

INTERNATIONAL ADVANCED LEVEL

INFORMATION TECHNOLOGY

**Exemplars with examiner
commentaries**

Unit 2 - WIT12

Pearson Edexcel International Advanced Subsidiary in Information Technology (XIT11)

Pearson Edexcel International Advanced Level in Information Technology (YIT11)



Contents

Introduction	1
1.1 About this booklet	1
1.2 How to use this booklet	1
1.3 Further support	1
Question 1(a)	2
Sample response 1	2
Sample response 2	2
Question 1(b)	3
Sample response 1 with examiner commentary	4
Question 1(c)	5
Sample response 1	5
Sample response 2	5
Question 1(d)	6
Sample response 1	6
Sample response 2	6
Question 2(a)	7
Sample response 1 with examiner commentary	8
Sample response 2 with examiner commentary	8
Question 2(b)	9
Sample response 1 with examiner commentary	9
Sample response 2 with examiner commentary	10
Question 3(a)	14
Sample response 1	14
Sample response 2	15
Question 3(b)	16
Sample response 1 with examiner commentary	17
Sample response 2 with examiner commentary	18
Question 3(c)	19
Sample response 1 with examiner commentary	20
Sample response 2 with examiner commentary	21
Question 3(d)	22
Sample response 1	22
Sample response 2	22
Question 4	23
Sample response 1 with examiner commentary	25
Question 5	33
Sample response 1	37
Sample response 2	38
Question 6	40
Sample response 1	42
Sample response 2	43
Sample response 3	44

Introduction

1.1 About this booklet

This booklet has been produced to support teachers delivering the Pearson Edexcel International Advanced Level in Information Technology specification. These Unit 2 exemplar materials will enable teachers to guide their candidates in the knowledge and skills required to successfully complete this course. The booklet looks at questions 1 to 6 from the June 2019 examination series, showing real candidate responses to questions and how examiners have applied the mark schemes to demonstrate how candidate responses should be marked.

1.2 How to use this booklet

Each example covered in this booklet contains:

- Question
- Mark scheme
- Exemplar responses for the selected question
- Example of the marker grading decision based on the mark scheme, accompanied by examiner commentary including the rationale for the decision and where relevant, guidance on how the answer can be improved to earn more marks.

The examples highlight the achievement of the assessment objectives at lower to higher levels of candidate responses and focus on the new format for long answer assessment through levels-based assessment bands.

Centres should use this content to support their internal assessment of candidates and incorporate examination skills into the delivery of the specification.

1.3 Further support

A range of materials is available to download from the Information Technology page of the Pearson website to support you in planning and delivering the new specifications.

Centres may find it beneficial to review this document in conjunction with the Examiner's Report and other assessment and support materials available here on [the Pearson Qualifications website](#).

Command words shown in **red** are further explained in Appendix 6: Taxonomy, in the [specification](#).

Question 1

Web pages can use meta tags.

Question 1(a)

Figure 1 shows HTML code that contains a meta tag.

```
3 <head>
4   <meta http-equiv="refresh" content="5;URL=http://www.nasa.gov">
5 </head>
```

Figure 1

Explain the purpose of the HTML code on line 4.

(2)

Mark scheme

Question number	Answer	Additional guidance	Mark
1 (a)	Award one mark for each descriptive point, up to a maximum of two marks for justification / expansion.		2
	A1 <ul style="list-style-type: none">It refreshes/changes the web page (1) after 5 seconds (1). A2 <ul style="list-style-type: none">It redirects to another URL/http://www.nasa.gov (1) after a specified amount of time (1).		

Sample response 1

The page will get refreshed (1) within each 5s time interval (1).

Awarded 2 marks

Examiner commentary

One mark was awarded for explaining that the page gets refreshed.

One mark was awarded for the linked expansion explaining that this would occur after a particular time frame.

Sample response 2

The code opens a meta tag which means that when the page is refreshed (1) it will open the webpage – www.nasa.gov.

Awarded 1 mark

Examiner commentary

One mark was awarded for explaining that the page gets refreshed. The same marking point could also have been awarded for explaining that it opens the web page www.nasa.gov. However, the second mark could not be awarded as there was no linked expansion to explain that this would occur after a particular time frame (5 seconds).

Question 1(b)

Figure 2 shows how a list of facts about Pluto should be displayed in a browser.

The HTML code should:

- underline the heading 'All About Pluto'
- make alternate lines italic.

All About Pluto

- There are 8 planets in our solar system.
- *Pluto is classified as a dwarf planet.*
- Some scientists think Pluto contains the ingredients for life.
- *Pluto is made up of mainly rock and ice.*
- Pluto's day is 153.3 hours long.

Figure 2

The page does not display as intended because there are **two** errors in the HTML code.

Open file **Q01b.html** in a browser to identify the errors.

Open the file in your editor.

Amend the code to correct the **two** errors.

Save the amended code as **Q01bFINISHED.html**

(2)

Mark scheme

Question number	Answer	Additional guidance	Mark
1 (b)	<p>Code:</p> <pre><h2><u>All About Pluto</u></h2> There are 8 planets in our solar system. <i>Pluto is classified as a dwarf planet.</i> Some scientists think Pluto contains the ingredients for life. <i>Pluto is made up of mainly rock and ice.</i> Pluto's day is 153.3 hours long. </pre> <p>Award one mark for each correction.</p>		2
B1	Underline tag opened correctly on heading <u> (1)		
B2	italic tags must be closed correctly on second bulleted item </i> tag used correctly (1)		

Sample response 1 with examiner commentary

One mark was awarded for correctly opening the underline tag in order to display an underlined heading (1).

All About Pluto

- There are 8 planets in our solar system.
- *Pluto is classified as a dwarf planet.*
- Some scientists think Pluto contains the ingredients for life.
- *Pluto is made up of mainly rock and ice.*
- Pluto's day is 153.3 hours long.

One mark was awarded for correctly closing the italics tag so that alternate lines appear with italics (1).

```
8 <body>
9 <h2><u>All About Pluto</u></h2>
10 <ul>
11 <li>There are 8 planets in our solar system.</li>
12 <li><i>Pluto is classified as a dwarf planet.</i></li>
13 <li>Some scientists think Pluto contains the ingredients for life.</li>
14 <li><i>Pluto is made up of mainly rock and ice.</i></li>
15 <li>Pluto's day is 153.3 hours long.</li>
16 </ul>
17 </body>
```

Awarded 2 marks

Question 1(c)

The web page shown in **Figure 2** needs to have an audio clip added.

