Mark Scheme

January 2016

Edexcel Level 2 Certificate in Digital Applications

Unit 1: Developing Web Products

PEARSON

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General marking guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded.
- Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.

Additional guidance for Levels-based holistic marks

- Each Level of the mark scheme contains a descriptor. These descriptors should be read and applied as a whole.
- Use a best-fit approach. This means placing the work in the band where it fits best. It does not need to meet all of the requirements of the Level – it should be placed at a particular Level when it meets **more** of the requirements of this Level than the requirements of the other Levels.
- If the work fits more than one Level, judge which one provides the best match.
- If the work is on the borderline between two Levels, then it should be placed either at the top of the lower band or the bottom of the higher band, depending on where it fits best.

How to select a mark within the Level

- After the Level has been chosen, then select a mark. To do this, consider whether the work convincingly meets the requirements of the Level. If so, it should be given the higher of the two marks. If not, award the lower mark.

Activity 1: Design, build and test the microsite

If a candidate's web pages are not saved in .htm or .html format, then 0 marks should be awarded for Activity 1.

Task	Response	Mark
Page template	**(P1)** Banner present, must be 800 x 150 px. Must include suitable text. Accept 'Grubalicious'.	1
	(P2) Banner is centred within their page design. (No mark if banner is full width of page design. The mark can be awarded even if the banner or page are the wrong size, as long as the banner is centred)	1
	(P3-4) Correct logo within banner, proportions retained **(1)** Logo is hyperlinked to grubalicious.org.uk - in the HTML code: 'http://www.grubalicious.org.uk.' **(1)**	2

Task	Response	Mark
Images	**(I1)** Undistorted versions of MICROWAVE_COOKING included on the kitchen survival page and JACKET_POTATO included on the tip of the week page. The text should still be legible.	1
	(I2) 5_A_DAY is included on the meals page, edited with an appropriate picture e.g. fruit and/or veg.	1
	(I3) Suitable thumbnails created for the meals page – must be edited to include the name of the page they link to. The text needs to have been added to the image (eg in image editing software), rather than having been added in the web authoring software as a text box for example.	1
	(I4-5) STUFFED_PEPPERS_INGREDIENTS included on the meal of the week page **(1)** that rolls over to show STUFFED_PEPPERS_METHOD at the same size **(1)**. No mark if STUFFED_PEPPERS_METHOD opens in another window.	2
	(I6-7) Files in required format – all images are .png **(1)** and <300KB **(1)**	2

Task	Response	Mark
Links	**(L1)** A correctly functioning email link is included (ie opens an email programme), linking to info@grubalicious.org.uk - the code should read: <a href=	1

"mailto:info@grubalicious.org.uk">	
(L2) Appropriate links to both 'Tip of the Week' and 'Meal of the Week' pages from the meals page (accept any functioning link, including text but NOT if the navigation bar, eg dropdowns, is the only way to get to those pages)	**1**

Task	Response	Mark
Other content	**(O1)** The video file is embedded on the meal of the week page	**1**
	(O2) The video plays on click	**1**
	(O3) Video is converted to .mp4 or .m4v format and included on the website	**1**
	(O4) A box is included on the home page with a different background colour to the rest of the page	**1**
	(O5) Text wraps around LOGO.png (which is positioned on the right side of the text)	**1**
	(O6-7) • A <h2> header 'Welcome to Grubalicious' is included on the home page **(1)** • Header is centre aligned **(1)**	**2**

Holistic marks

Structure and functionality		
Level	**Descriptor**	**Mark**
	No rewardable material	0
Level 1	The microsite has a structure that does not fully address client requirements. It may not be logical (eg it may be difficult to find links to some pages or the user may need to drill down inappropriately). The site may not be fully functional (eg some links may be missing or broken).	1-2
Level 2	The microsite has a logical structure and most required links are present and functional. The navigation does not fully address the client's requirements (eg the hierarchy may not be as specified in the client's brief, such as all pages being included on the navigation bar with no need to drill down).	3-4
Level 3	The microsite has a logical structure with a hierarchy and functional links that fully address the client's requirements (an appropriate navigation bar requiring drill down from the programmes page as specified, and all required links).	5-6

