



Pearson

Examiners' Report

Principal Examiner Feedback

Summer 2017

Pearson Edexcel

Level 2 Diploma in Digital Applications (DA205)
Paper 01 Coding for the Web

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Coding for the web

DA205 is mandatory for the DiDA qualification. This unit is about front-end web development and focuses on coding methods and techniques in HTML, CSS and JavaScript. It builds upon the skills and understanding developed in DA201: Developing Web Products.

The examination is written as a client brief and assesses students' ability to create a web page from a given wireframe. Consequently, candidates should be familiar with using a wireframe to build a web page. The client for this examination was Bistro 205, a family run restaurant in a small market town, who required a website to promote its business.

It was noteworthy that the most successful candidates were confident in their use of HTML, cascading style sheets (CSS) and JavaScript to create a web page with a range of interactive elements using a given wireframe.

General Comments

Candidates need to be familiar with the skills listed in the specification. The examination can cover any of the content of the specification. It appeared that, on a centre basis, some candidates were unfamiliar with some sections of content and were, therefore, not able to develop their web pages to reflect the requirements of the wireframe.

Although the choice of software is a decision for the centre, candidates should be provided with web authoring software that will enable them to cover all the unit content outlined in the specification.

Candidates also need to be clear on how to create an appropriate folder structure within their user area so that the web pages functioned correctly. There were several instances of inappropriate paths, which meant that either links did not function or images did not appear as intended.

Administration

Centres are reminded of the importance of reviewing the Instructions for the Conduct of Examination document prior to the examination window and of sending the examination pro forma to ictschedules@pearson.com.

Centres are also reminded that the attendance register should be included with the students' work.

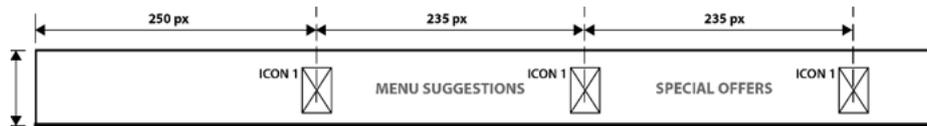
The Task

Candidates were required to use HTML to build the overall structure of their web page. However, the design and layout of the site should be controlled using Cascading Style Sheets (CSS). Candidates were required to use JavaScript to create the dynamic, interactive elements of the page. Candidates needed to be able to incorporate JavaScript into their pages to add functionality.

In this examination, they were asked to add tabbed content to the page. They were also required to write JavaScript to validate the input to a form.

Navigation Bar

The wireframe required the navigation bar to be created at the top of the page as shown below:



In general, candidates appeared to find this task challenging. Although they were given the positioning for the icon few were able to calculate the left margin to the centre of the icon.

Few candidates were able to create functional links to the other parts of the page. Centres are reminded that candidates need to be able to create internal, external, email links and links to another part of the same (or a different) page.

Header

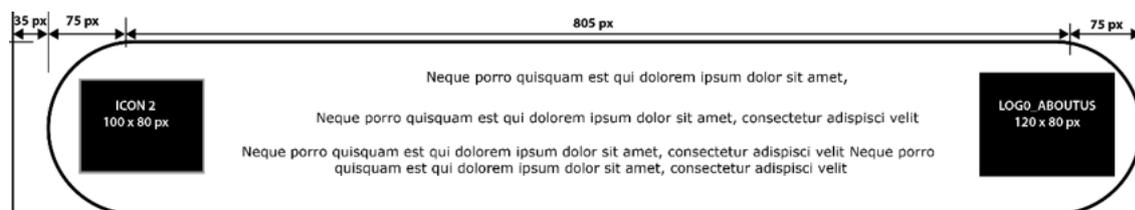
Most candidates were able to create a header section the required width and height and insert the HEADER image as a background for the top of the header section. However, candidates were less successful at positioning the LOGO.



Positioning elements on the page is an essential aspect of the examination and to be fully prepared, candidates need to be able to adopt appropriate positioning techniques in order to position elements as they appear on the wireframe.

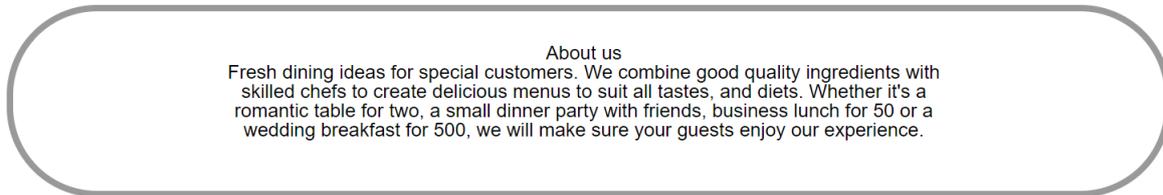
About Us

The About Us section required the candidates to create a rectangular box with rounded corners and a solid border, 5px, solid border, colour - #999999.



Many candidates found this task to be challenging. Candidates who did place a box on the page, many were able to position the box with a left margin of 35px. However, fewer were able to use CSS to create the rounded corners of the box.

Very few candidates were able to position the two logos correctly. The better examples seen were as shown below.



Menu Suggestions

The Menu Suggestions section of the wireframe was designed to be the most difficult aspect of the task and only a minority of candidates were able to build this section to resemble the wireframe. Although the functionality of the tabbed content was assessed through the holistic marks, candidates were also awarded marks for their ability to style the tabbed content and position it as shown on the wireframe.



Special Offers

Many candidates were able to create the special offers section with the correct background colour and the correct size. One of the most successful aspects of student performance in this year's examination was most students' ability to position the images and corresponding text within four correctly sized boxes in the special offers section of the web page.

Booking and Home Garden

Many candidates found creating the contact form to be challenging. Although the functionality of the form will be considered for holistic marks, candidates are rewarded for the positioning on the elements on the page.

A significant minority of candidates were able to embed the video file. Fewer were able to control the video as required.

Writing and editing HTML

Although some candidates were able to include the main structural elements: DOCTYPE, html, head and body, fewer included an appropriate <title> or <meta> elements.

Most candidates were able to make some use of HYML elements to structure some elements of their pages and to add content such as text and images. However, many candidates found attempting to use HTML to create a page closely resembling the given wireframe challenging.

Writing and editing CSS

Most candidates create external style sheets that included many of the properties given in the client brief. Only a minority of candidates were able to use CSS to create a web page that closely resembled the wireframe.

In some cases, candidates created external style sheets for the given properties but included all other styles in the HTML code.

To fully meet the Level 3 assessment for this strand, candidates also need to write their own JavaScript to validate the input on the clicking of the submit button.

Creating forms



The image shows a wireframe of a contact form. It is enclosed in a grey border. At the top left, there is a label 'NAME' above a text input field. To the right of this is a label 'CONTACT DETAILS' above another text input field, with a small envelope icon between them. Below the 'NAME' field are two smaller text input fields labeled 'NUMBER OF GUESTS' and 'TIME / DATE'. Below the 'CONTACT DETAILS' field is a text input field with a small telephone icon to its left. At the bottom left is a larger text input field labeled 'REQUIREMENTS'. At the bottom right is a dark grey button with the word 'SUBMIT' in white capital letters.

The candidates who were able to include the given form in the bottom section of the web page were challenged to position the elements as shown on the wireframe. Many candidates who created the form included a submission button.

Centres should ensure that candidates are able to style forms to match any given wireframe.

Writing JavaScript

The task to add the time and date to the footer using JavaScript was not performed by candidates in this examination series.

Candidates not only need to be able to write JavaScript to fulfil simple functions such as displaying the time and/or date. The candidates need to be able to adapt the scripts to accurately meet the client's brief.

Writing JavaScript is clearly an area for future examination series.

Incorporating interactive elements through JavaScript

Although a significant minority of candidates attempted to incorporate the tabbed content within their web page, fewer were able to fulfil the requirements of the client by combining HTML, CSS and JavaScript to produce the fully functioning tabs.