The code must:

- include an HTML5 <audio> tag
- refer to the audio file "space.mp3"
- ensure controls are visible.

Write the HTML code to insert the audio.

(2)

Mark scheme

Question number	Answer	Additional guidance	Mark
1 (c)	Complete code is <div><pre><audio controls> <source src="space.mp3" type="audio/mpeg"> </audio></pre></div>		2
C1	Award one mark for the correct code for the audio controls <audio controls> </audio> (1)	Accept	
C2	Award one mark for specifying the correct source <src="space.mp3"> (1) OR < src="space.mp3" type="audio/mpeg"> (1)	type = "audio/mp3" May use source/src	

Sample response 1

```
<audio src="space.mp3" controls type = audio/mpeg>(1) </audio> (1)
```

Awarded 2 marks

Examiner commentary

One mark was awarded for the audio tag including controls.

One mark was awarded for the source and type of media.

Sample response 2

```
<audio src="space.mp3">(1)
```

Awarded 1 mark

Examiner commentary

One mark was awarded for specifying the source of the media. There was no other markworthy content.

Question 1(d)

Web pages can contain external content.

Explain how a tag can be used to add embedded content to a web page.

You must include the name of the tag in your answer.

(2)

Mark scheme

Question number	Answer	Additional guidance	Mark
1 (d)	Award one mark for each point in a linked explanation. <ul style="list-style-type: none">• The <iframe> tag (1) can be used to embed another document in a fixed sized frame (1).• The <object> tag (1) can be used to embed multimedia objects (1).• The <embed> tag (1) defines a container for external applications/plugin-ins (1)	Named tag must match its use	2

Sample response 1

The <iframe> tag (1) creates an inline frame on a web page that can be of specified width and height, that links to a source URL, and displays the external content from the source inside the frame (1). (closed with </iframe>

Awarded 2 marks

Examiner commentary

One mark was awarded for identifying that the <iframe> tag could be used.

One mark was awarded for the linked expansion explaining that the document would be displayed in a fixed size frame.

Sample response 2

When we use the tag, <embed> (1), the embedded content will be visible in the webpage, or we can use <iframe> too.

Awarded 1 mark

Examiner commentary

One mark was awarded for identifying that the <embed> tag could be used. The same marking point could also have been awarded for identifying that the <iframe> tag could be been used.

The expansion marking point was not awarded. In order to achieve this, the <embed> tag would have needed an expansion to show understanding that it defines the container for an external application/plugin in. Alternatively, the <iframe> tag would have needed to be expanded to show understanding that it is used to embed another document in a fixed size frame.

Question 2

CSS is used by browsers to format web page content.

Question 2(a)

A web page contains text that needs to be formatted.

The heading needs to be white and 50 pixels.

Paragraph text needs to be right-aligned with a padding of 20 pixels.

Open file **Q02a.html** in your editor.

Amend the code to complete the formatting of the text.

Save your amended code as **Q02Afinished.html**

(4)

Mark scheme

Question number	Answer	Additional guidance	Mark
2 (a)	<pre>h1 { color:white; font-size:50px; } p { text-align:right; padding:20 px; }</pre> <p>Award one mark for each correct use of CSS up to a maximum of four marks.</p> <p>Accept any format for CSS.</p>		4
A1	Set the colour for h1 to be white (1)	Accept any format for colour	
A2	Set the h1 to be 50px (1)		
A3	Set all <p> text to be right-aligned (1)		
A4	Set paragraph padding to 20px (1)		

Sample response 1 with examiner commentary

THERE IS FLOATING WATER IN SPACE

There is a water vapour floating in space around 10 billion light years away. It holds 140 trillion times the water in the oceans on Earth.

One mark was awarded for setting h1 colour to white (1),

One mark was awarded for setting the paragraph text to right align (1).

```
10      h1 {  
11          color: white;  
12          font-size: 50px;  
13      }  
14      p {  
15          text-align: right;  
16          padding: 20px;  
17      }
```

One mark was awarded for setting h1 font size to 50 pixels (1),

One mark was awarded for setting the paragraph padding to 20 pixels (1).

Awarded 4 marks

Sample response 2 with examiner commentary

THERE IS FLOATING WATER IN SPACE

There is a water vapour floating in space around 10 billion light years away. It holds 140 trillion times the water in the oceans on Earth.

One mark was awarded for setting h1 colour to white (1).

align:right; does not align the paragraph text to the right of the page. This mark was not awarded.

```
8      h1 {  
9          color:White  
10         font-size:50px;  
11     }  
12     p {  
13         align:right;  
14         padding:20px;  
15     }
```

One mark was awarded for setting h1 font size to 50 pixels (1).

One mark was awarded for setting the paragraph padding to 20 pixels (1).

Awarded 3 marks

Question 2(b)

A web page contains images.

The images should fade out to 50% when the mouse cursor hovers over them.

Open the **Q02b.html** page in your editor.

Add CSS code to enable the fade effect.

Save the amended code as **Q02bFINISHED.html**



(2)

Mark scheme

Question number		Answer	Additional guidance	Mark
2 (b)		Code is: <pre>img:hover { opacity: .5; }</pre>		2
		Other solutions are possible.		
	B1	Award one mark for using the img:hover tag img:hover (1)		
	B2	Award one mark for setting the opacity to 50%. opacity: .5; OR opacity: 0.5; (1)		

Sample response 1 with examiner commentary

Space Images



It can be seen from the browser view and the HTML code that the candidate has used an absolute path to the images, with the images appearing to be stored on the candidate's desktop.

```

13 <h1>Space Images</h1>
14 
15 
16 

```

However, the candidate has written the correct CSS code **and** the fade effect could be seen working in the browser even without the actual images being present. **Candidates should ensure that the files provided are left in the original folders and that their answer files are also saved in these folders as marks can be affected.**

One mark was awarded for using the `img: hover` tag (1).

```

6 <style>
7   img: hover {
8     opacity: 0.5;
9 }

```

One mark was awarded for setting the opacity to 50% (1).

Awarded 2 marks

Sample response 2 with examiner commentary

Space Images



```

7 .fade active { opacity="50%"

```

The candidate's code did not produce the correct results. There was no working fade effect on the images.

The candidate did not use the hover tag and the settings for opacity were incorrect.

Awarded 0 marks

Question 2(c)

Figure 3 includes the CSS code used to control the appearance of a shape on a web page.

```
3 <head>
4   <meta charset="UTF-8">
5   <title>Q02c</title>
6   <style>
7     .rectangle {
8       width: 300px;
9       height: 100px;
10      background-color: red;
11      border: 2px solid black;
12    }
13
14    .transformation {
15      transform: rotateZ(90deg);
16    }
17  </style>
18 </head>
```

Figure 3

Describe how the CSS code shown in **Figure 3** works with the HTML code to position the shape.

You must include line numbers in your description.

(2)

Mark scheme

Question number	Answer	Additional guidance	Mark
2 (c)	Award one mark for each linked descriptive point up to a maximum of two marks.	No more than 1 mark awarded if no line numbers are included	2
	C1 Lines between 7 and 11 set the properties of the box/rectangle/shape/object (1)		
	C2 Line 15 defines a CSS transform on the Z axis / The original shape is rotated 90 Degrees from its original position. (1)		

Sample response 1

In the style class of class "rectangle" in line 7, the style width in line 8 will make the object 300px wide the style height in line 9 will make the object to a height of 100px. The background colour will change to red and the border will change to black and two pixels by the coding lines 10 and 11 respectively (1). The coding in line 15 is used to rotate the object to 90°(1).

Awarded 2 marks

Examiner commentary

One mark was awarded for specifying that lines 7 to 11 are used to set the properties of the rectangle.

One mark was awarded for specifying that the shape would be rotated by 90 degrees.

Sample response 2

In the above code, with the lines 14-16, a transformation of the rectangle occurs at a 90o angle on the Z axis (1).

Awarded 1 mark

Examiner commentary

One mark was awarded for identifying that the rectangle would be transformed on the Z axis. The same marking point could have been awarded for specifying the 90° angle.
The second mark could not be awarded as there was no description of the original shape.

Question 2(d)**Describe** the difference between a parent and a child element.**(2)****Mark scheme**

Question number		Answer	Additional guidance	Mark
2 (d)		Award one mark for each linked descriptive point up to a maximum of two marks.		2
	D1	Property values of a parent element are inherited by the child element / Child element is inside the parent element / is a sub element of a parent element(1)		
	D2	unless the child over-rides it (1).		

Sample response 1

The child element takes all the information about the parent (1). The child elements are not specified whereas the parent elements are.

Examiner commentary

One mark was awarded for identifying that the child inherits from the parent (just enough present to award this).

The second mark could not be awarded as there was no recognition that the child could override the parent's properties.

Awarded 1 mark**Sample response 2**

The difference between parent and a child element is that parent element are a read only memory and a child element is that you can access it and it pops up in the code.

Awarded 0 marks**Examiner commentary**

There was no markworthy content in the response.

Question 3

JavaScript provides interactivity for web pages.

Question 3(a)

Figure 4 shows the JavaScript used to calculate the cost of sending a parcel.

```
var weight = prompt("Enter the parcel weight in kg","")
var length = prompt("Enter the parcel length in cm","")

if (weight < 1 && length <= 20){
    alert("This is a letter. The letter rate is £0.65")
} else if (weight < 1 && length > 20) {
    alert("This is a small parcel. Small parcel rate is £3.85")
} else {
    alert("This is a large parcel. Large parcel rate is £9.50")
}
```

Figure 4

Describe how the code works using these input values:

Weight: 0.95

Length: 20

(2)

Mark scheme

Question number	Answer	Additional guidance	Mark
3 (a)		Award one mark for each linked descriptive point up to a maximum of two marks.	2
	A1	The input weight and height are checked against the first condition (1).	
	A2	The result of this check is true, (so the other two conditions would not be checked) (1)	

Sample response 1

Since the weight is less than 1 and the length is equal to 20, it would fall under the category of a letter (1) through the first if function (1).

Awarded 2 marks

Examiner commentary

One mark was awarded for identifying that the weight and length are checked against the first condition.

One mark was awarded for recognising that the first condition produces a true result.

Sample response 2

By understanding and using this input you can play with the size of the image and give you the exact weight and length of this parcel.

Awarded 0 marks**Examiner commentary**

There was no markworthy content in this response. Though weight and length had been mentioned, they did not relate to their purpose in the given code.

Question 3(b)

Open the **Q03b.html** page in your editor.

The JavaScript code creates a drop-down list that displays a small image when an option is selected.

When the small image is clicked a large version of that image should be displayed in the current browser window.

The JavaScript code is incomplete. This means that the large version of the image is not displayed.

Amend the code so that the large image is displayed.

Save the amended code as **Q03bFINISHED.html**

(5)

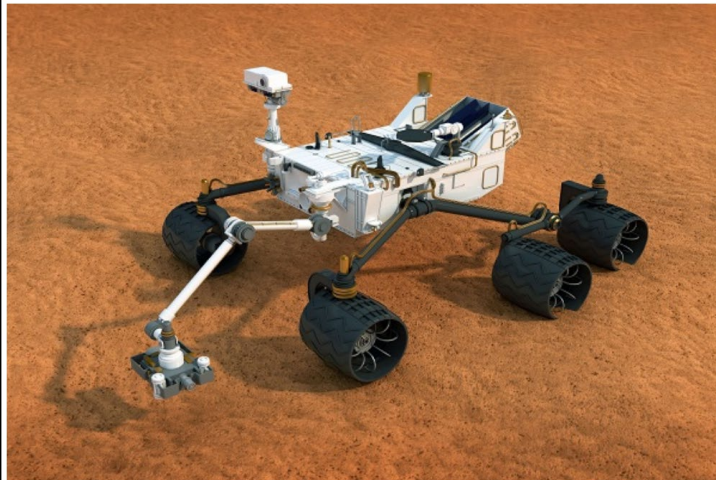
Mark scheme

Question number	Answer	Additional guidance	Mark
3 (b)	<pre>function enlargeImage(){ // add your code here to enlarge the picture when the user clicks on it var pic=document.getElementById("picture") pic.style.width="600px" }</pre>		4
	Award up to four marks for the enlargement of image using enlargeImage() function.		
B1	Picture enlarged is the picture clicked (1)		
B2	Picture is not skewed (1)		
B3	User is not taken away from original page (1)		
B4	All correct (1)		

Sample response 1 with examiner commentary

Select the picture you want to display

Picture of Mars Rover ▾



The enlarged Mars Rover image is shown after the Mars Rover image was selected in the drop-down box. This is the correct enlarged image (1), it is not skewed (1) and it is still displayed on the original page (1). The final mark was awarded as all other marking points were achieved (all correct) (1).

```
18     function enlargeImage(){
19         // add your code here to enlarge the picture when the user clicks on it
20         var pic=document.getElementById("picture")
21         pic.style.width="1000px"
22     }
23     </script>
```

Code added to
enlarge the image

Awarded 4 marks

Sample response 2 with examiner commentary

Select the picture you want to display

Picture of Mars Rover ▾



Select the picture you want to display

Picture of Mars Rover ▾



The original image is shown as the page loads in the browser.

