

Mark Scheme (Results)

January 2014

Pearson Edexcel Level 2 Certificate in
Digital Applications (DA201)
Unit 1: Developing Web Products

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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

Task	Response	Mark
Page template	P1 Banner present, full width of page (1024 px) (Accept between 960 px and 1050 px)	1
	P2 Suitable text on banner – e.g. Why Recycle?	1
	P3-4 Correct logo within banner, proportions retained (1) Logo is hyperlinked to therecycledrive.gov.uk (1) in the HTML code	2

Task	Response	Mark
Images	I1 The LANDSCAPE image has been included on the benefits of recycling page and compressed to <300KB	1
	I2 The LANDSCAPE image has been edited to include the logo.png and some appropriate text	1
	I3 Image showing only one top tip (from TOP_TIPS.png)	1
	I4 The cropped image is not distorted	1
	I5 Cropped image links to TOP_TIPS.png or suitable edited version showing all four top tips	1
	I6 The navigation bar includes the homepage, benefits, recycle icons as part, or all, of the buttons	1
	I7 All icons are 60x60 pixels and not distorted	1
	I8 Each icon or button has been edited appropriately to create a rollover state	1

Task	Response	Mark
Links	L1 A correctly functioning email link is included (i.e. opens an email programme), linking to info@therecycledrive.gov.uk - the code should read: 	1
	L2 Appropriate links are included on the recycling page to information on paper recycling and composting (accept any functional links including text or images)	1

Task	Response	Mark
Other content	O1-3 The video file is embedded on page at a size that can be viewed (1) Plays only on click (1) Displayed in a 4:3 ratio (1)	3
	O4-5 COMPOST.png image is positioned on the right hand side of appropriate text on composting page (1) and the text wraps around the image (1)	2
	O6 Files in required format (images are all .png and <300KB)	1

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 (appropriate navigation requiring drill down from the recycling page as specified, and all required links).	5-6

User experience		
Level	Descriptor	Mark
	No rewardable material	0
Level 1	<p>A user interface that allows access to most of the content, although significant scrolling may be required at the specified resolution.</p> <p>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).</p>	1-2
Level 2	<p>An easy-to-use user interface that allows access to all the content with minimal scrolling required at the specified resolution.</p> <p>Appropriate use of at least one accessibility feature for visually-impaired visitors (eg clear alternative text may be applied to most images or appropriate high contrast colours may be used on most pages).</p>	3-4
Level 3	<p>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.</p> <p>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).</p>	5-6

Content selection, preparation and presentation		
Level	Descriptor	Mark
	No rewardable material	0
Level 1	<p>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).</p> <p>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).</p>	1-2
Level 2	<p>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).</p> <p>Some effective combinations of assets on the pages that demonstrate some awareness of the target audience and/or the environmentally friendly theme (eg the colour scheme may reflect the environmentally friendly theme, some images may be well-chosen, optimised, sized or positioned to illustrate accompanying text which is generally error-free and appropriate for audience).</p>	3-4
Level 3	<p>All content is effective, including appropriate selection and preparation of text, choice of format and emphasis, selection and preparation of images.</p> <p>Effective combinations of assets across the whole microsite that demonstrate sound awareness of the target audience and the environmentally friendly 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 audience and encourage them to take part in the Recycle Drive).</p>	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 consistent (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 consistent 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	<p>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 recycling theme or intended audience).</p> <p>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).</p>	1-2
Level 2	<p>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 for the recycling theme, but not deal other design decisions).</p> <p>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).</p>	3-4
Level 3	<p>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 recycling theme but also the ways in which they help to enthuse the target audience).</p> <p>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).</p>	5-6

