

Support Notes (Issue 1)

September 2014

Certificate in Digital Applications  
(DA105) Coding for the Web

Snap it!

## Introduction

Before tackling the Summative Project Brief (SPB), students should have acquired the appropriate ICT skills, knowledge and understanding as specified in the 'What You Need To Learn' sections of the DA105 specification.

The DA105 SPB 0914 is valid for moderation in **June 2015, December 2015, June 2016** and **December 2016**.

Teachers and students should remember that the emphasis of the new CiDA specification is 'creative computing'. It is therefore vital that students take the chosen or specified audience and purpose into account when designing and creating products.

In order to encourage an independent approach to the SPB, the template documents that were present on DiDA SPBs are no longer provided. Students will therefore need to be taught how to create and use appropriate types of documentation to support and record the planning, design, production and review of their work.

## Time

Unit 5 as a whole is a 30 Guided Learning Hours (GLH) unit. Centres must allow 10 hours for students to complete their Summative Project.

## **Section 1: Using the SPB**

### **Access and Navigation**

The SPB is intended to be accessed on-screen.

Although the links in the navigation bar are roughly in sequence, students should be reminded that one task often depends on one or more other tasks and they should make use of the interactive nature of the brief.

Where more than one page relates to a main task, they appear as a submenu from the main link.

The symbol  at the top of each page allows students to print the page.

## Section 2: Saving the evidence

### What evidence is required?

Students do not need to submit evidence of everything they do during their work on the project. They are asked to create named subfolders to store work for submission.

The symbol  indicates a product to be stored in the PRODUCTS subfolder. For this project the product is a website consisting of two web pages.

The symbol  indicates supporting evidence to be saved in the EVIDENCE subfolder. This evidence must include the wireframes, CSS, test log and review.

Students must ensure that they present their work as clearly as possible, remembering that assessors and moderators will view all evidence on-screen.

### Copyright

**Students MUST comply with copyright.** They should consider whether they have fully met this requirement. If not, it is not sufficient to simply acknowledge the sources. In their review students must demonstrate their understanding of copyright issues and what would need to be done to make the work fit for use in the public domain.

It is generally the case that suitable assets can be obtained from primary or copyright-free sources.

### The CiDA Moderator's Toolkit

The [CiDA Moderator's Toolkit](#) specifies the file types that all moderators can view. It is each student's responsibility to ensure that their finished website **only** includes files in the listed formats.

The CiDA Moderator's Toolkit is published on the Edexcel website. It will be updated when necessary.

## **Section 3: Supervision and feedback**

### **Supervision and authentication of student work**

All work, including any manipulation or development of material must be done under supervision in the classroom. At the end of the lesson all of the student's materials, paper-based and electronic, must be collected in, stored securely and handed back at the beginning of the next session.

### **The role of the test buddy and end-of-project reviewers**

Each student will work with a test buddy(s) to give and receive feedback on their work. Students must be made aware of what is expected of a test buddy: they may comment on the '*what*' (what they think is good and what they think could be improved), but they must not feedback on the '*how*' (eg how to make changes or specific solutions to any problems).

End-of-project reviewers comment, in the same way, on the finished website.

### **What feedback can students receive, when?**

The controlled assessment task for each unit can be divided into three broad stages. The level of feedback and collaboration allowed varies between stages, as outlined below.

### **Feedback and collaboration at each stage of the project**

#### **Stage 1**

This stage starts with the students being provided with the SPB. Students must work individually to create their wireframes.

The teacher may provide feedback on the planned approach, such as highlighting strengths, weaknesses and possible problems with the planned product(s) and approach, but teachers must not suggest, or direct students towards, specific solutions.

Students may receive feedback on their planning work from their test buddy (see *The role of the test buddy and end-of-project reviewers*) and use this to modify their wireframes before seeking approval from the teacher.

## **Stage 2**

Students must work individually to design, build and develop their web pages.

The teacher may provide feedback at the beginning of this stage on students' designs, such as highlighting strengths, weaknesses and problems with the planned web pages, but teachers must not suggest, or direct students towards, specific solutions.

The teacher must not provide feedback on the students' finished web pages, but can suggest general questions for them to consider (which will be useful in the project review), eg 'how do you think x looks?', 'how do you think x could be improved?'

Students may receive feedback from their test buddy (see *The role of the test buddy and end-of-project reviewers*) on their work and incorporate this into their finished web pages.

## **Stage 3**

Students must work individually to complete the project review.

Before starting their project review, the students must seek feedback from their end-of-project reviewer on the finished website (see *The role of the test buddy and end-of-project reviewers*), which will be incorporated into the project review. No other feedback from any source is allowed and they cannot receive feedback on the project review itself.

## **Section 4: Tackling the SPB**

### **The scenario**

The client for this project is the local tourist board. In this scenario, the tourist board is launching a photography competition to promote the local area. The student must use their coding skills to create a two page website that will inform the local community about the competition.

The student may define their own local area e.g. their village, town, city or county are all equally valid. The purpose of the website is to build awareness about the photography competition through the two pages. Students should be reminded that they are being assessed on their ability to use HTML, CSS and JavaScript effectively rather than their ability to create appropriate content for the website.

### **Folders**

The SPB requires the creation of a folder called 'DA105SPB' that contains two subfolders called PRODUCTS and EVIDENCE. It is crucial that students store all the required items. The appropriate subfolder is indicated for each item.

### **Test log**

Students should test their web pages regularly to make sure that they work as intended in their chosen web browser. The results of this testing should be recorded in a test log.

This test log should detail the dates and outcomes of testing. Students should test that:

- the pages function as intended eg pages link together, the image slider works, the email link opens in appropriate software
- all content appears appropriately on the page(s) eg images appear at a suitable size and resolution
- the page layout is as intended.

Students should gain approval for the format of the test log from their teacher before continuing.

### **Test buddy and end-of-project reviewer feedback**

Students may keep records of the feedback they receive and their response to it. They should take note of what their test buddy tells them is good about the work and what could be improved.

Feedback given and received should be constructive and allow students to make improvements to their work in terms of quality and fitness for the purpose and target audience.

Students should seek feedback from an end-of-project reviewer. This feedback should help them in the review of their finished website.

## Wireframes

Students must create a wireframe for each page. They must discuss these with their teacher and gain approval before continuing.

Students should read the whole SPB before creating the wireframes so that they know what each page must include.

The student should decide on an appropriate page size for the website at this stage of the planning process and indicate this on the wireframes. The wireframes may be in any format, eg hand drawn and scanned or computer generated but it must be made clear to students that the purpose of the wireframes is to show the content and layout of each page.

Each wireframe should include annotations to indicate the nature and size of each page element, e.g. header (1024px x 75px), image slider (600px x 400px), text box (300px x 200px). These could be added as handwritten notes or text boxes/callouts on a computer-generated design. In addition, students should make notes on layout and style, eg text box – background #636f57, text #000, border 1px solid #000, padding 5px.

This is also the stage in the process when students should be prompted to select the web browser that they intend to use to test their web pages. This information should be added to the wireframes.

Students should be advised at this early stage of the design process if any of their design ideas are not suitable for any reason, including restrictions of copyright.

## Writing and editing HTML

At the beginning of the coding stage, students must create a logical directory structure. Students should create their own root folder containing separate folders for images, CSS files and JavaScript files. Students should save their pages as .html, making sure that the home page is saved as index.html.

If students are using web authoring software, they should, at times, use the code view to write and edit the HTML code directly eg to add information to structural elements such as <title> and <meta> within the <head> element.

Students will need to have sufficient command over the HTML code in their pages to add internal and email links, create a table of information and manipulate the page structure to include page elements and assets such as headers, footers, text and images.

When creating each web page, the focus should be on the process of writing and editing the HTML to make each page function as intended. Therefore, students need to record details of how they edit the HTML code in their test log. The key stages in the development process should be recorded in a suitable format, eg labelled screenshots to highlight the process and outcomes of significant edits.

Although students will need to populate their web pages with relevant text and images in order to ensure fitness for purpose, the focus is on the coding element

of creating a website and therefore students should spend more time controlling the layout, position, functionality and appearance of page elements rather than creating and developing assets. Consequently, students should be provided with appropriate text and access to an image bank to enable them to focus on writing and editing the code appropriately. The text and image bank may be created by the centre.

## **Writing and editing CSS**

In assessment strand (b), students are assessed on their ability to write and edit CSS. They can either create an internal or linked external CSS.

Students will be expected to use a wide variety of CSS rules to style text, images, links, tables and other elements such as boxes. Some browsers will display CSS properties in an unexpected way and so regular testing in the named browser will be essential if pages are to function as intended.

Students will use CSS positioning techniques to create the page layouts established in their wireframes. They will need to record the process of writing and editing CSS in their test log, eg labelled screenshots of the effect of adding padding, letter-spacing, text-alignment and borders to a <th> element or using the z-index property to overlap elements.

The test buddy should give students constructive feedback so they can make any improvements at this stage.

## **JavaScript**

Students must use JavaScript to include an image slider on the home page. An image slider can display a number of images within the same space on the page and it is up to the student to decide whether the images slide horizontally or vertically.

The images may move automatically or the user may be required to click through the slides manually. There should be at least five images in the slider. Images should be relevant to the scenario.

Students are not expected to write the JavaScript, although they will have to edit the code to incorporate a JavaScript image slider into their web pages eg adding a div element to the HTML to hold the slider, sizing and positioning the slides through the CSS, editing the delay before the next slide appears. The use of JavaScript libraries such as JQuery is therefore permitted.

The image slider should be prominent within the page and contain images of sufficient size and interest so as to significantly enhance the user experience. The image slider should match the style of the page eg background colours, borders, arrows.

## **Page layout**

Students should use their coding skills to create pages that clearly resemble their wireframes, although it is envisaged that improvements will occur, as students develop their initial ideas into fully functioning web pages.

Students should use HTML and CSS code to create appropriate page layouts and present information clearly, eg through the use of headings, paragraphs, line breaks, line-height, font-style, text-alignment and colour. There should be an appropriate balance between the amount of text and images on each page and links should be obvious.

Scrolling should be minimized, especially horizontal scrolling, by ensuring that all of the page content is visible when the page is opened in the named browser at the intended resolution.

## **Review**

Students should aim to produce a detailed review of the website, avoiding long narratives of what they did and how they did it.

Students should comment on the strengths of the website and areas for improvement. They must include feedback from their end-of-project reviewer. However, there is no need to document any interim feedback received from their test buddy during the development of their product.

Students should conclude their review by making specific and valid suggestions for improvement. These may be their own ideas or come from the end-of-project reviewer.