Enlargement of the image is correct when the image is clicked and it is displayed on the original page.

Select the picture you want to display

Picture of Moon ▾



Select the picture you want to display

Picture of Moon ▾



However, when another picture is selected, it becomes skewed though it does enlarge when clicked.

```
18     function enlargeImage(){
19         // add your code here to enlarge the picture when the user clicks on it
20         var pic=document.getElementById("picture")
21         pic.style.width="300px"
22         pic.style.height="200px"
23     }
24 </script>
```

Code added to enlarge the image

B1 was awarded, i.e. the image enlarged is the image clicked (1).

B2 was not awarded as, whilst the image clicked is not skewed, the smaller size images become skewed when another image is selected from the drop down box. This was due to adding code to change the height of the image.

B3 was awarded as image displayed on the original page (1).

B4 was not awarded as not everything was correct.

Awarded 2 marks

Question 3(c)

Open the **Q03c.html** page in your editor.

The JavaScript code contains an incomplete function that should display four images in the slideshow.

The user should be able to view each image by clicking buttons under the images.

Amend the code to complete the move function.

The code should:

- display only one image at a time
- have a forward button. When clicked, it shows:
 - the next image
 - the first image after viewing the fourth image
- have a back button. When clicked, it shows:
 - the previous image
 - the fourth image after viewing the first image.

Save the amended code as **Q03cFINISHED.html**

(5)

Mark scheme

Question number	Answer	Additional guidance	Mark
3 (c)	<p>Button code:</p> <pre><button onclick="move('backward')">Back</button></pre> <p>Javascript code:</p> <pre>39 function move(direction) { 40 //If the current slide is the last slide and user clicked next slideIndex set for firstSlide 41 if (slideIndex===lastSlide && direction==="forward"){ 42 slideIndex=firstSlide 43 /*otherwise if the current slide is the first slide and user clicked back slideIndex set for 44 lastSlide. Add your code to do this*/ 45 } else if(slideIndex===firstSlide && direction==="backward"){ 46 slideIndex=lastSlide 47 /*otherwise if the next button was clicked increment the slideIndex to move forward. Add 48 your code to do this*/ 49 }else if (direction==="forward") { 50 slideIndex++ 51 }else{ 52 //decrement slideIndex to move backward. Add your code to do this 53 slideIndex-- 54 } 55 //show the correct slide 56 showSlide(slideIndex) 57 }//end of move function</pre> <p>Award up to five marks for the correct completion of the function move(direction) and adding back button.</p>	any sensible value for parameter passed with the onclick event of back button	5
C1	Back button added that calls the move function (1)		
C2	Back button call to move function passes a 'backward' direction (1)		
C3	Return to the fourth image when back button is clicked after first image (1)		
C4	Increment slideIndex and move forward when appropriate (1)		
C5	Code uses existing variables only (1)		

Sample response 1 with examiner commentary

Manual Slideshow



15

```
<button onclick="move('back')">Previous</button>
```

One mark was awarded for creating a back button (1) and one mark was awarded for passing a 'backward' direction to "move" (1).

40
41
42
43
44

```
}else if (slideIndex===firstSlide && direction=="back"){  
    slideIndex=lastSlide;
```

```
}else if (direction=="forward") {  
    slideIndex++;
```

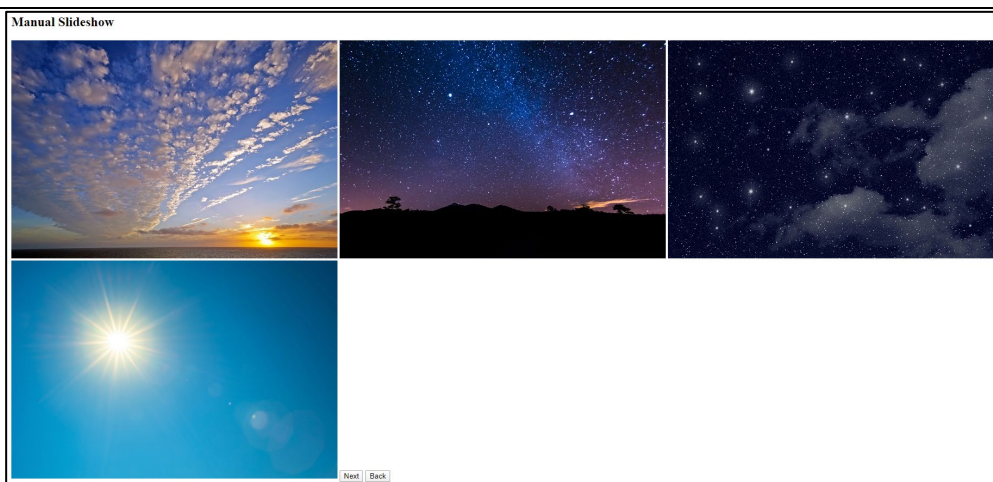
One mark was awarded for adding code to return to the fourth image when the back button is clicked, and the current image is the first image (1).

One mark was awarded for adding code to increment the slideIndex (1) when the direction is forward (1).

One mark was awarded as the response includes existing variables only (1).

Awarded 5 marks

Sample response 2 with examiner commentary



All of the images were displayed as the page loaded in the browser when only the first image in the slideshow should have been displayed.

```
15      <!--Add a back button and call the move function -->
16      <button onclick="move 'forward'">Back</button>
```

One mark was awarded for adding the back button (C1).

