logical reasoning, thoughtful decisions, causal links, justified</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		Examples of understanding expected: security methods, design documentation content, testing plans, social media ethical issues, e-commerce website hosting, all payment types considered , technologies for e-commerce website hosting, e-commerce 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, digital advertising benefits and drawbacks, advertising campaigns, CMS. Hardware and software architecture, Relational databases, test-plan creation and testing.		
		<p>Candidate has shown a basic understanding of e-commerce.</p> <p>Candidate has shown a basic understanding of report construction.</p> <p>Candidate has shown a limited understanding of the intended audience based on the client brief.</p>	<p>Candidate has shown an adequate understanding of e-commerce.</p> <p>Candidate has shown a sufficient understanding of report construction.</p> <p>Candidate has shown an adequate understanding of the intended audience based on the client brief.</p>	<p>Candidate has shown a sound understanding of e-commerce.</p> <p>Candidate has shown a well-developed understanding of report construction which fully meets specification requirements.</p> <p>Candidate has shown a broad understanding of the intended audience based on the client brief.</p>

Technical Extended Diploma in Digital Technologies (720)

Web Design and Social Media for e-commerce (5220-047)

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
30	A03 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 <u>practical</u> outcomes? 	(1-6 marks) Some evidence of familiarity with practical skills. Some awkwardness in implementation, may show frustration out of inability rather than lack of care. Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy.	(7-12 marks) Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature. Somewhat successful, some inconsistencies, fairly adept/ capable.	(13-18 marks) Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity. Dextrous, fluid, comes naturally, skilled, practiced,
		Examples of skills expected: Ecommerce website creation, use of media file types, website navigation, shopping cart construction, 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, 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. Report writing, database construction.		

%	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 e-commerce website using a limited range of content to engage the site user.</p> <p>The e-commerce website has limited navigation across static and mobile devices.</p> <p>The database is linked to the e-commerce website with limited functionality.</p> <p>The e-commerce website meets minimum accessibility standards.</p> <p>Basic implementation of security features for the e-commerce website.</p> <p>Interaction with social media content to increase brand awareness is limited.</p>	<p>Candidate created an e-commerce website using an adequate range of content to engage the site user.</p> <p>The e-commerce website functions adequately across static or mobile devices.</p> <p>The database is linked to the e-commerce website with sufficient functionality.</p> <p>Additional accessibility features for the e-commerce website have been included.</p> <p>Adequate implementation of security features for the e-commerce website.</p> <p>Interaction with social media content to increase brand awareness is adequate.</p>	<p>Candidate created an e-commerce website using a well-developed range of content to engage the site user.</p> <p>The e-commerce website is fully functional across both static and mobile devices.</p> <p>The database is fully linked to the e-commerce website.</p> <p>Additional accessibility features for the e-commerce website are well-developed and include cross platform support.</p> <p>The security requirements for the e-commerce website are fully developed.</p> <p>Interaction with social media content to increase brand awareness is fully developed, including calls to action (CTA).</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	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? How well can the candidate work out solutions to new contexts/problems on their own? 	(1–4 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.	(5-8 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	(9-12 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.
Examples of bringing it all together: security methods, design documentation content, testing plans, social media ethical issues, e-commerce website design, e-commerce website hosting, e-commerce website testing, shopping cart, how customer interaction takes place, server requirements, connections to legal and ethical considerations, payment types and technologies, 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, 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, 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.				

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		<p>Candidate has given basic consideration of the client needs.</p> <p>Candidate has conducted basic testing following a limited test plan.</p> <p>Social media strategy contains limited success measures.</p> <p>The review of the e-commerce website covers limited aspects of the design, specification, development and testing carried out.</p>	<p>Candidate has given adequate consideration of the client needs.</p> <p>Candidate has conducted adequate testing following a test plan.</p> <p>Social media strategy contains appropriate success measures.</p> <p>The review of the e-commerce website covers adequate aspects of the design, specification, development and testing carried out.</p>	<p>Candidate has given full consideration to the client needs.</p> <p>Candidate has conducted thorough testing following a test plan.</p> <p>Social media strategy contains a well-developed methodology for measuring success.</p> <p>The review of the e-commerce website covers all aspects of the design, specification, development and testing carried out.</p>
15	A05 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)? 	<p>(1-3 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, unfocussed, unobservant, unmotivated.</p>	<p>(4-6 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>(7-9 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>

%	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"> Would you describe the candidate as a perfectionist and wholly engaged in the subject? 	Examples of attending to detail: E-commerce 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 and all payment types.		
		There is limited consistency and attention to detail in the e-commerce website layout.	There is consistency and attention to detail in the e-commerce website layout.	Candidate has demonstrated precision in the e-commerce website creation to a professional standard.
		There is limited consistency and attention to detail in the client report. Evaluation of the completed task including appendices was basic.	There is consistency and attention to detail in the client report. Evaluation of the completed task including appendices was adequate.	Candidate has demonstrated precision in the client report to a professional standard. Evaluation of the completed task including appendices was comprehensive.

Declaration of Authenticity

Candidate name

Candidate number

Centre name

Centre number

Candidate:

I confirm that all work submitted for this synoptic assignment 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

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

A01 - 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, Consumer contracts regulations 2013, 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, security of website data taking into account: firewalls, virus protection, secure communication SSL, HTTPS, secure electronic transactions, standard payment types and alternatives, permissions, structure of CMS login pages, potential threats, protection of administrators account.		
15%	Band 1 1 – 3 marks	Band 2 4 – 6 marks	Band 3 7 – 9 marks
Mark:	Notes/Comments		
A02 - Understanding Security of concepts, causal links	Examples of understanding expected: security methods, design documentation content, testing plans, social media ethical issues, e-commerce website hosting, all payment types considered, technologies for e-commerce website hosting, e-commerce 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, digital advertising benefits and drawbacks, advertising campaigns, CMS. Hardware and software architecture, Relational databases, test-plan creation and testing.		
20%	Band 1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks
Mark:	Notes/Comments		
A03 - Practical skill Dexterity, fluidity, confidence, ease of application	Examples of skills expected: Ecommerce website creation, use of media file types, website navigation, shopping cart construction, 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, 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. Report writing, database construction.		
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, e-commerce website design, e-commerce website hosting, e-commerce website testing, shopping cart, how customer interaction takes place, server requirements, connections to legal and ethical considerations, payment types and technologies, 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, 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, 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.		
20%	Band 1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks
Mark:	Notes/Comments		
AO5 - Attending to detail / perfecting Repeated checking, perfecting, noticing	Examples of attending to detail: E-commerce 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 and all payment types.		
15%	Band 1 1 – 3 marks	Band 2 4 – 6 marks	Band 3 7 – 9 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	The e-commerce website has been created as specified in the client brief: including accessibility and navigation		
2	The relational database has been created and populated with test data		
2	The relational database is functioning correctly using the test data		
2	The e-commerce website and the relational database are linked and work together		
2	The e-commerce website is functioning		

Notes for Assessor:

Use the above Assessor checklist. The learner's performance should be checked against the criteria on the Assessor checklist and the Marking grid - AO3. 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

A01 - Recall

Breadth, depth,
accuracy

A02 - Understanding

Security of concepts,
causal links

A03 - Practical skill

Dexterity, fluidity,
confidence, ease of
application

A04 – Bringing it all together

use of knowledge to
apply skills in new
context

A05 - Attending to detail / perfecting

Repeated checking,
perfecting, noticing

Tutor/Assessor signature:

Date: