

Mark Scheme

January 2016

Edexcel Level 2 Certificate/Diploma in
Digital Applications

Unit 5: Programming for the Web

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: Build the website

Task	Response	Mark
Header	The header is 975x100 including correct logo (1) .	1
Navigation Bar	At least one functional link is included to gallery, news, and shop (1) . Background colour (#006633) and font colour (#FFFFFF) (1) .	2
Image	The image is correctly sized (1) and the correct text has been added to the image wholly positioned bottom left quadrant (1) .	2
Gallery	The image slider is the correct size, 350, 300px. (1) . The text box has rounded corners set at 15px (1) . 3px solid border (#999999) (1) .	3
Gallery text	Use of an unordered list with bullet points to present information (1) .	1
News	The four boxes are correctly sized (1) . The four boxes are positioned exactly as shown on the wireframe (1) . The boxes have appropriate text (1) .	3
Shop	The four appropriate images and text have been included (1) and match the wireframe (1) . Background colour (#990000) and the title bar for the Shop is 25px (1) .	3
Footer	The silhouette image is positioned as shown on the wireframe (1) with logo resized correctly and positioned as shown on wireframe (1) .	2
Page Layout	The border between the edge of the page and the Gallery is 50px (1) . There is a 40px gap between all three sections (1) . Titles for gallery and news sections match the wireframe (1) .	3

Holistic marks

Writing and Editing HTML		
Level	Descriptor	Mark
	No rewardable material	0
Level 1	<p>The <head> element of the page contains an appropriate <title>.</p> <p>HTML elements are used to describe the structure of the page. No clear hierarchy of information is evident.</p> <p>There is evidence of HTML lists but these may be used inappropriately.</p> <p>A working link is included but may not function as intended.</p>	1-2
Level 2	<p>The <head> element of the page contains an appropriate <title> and at least one <meta> element is used appropriately.</p> <p>HTML elements are used to describe the structure of the page. A clear hierarchy of information is evident.</p> <p>HTML lists are used appropriately.</p> <p>A working link is included and functions as intended.</p> <p>Most images are in proportion.</p> <p>Class and id attributes are used.</p>	3-4
Level 3	<p>The <head> element of the page contains an appropriate <title> and <meta> elements are combined.</p> <p>HTML elements are used effectively to describe the structure of the page.</p> <p>An effective hierarchy of information is evident.</p> <p>HTML lists are used appropriately.</p> <p>All required links function as intended.</p> <p>All images are in proportion.</p> <p>Class and id attributes are used consistently.</p>	5-6

Writing and Editing CSS		
Level	Descriptor	Mark
	No rewardable material	0
Level 1	<p>Students will have attached a style sheet (internal or external) to:</p> <ul style="list-style-type: none"> •style text (headings, sub headings and body copy) in the same way e.g. typeface, size, style, colour, alignment •style boxes e.g. width and height, border (colour, width and style) •style links consistently e.g. link, visited, hover and/or active •style images e.g. size and alignment 	1-2
Level 2	<p>Students will have attached an external style sheet to:</p> <ul style="list-style-type: none"> •create a layout that resembles the wireframe •create different styles for the text elements (headings, subheadings, body copy, captions, quotations) and apply them consistently on different pages e.g. typeface, size, style, colour, alignment, line height, text decoration •style boxes e.g. width and height, border (colour, width and style), margin and padding •style links consistently on the page e.g. link, visited, hover, focus and/or active or includes images for links •style images e.g. size, alignment, background images 	3-4
Level 3	<p>Students will have attached an external style sheet to:</p> <ul style="list-style-type: none"> •create a layout that matches the wireframe •create different styles for the text elements (headings, subheadings, different parts of the body copy, captions, quotations) and apply them consistently throughout the site e.g. typeface including use of the @font-face rule, size, style, colour, alignment, line height, text decoration, text transformation, letter and word spacing •style boxes consistently e.g. width and height, border (colour, width and style), overflow, opacity, gradients, drop shadows, rounded corners, margin and padding •style links consistently on the page e.g. link, visited, hover, focus and/or active or includes image sprites •style images e.g. size, alignment, background images (repeat, attachment, position) •style lists e.g. type, image, position, style 	5-6

Creating Forms – HTML, CSS & JavaScript		
Level	Descriptor	Mark
	No rewardable material	0
Level 1	The form may only contain one of the required fields as specified in the wireframe with appropriate form controls or contain the specified fields but without any of the appropriate form controls to make it operational. The form will bear no resemblance to the style of the wireframe and there will be no working JavaScript validation.	1-2
Level 2	The form contains most, of the required fields as specified in the wireframe but not all of the form controls will have been applied appropriately, the style of the form will match some aspects of the wireframe e.g. background colour and some aspects of the JavaScript validation will work.	3-4
Level 3	The form contains the required fields as specified in the wireframe, has the correct form controls, has been styled to match the wireframe and has fully functioning JavaScript validation.	5-6

Writing JavaScript		
Level	Descriptor	Mark
	No rewardable material	0
Level 1	Although the JavaScript code will not produce an outcome to meet any of the client's requirements, some attempt at writing JavaScript has been made and some aspects of the coding are accurate.	1-2
Level 2	Although the JavaScript code may not execute all of the client's requirements, it is accurate enough to produce a response that partially meets the client's requirements.	3-4
Level 3	Accurate JavaScript has been written, either embedded on the page or linked to an external JavaScript file, to execute the client's requirements as specified in the client brief.	5-6

Incorporating Interactive Elements through JavaScript		
Level	Descriptor	Mark
	No rewardable material	0
Level 1	Although not all of the HTML, CSS and JavaScript code will have been edited appropriately, some aspects of the code will be correct but significant errors will have been made e.g. the JavaScript files will not be linked within the source code, the JavaScript is edited incorrectly or the HTML code contains errors. These errors will mean that the interactive element(s) will not function as intended in a web browser.	1-2
Level 2	The interactive element(s) have been incorporated onto the page(s) i.e. the links to the JavaScript files are corrected inserted into the source code. However, the JavaScript and/or the HTML and CSS code have not been edited to meet the client's requirements. The element(s) function in the web browser but not according to the requirements of the client brief.	3-4
Level 3	The interactive element(s) have been incorporated onto the page(s) according to the requirements of the client brief i.e. the links to the JavaScript files are corrected inserted into the source code, the JavaScript has been edited as required and the HTML and CSS code are edited to meet the client's requirements. The element(s) function as intended in the web browser.	5-6