However, C2 was not awarded because the direction passed was forward as opposed 'backward' or equivalent.

```
39      /* Add your code here.*/
40      }else if (/*check current slide is first slide and back button clicked*/) {
41          /*set slideIndex to lastSlide*/
42
43          /* Add your code here.*/
44      }else if (/*next button is clicked*/) {
45          /*increment the slideIndex to move forward*/
46
```

There was no other markworthy content as the candidate had not added any code.

Awarded 1 mark

Question 3(d)

The Document Object Model (DOM) allows JavaScript to change the content of a web page.

One feature of the Dom is that it provides a map of the web page that can be read by JavaScript.

State two other features of the DOM.

(2)

Mark scheme

Question number		Answer	Additional guidance	Mark
3 (d)		Award one mark for each point up to a maximum of two marks.		2
	D1	• The DOM turns a web page into an object / gives the object an API (1).		
	D2	• The DOM allows JavaScript to change the appearance of a web page / access the methods of the objects(1) • The DOM contains objects that are self-contained 'bundles' of data. (1) • The DOM is language neutral (1)	Do not accept answers relating to changing the content of a website	

Sample response 1

1: DOM provides a basic outline of the JavaScript.

2: DOM creates an object link to other documents (1)

Awarded 1 mark

Examiner commentary

One mark was awarded for point two. There was just enough present to suggest that the DOM turns a web page into an object.

There was no other markworthy content.

Sample response 2

1: You may change things in the DOM such as the structure the style. (1)

2: The DOM have been designed to be independent and not use anything else.

Awarded 1 mark

Examiner commentary

One mark was awarded for point 1. There was just enough present to suggest that the DOM allows JavaScript to change the appearance of a web page.

There was not quite enough in the second point to award the second mark. It did not clearly explain that the DOM contains objects that are self-contained bundles of data.

Question 4

Space Tech is an organisation interested in space and technology. It needs a new web page.

A wireframe and style guide have been provided.

Overall page requirements

- Character set must be UTF-8
- Search engines should be able to show a description of the site.
- Use HTML5 elements to define the different parts of the page.
- Use a fixed page layout.
- Use an external style sheet.

Web Design Style Guide

Background

- The background colour of the page should be set to Blue – hex(#0000FF).

Font

- All text should be set to Verdana.
- Colour should be set to Light Grey – hex(#CCCCCC).
- All text should be centre-aligned.

Banner

- Position the banner as shown on the wireframe. The banner image can be found in the assets folder.

Navigation bar

- Create the navigation bar as shown on the wireframe.
- Create and style a hyperlink to open marsRover.html as shown on the wireframe.

Text and images

- Insert the heading 'Space is interesting' as shown on the wireframe.
- Position the text and images as shown on the wireframe. The text and images can be found in the assets folder.
- Set an emphasis on the heading.

Footer

- Insert the text 'Copyright Space Tech'.
- Create an email link of the text to 'info@spacetech.co.uk'.
- Style the text to be Yellow – hex(#FFF00).

Develop a prototype web page for Space Tech using the wireframe, style guide, images and text provided.

Save your files as **Q04FINISHED.html** and **Q04FINISHED.css**

(20)

Mark scheme

Question number		Answer	Additional guidance	Mark
4		Award one mark for each of the following points up to a maximum of fourteen marks.		20
Evidence found in:				
HTML – Head	A1	<meta charset="UTF-8">		
HTML – Head	A2	<meta name="description" is used with suitable description.		
HTML – Body	A3	At least one HTML5 semantic element used to define part of the page. <header> <nav> <section> <article> <footer>		
HTML / CSS	A4	One from: Banner sized at 1000 x 100 pixels Navigation bar sized at 1000 x 50 pixels Text area sized at 500 x 500 pixels Image area sized at 500 x 500 pixels Footer sized at 1000 x 50 pixels		
HTML – Body	A5	A hyperlink has been added to the navigation bar which links to marsRover.html		
HTML – Body / CSS	A6	At least three images added are sized at 150 x 150 pixels		
HTML – Body	A7	At least three images in a row		
HTML – Body / CSS	A8	At least one colour set correctly Background blue - (#0000FF) Font/border Light Grey (#CCCCCC) Footer text Yellow (FFFF00)		
HTML – Body / CSS	A9	Emphasis set on the heading		
HTML – Body / CSS	A10	Semantic tag used for Emphasis on the heading .e.g. ,		
HTML – Body / CSS	A11	Functioning email link from 'Copyright tech' to info@spacetech.co.uk		
HTML – Body / CSS	A12	Padding is taken into account with element sizing. For example:		
		<ul style="list-style-type: none"> box-sizing: border-box and widths set as specified padding subtracted from specified widths 		
HTML – Body / CSS	A13	All text centre-aligned		
CSS	A14	Link is present to external style sheet.		

Award up to a maximum of **six** marks for the adherence to the component layout and the application of CSS using the levels based mark scheme below.

Topic Area	0	1	2	3	Mark
Adherence to component layout design	No awardable content	There is little adherence to the component layout design, leading to a solution that is not fit for purpose or is not suitable for the intended audience.	An attempt to adhere to the component layout design leads to a solution that is, in parts, fit for purpose and is, in parts, suitable for the intended audience.	The webpage fully adheres to the component layout design and style requirements. The resulting solution is fit for purpose and is suitable for the intended audience.	3
Application of CSS to control presentation	No awardable content	There is little attempt to make use of the facilities of CSS to control appearance and style. Most components rely on default configuration.	An attempt has been made to use CSS to control the appearance and style of some components. This has been successful in some cases.	Consistent and accurate application of CSS is used throughout to control the appearance and style of all components.	3

Sample response 1 with examiner commentary

Note: the actual files for this question have been included.