User experience		
Level	**Descriptor**	**Mark**
	No rewardable material	0
Level 1	A user interface that allows access to most of the content, although significant scrolling may be required at the specified resolution. Learners may have added accessibility features but these may not be used appropriately (eg alternative text may have been added to some images but some or all of the text may be inappropriate, and/or colours may be high contrast but include unsuitable combinations such as red and green).	1-2
Level 2	A user interface that allows access to all the content with minimal scrolling required at the specified resolution. Appropriate use of at least one accessibility feature for visually-impaired users (eg clear alternative text may be applied to most images or appropriate high contrast colours may be used on most pages).	3-4
Level 3	An easy-to-use user interface that allows access to all the content without scrolling at the specified resolution. The elements on the page enhance the user experience. Consistent use of accessibility features for visually-impaired users where appropriate throughout the site (eg consistent use of high contrast colours, scaleable fonts and clear alternative text on all images, avoiding inappropriate colour combinations such as red and green).	5-6

Content selection, preparation and presentation		
Level	**Descriptor**	**Mark**
	No rewardable material	0
Level 1	Some content is relevant and error free although selection and preparation of text and images is not generally the most appropriate (eg given text may not be copied correctly, additional text may be inappropriate, fonts may not be suitable for on-screen viewing, and some images may not be relevant to page content or may not be optimised, sized or positioned appropriately). Some combinations of assets on the pages are appropriate for the audience and purpose (eg images and text are generally appropriate on some pages but less so on others).	1-2
Level 2	Most content is relevant and error free with some appropriate selection and preparation of text and images (eg given text may be edited to improve its suitability, some images may be edited to improve their relevance to adjacent content). Some effective combinations of assets on the pages that demonstrate some awareness of the target audience and/or the cookery theme (eg the colour scheme may be appropriate, some images may be well-chosen, optimised, sized or positioned to illustrate accompanying text which is generally error-free and appropriate for 16 - 21 year olds).	3-4
Level 3	All content is effective, including appropriate selection and preparation of text, choice of format and emphasis, selection and preparation of images. Effective combinations of assets across the whole microsite that demonstrate sound awareness of the target audience and the cookery theme (the student clearly understands the purpose of the microsite and has used combinations of text and images to produce content that would appeal to students and encourage them to use grubalicious.org.uk).	5-6

Overall consistency		
Level	**Descriptor**	**Mark**
	No rewardable material	0
Level 1	Components of the page template and/or other aspects of the layout and design are not applied consistently (eg the navigation bar or page design may not be consistent across the site, colours or fonts may not be used consistently, the banner and/or logo may be positioned inconsistently or vary in size or colour).	1-2
Level 2	The page template may not have been applied to all pages but the required components (banner, navigation bar) are used consistently. Most aspects of the layout and design are consistently effective (eg navigation, page structure, colour scheme, text formatting).	3-4
Level 3	A page template that includes the required components is applied to all pages. Layout and design are consistently effective across the microsite (navigation, page structure, colour scheme, text formatting).	5-6

Activity 2: Complete an evaluation of your microsite

Evaluation		
Level	**Descriptor**	**Mark**
	No rewardable material	0
Level 1	The student has made superficial descriptive comments about some of their design decisions (eg comments might relate to their choice of colours but without linking this to the cookery theme or intended audience). There will be limited reference to audience and purpose. Suggested improvements may not be appropriate or realistic (eg they might suggest adding content that could, in fact, distract readers.	1-2
Level 2	The student has made relevant descriptive comments about some of their important design decisions (eg answer might explain how the choice of colour is appropriate, but not deal other design decisions). There will be some reference to audience and purpose. Some suggestions for improvement will be valid (eg answer might include valid suggestions in some areas, such as how to make the text more readable in relation to the target audience, but other suggestions may not be clear or realistic).	3-4
Level 3	The student has made valid justifications for the effectiveness of their important design decisions. The justifications will be clearly related to audience and purpose (eg answer justifies why the choice of colour and images are appropriate not only for the cookery theme but also the ways in which they help to interest the target audience). Valid suggestions for improvement will be included and it will be clear how these would improve the outcome (eg answer includes valid suggestions for making the text more readable for the target audience in order to make it more likely that they would continue to browse the rest of the microsite).	5-6