View of page in a browser window

Head

Overall page requirements

- Character set must be UTF-8. (HTML line 4)
- Search engines should be able to show a description of the site. (HTML line 5)
- Use an external style sheet. (HTML line 7)

```
1 <!DOCTYPE html>
2 <html lang="en">
3   <head>
4     <meta charset="UTF-8">
5     <meta name="description" value="The official webpage for Space Tech, an organisation interested in
      space and technology">
6
7     <link rel="stylesheet" type="text/css" href="Q04FINISHED.css">
8
9   </head>
```

HTML file

Background

Requirements

- The background colour of the page should be set to Blue – hex(#0000FF). (CSS line 7)

```
6   body{
7     background-color:#0000FF;
```

CSS file

Font

Requirements

- All text should be set to Verdana. (CSS line 8)
- Colour should be set to Light Grey – hex(#CCCCCC). (CSS line 9)
- All text should be centre-aligned. (CSS line 10)

```
6  body{
7      background-color:#0000FF;
8      font-family:verdana;
9      color: #CCCCCC;
10     text-align: center;
11 }
```

CSS file

Banner

Requirements

- Position the banner as shown on the wireframe. The banner image can be found in the assets folder. (CSS lines 13 to 16, HTML file line 12)

```
13  #banner {
14      width:1000px;
15      height:100px;
16 }
```

CSS file

Banner 1000 x 100 pixels

Wireframe

```
11  <div class="container">
12  
13  <nav class="nav-main"> <span id="rover"><a href="marsRover.html">Mars R
```

HTML file

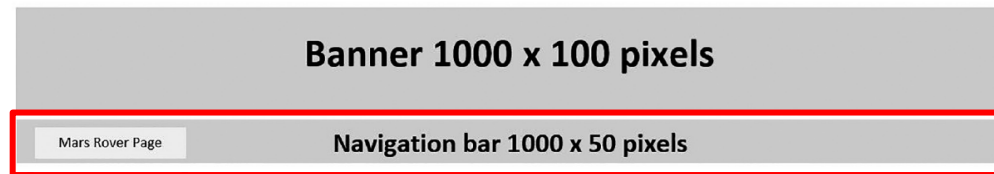


Browser view

Navigation Bar

Requirements

- Create the navigation bar as shown on the wireframe. (HTML line 13, CSS lines 18 to 25)
- Create and style a hyperlink to open marsRover.html as shown on the wireframe. (HTML line 13, CSS lines 27 to 35)



Wireframe

```
18 .nav-main{
19     width:1000px;
20     height:50px;
21     background-color:darkblue;
22     text-align: left;
23     line-height: 50px;
24     color: #CCCCC;
25 }
```

CSS file

```
27 #rover{
28     margin-left:20px;
29     background-color:lightblue;
30     padding:5px;
31 }
32
33 a{
34     text-decoration:none;
35 }
```

CSS file

```
13 <nav class="nav-main"> <span id="rover"><a href="marsRover.html"> Mars Rover Page </a> </span> </nav>
```

HTML file



Browser view

Text

Requirements

- Insert the heading 'Space is interesting' as shown on the wireframe. (HTML line 21, CSS line 10)
- Position the text (HTML lines 20 to 31, CSS lines 37 to 41) as shown on the wireframe. The text can be found in the assets folder.
- Set an emphasis on the heading. (HTML line 21)

Text area 500 x 500 pixels

Space is interesting

The sun could hold one million Earths within it. To us this sounds like it is massive. However, it is not. The sun is only an average sized star. There are many more suns in the universe and a lot of them are much, much bigger than our sun.

A lot of people think that there has been life on Mars and that Mars used to be a planet much like our planet. Many think there was water on Mars and that its inhabitants migrated to another planet when it ran out. However, there is no proof of this at all and it could just be wishful thinking on our behalf.

It is amazing to think that our universe may not be the only one. Scientists use the term multiverse to describe this. It would be fun to think there could be a parallel universe – just like ours.

Browser view

```
37 article {  
38     width:500px;  
39     height:500px;  
40  
41 }
```

CSS file

```
10 text-align: center;
```

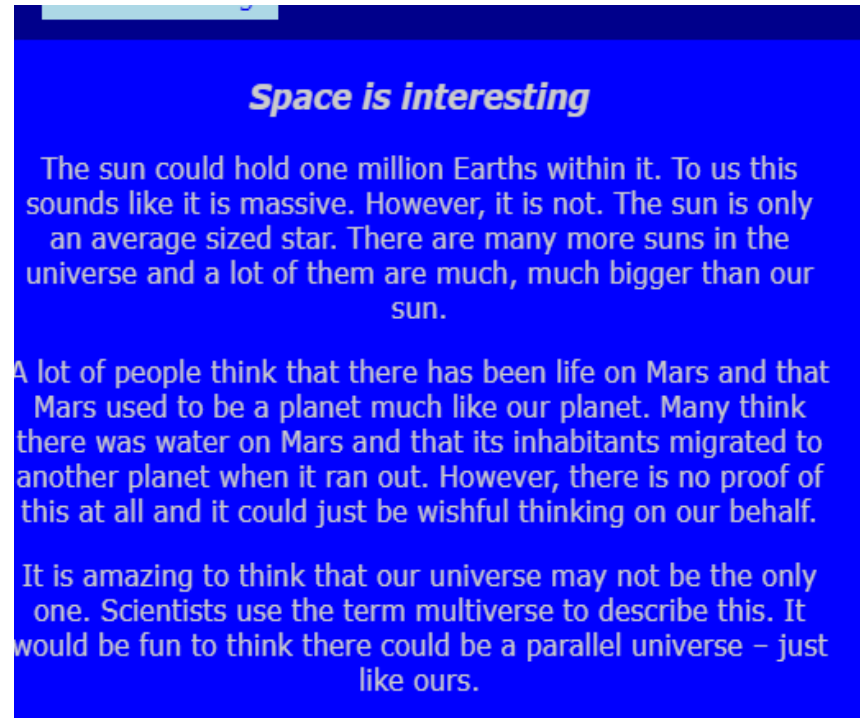
CSS file


```

20 <article class="text">
21   <em><h1>Space is interesting</h1></em>
22   <p>
23     The sun could hold one million Earths within
        is not. The sun is only an average sized star
        of them are much, much bigger than our sun.
24   </p>
25   <p>
26     A lot of people think that there has been life
        our planet. Many think there was water on Mars
        when it ran out. However, there is no proof of
        our behalf.
27   </p>
28   <p>
29     It is amazing to think that our universe may
        multiverse to describe this. It would be fun
        like ours.
30   </p>
31 </article>
32 </section>

```

HTMLfile

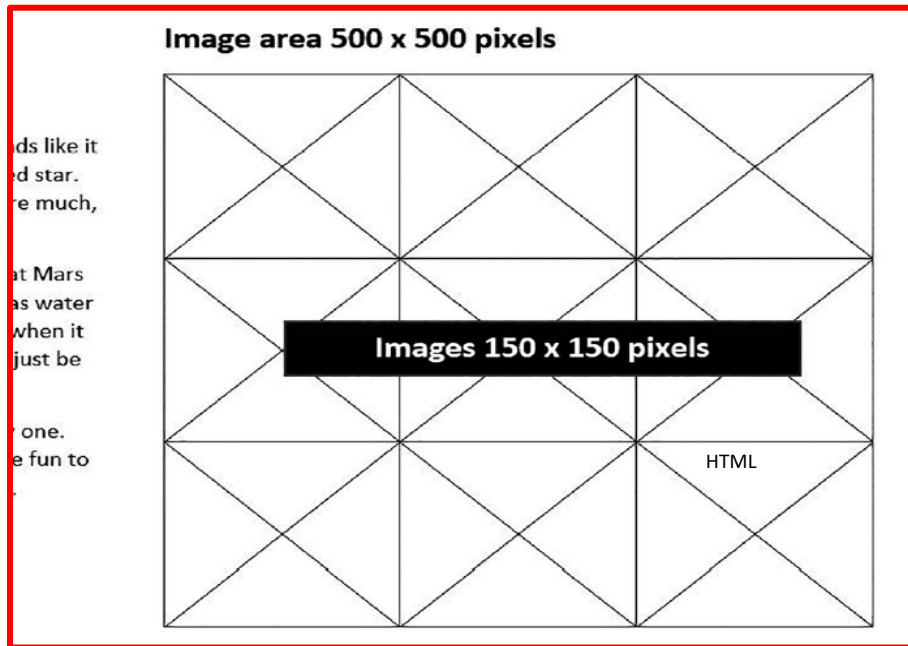


Browser view

Images

Requirements

- Position the images as shown on the wireframe. The images can be found in the assets folder. (HTML lines 14 to 19, CSS lines 37 to 45)



Wireframe



Browser view

```

14 <section>
15   <article class="images">
16     
18     
20     
22   </article>

```

HTML file

```

37 article {
38   width:500px;
39   height:500px;
40 }
41
42
43 .images{
44   float:right;
45 }
46

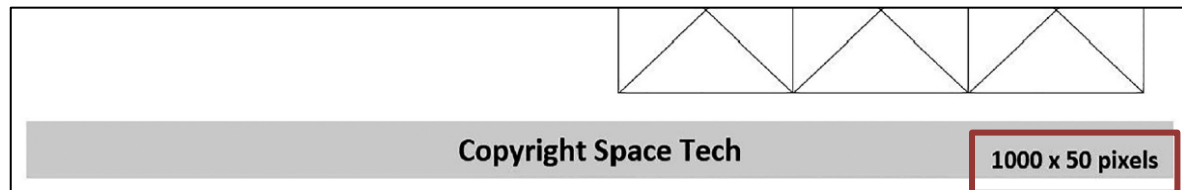
```

CSS file

Footer

Requirements

- Insert the text 'Copyright Space Tech'. (HTML line 33)
- Create an email link of the text to 'info@spacetechnology.co.uk'. (HTML line 33)
- Style the text to be Yellow – hex(#FFFF00). (CSS lines 50 and 56)



Wireframe

```

47 .footer{
48   width:1000px;
49   height:50px;
50   color:#FFFF00;
51   background-color:darkblue;
52   line-height: 50px;
53 }
54
55 #email{
56   color:#FFFF00;
57 }

```

CSS file

```

33 <footer class="footer"><a id="email" href="mailto:info@spacetechnology.co.uk">Copyright Space Tech</a></footer>

```

HTML



Browser view

Question 5

Space Tech wants to expand the functionality of its website.

It wants to implement:

- a filter that shows information about a selected planet
- a login facility.

All of the required files are supplied in the Q05 folder.

No additional resources are required.

You only need to add HTML, JavaScript and comments to the existing files.

Filter

filter.html contains an early prototype.

Complete the prototype to allow information about the planets to be shown when a user selects an option from the drop-down list.

It must:

- include a placeholder on the box giving the user instructions
- allow the user to select a planet from the list
- show the information about the selected planet in the box.

You must add suitable comments to your code to explain how it works.

Save your file as filterFINISHED.html

Login

login.html contains an early prototype.

Complete the prototype.

It must:

- only accept username 'user' and password 'password123' as an authorised user
- if the user is authorised:
 - display a successful login message
 - redirect to success.html
- if the user is not authorised:
 - allow up to 3 login attempts
 - display a suitable error message showing the number of attempts remaining
 - disable the form after 3 unsuccessful login attempts.

You must add suitable comments to your code to explain how it works.

Save your file as loginFINISHED.html

(20)

Mark scheme

Question number	Answer	Additional guidance	Mark
5	Award one mark for each of the following points up to a maximum of 11 marks.		
	filter.html		
	A1 Suitable placeholder added on planetInfo text area		
	A2 Array declared		
	A3 Information stored in arrays elements		
	A4 Information stored in correct elements of array (matches planets)		
	A5 Correct output is shown in box		
	login.html		
	A6 Only authorised username and password accepted		
	A7 Suitable message shown for valid login		
	A8 Redirection to success.html with valid login		
	A9 Suitable message shown for invalid login including number of attempts remaining		
	A10 Number of attempts incremented with invalid login		
	A11 Form disabled after third invalid login attempt		

Code Examples

Filter.html

Placeholder

```
<p><textarea id="planetInfo" rows="5" cols="41" placeholder="The facts about the planet will show here when you have selected a planet"></textarea></p>
```

Array

```
var planetArray=[];

planetArray[0]="Mars is the fourth planet from the Sun and is the second smallest planet in the solar system. Named after the Roman god of war, Mars is also often described as the Red Planet due to its reddish appearance."
planetArray[1]="The planet Jupiter is the fifth planet out from the Sun, and is two and a half times more massive than all the other planets in the solar system combined. It is made primarily of gases and is therefore known as a gas giant."
planetArray[2]="Venus is the second planet from the Sun and is the second brightest object in the night sky after the Moon. Named after the Roman goddess of love and beauty and is sometimes referred to as the Earth's sister planet due the their similar size."
planetArray[3]="Mercury is the closest planet to the Sun and due to its proximity it is not easily seen except during twilight. For every two orbits of the Sun, Mercury completes three rotations about its axis."
planetArray[4]="Neptune is the eighth planet from the Sun making it the most distant in the solar system. This gas giant planet may have formed much closer to the Sun in early solar system history before migrating to its present position."
```

Login.html

```
const validUsername="user"
const validPassword="1234"
var attempts=1

function checklogin(){
    var username=document.getElementById("inputUsername").value
    var password=document.getElementById("inputPassword").value

    if (username==validUsername && password==validPassword){
        window.location.assign("success.html")
    }else if (attempts < 3){
        alert("There is a problem with either the username or password. This is attempt "+
            attempts)
        attempts ++
    }else{
        alert("You have used incorrect login details " + attempts + " times. Please contact
            your administrator")
        document.getElementById("submit").disabled = true;
    }
}
```

Award up to a maximum of **nine** marks for the functionality, user interface design, use of notation, using the levels based mark scheme below.

Topic area	0	1	2	3	Mark
<p>Appropriate functionality:</p> <ul style="list-style-type: none"> components and code have been decomposed into appropriate parts dynamic behaviours are implemented in JavaScript. 		<p>The component parts of the program are incorrect or incomplete, providing a program of limited functionality that meets some of the given requirements.</p> <p>Mostly inappropriate logic used.</p>	<p>The component parts of the program are complete, providing a functional program that meets some of the given requirements.</p> <p>Some parts of the logic are clear and mostly appropriate to the problem.</p>	<p>The component parts of the program are complete, providing a functional program that fully meets the given requirements.</p> <p>The logic is clear and appropriate to the problem.</p>	3
<p>Appropriate interface design:</p> <ul style="list-style-type: none"> error messages and other status reports Interactivity between JavaScript and HTML 		<p>The design of the user interface lacks consideration for fitness for purpose and the intended audience.</p>	<p>The design of the user interface is in parts fit for purpose and addresses some of the needs of the intended audience.</p>	<p>The design of the user interface is fully fit for purpose and suitable for the intended audience.</p>	3

Topic area	0	1	2	3	Mark
<p>Appropriate use of notation:</p> <ul style="list-style-type: none"> • Presentation of JavaScript ensures clear readability • comments provide clarity. 		<p>Uses programming constructs and techniques to produce some required outcomes in the code.</p> <p>Uses data types that are rarely appropriate to the problem.</p> <p>Limited use of accurate syntax.</p> <p>Limited appropriate use and manipulation of data structures.</p> <p>Some use of meaningful variable names with limited or unhelpful commenting.</p> <p>Parts of the code are clear and readable but much of it makes limited use of appropriate spacing and indentation.</p>	<p>Uses programming constructs and techniques to produce most of required outcomes in the code.</p> <p>Uses data types, some of which are appropriate to the problem.</p> <p>Uses mostly accurate syntax.</p> <p>Accesses and manipulates data structures to produce mostly correct results and/or outcomes.</p> <p>Uses mostly meaningful variable names, with some use of appropriate commenting.</p> <p>Code is mostly clear and readable, making some use of appropriate spacing and indentation.</p>	<p>Accurate programming constructs and techniques are used.</p> <p>Appropriate data types are selected.</p> <p>Accurate syntax is used.</p> <p>Data structures are accessed and manipulated efficiently.</p> <p>Meaningful variable names and comments are used throughout.</p> <p>Code is clear and readable, making effective use of appropriate spacing and indentation.</p>	3

Sample response 1

filter.html page:

- include a placeholder on the box giving the user instructions
- allow the user to select a planet from the list
- show the information about the selected planet in the box.

```
23 <body>
24 <form>
25   <select name="planets" OnChange="showPlanetFacts(planets.value)"> <!-- when the use selects a new
      planet, the value of the option is
26   |               |               |               |               |               |               |
      inserted into the parameter of the showPlanetFacts() method as
      planets.value -->
27   <option>Choose a planet for more information</option>
28   <option value=0>Mars</option> <!-- each option is given a value-->
29   <option value=1>Jupiter</option>
30   <option value=2>Venus</option>
31   <option value=3>Mercury</option>
32   <option value=4>Neptune</option>
33 </select>
34 <p><textarea id="planetInfo" rows="5" cols="41" placeholder="Pick a planet from the drop-down above!"
      "></textarea></p> <!-- placeholder given for box -->
35 </form>
36 </body>
```

HTML file

```
7 <script>
8   /*add an array here to hold the planet facts
9   each paragraph in planetfacts.txt should be stored in an array element*/
10  var planetArray=["Mars is often known as the red planet. This is because of the reddish iron oxide on
      its surface. Galileo Galilei discovered Mars in 1610. Mars has two small moons called Phobos and
      Deimos. These were named after the horses pulling the Greek god Ares chariot. Phobos means fear and
      Deimos mans panic. Mars is the third planet from the sun.",
11      "Jupiter is known as a gas giant being mainly made up of hydrogen and helium. It is the largest
      planet in the solar system. Galileo Galilei also discovered Jupiter. Jupiter has four moons.
      Io, Europa, Ganymede and Callisto. Jupiter is the largest planet in the solar system and the
      fifth planet from the sun.",
12      "Venus is one of the planets that we can see without a telescope. Galileo Galilei is credited
      with discovering it (through a telescope) though some say it is impossible to say who
      discovered it as it has always been visible with the unaided eye. After the sun and the moon,
      it is the thrid brightest object in the sky. Venus is named after the Roman goddess of love
      and beauty.",
13      "Mercury is another of the planets that can be seen without a telescope. There is no one single
      person credited with discovering it though there are records way back from ancient times that
      show it was known then. One day on Mercury lasts 59 earth days. Mercury does not have any
      moons.",
14      "Neptune is the furthest planet from the sun in our solar system. This is also a gas giant
      planet like Jupiter. Galileo Galilei first observed Neptune through a telescope though the
      planet was supposedly discovered by Johann Gottfried Galle in 1846. He used calculations put
      forward by Urbain Le Verrier and John Couch who predicted where it would be."
15  ]
16
17  function showPlanetFacts(planetSelected) {
18    document.getElementById('planetInfo').value = planetArray[planetSelected]; // changes the
      value of the text box to an array element from planetArray//
19    |               |               |               |               |               |               |
      //using the planetSelected value as the selector //
20  }
21 </script>
```

Javascript file

Examiner commentary

There were 5 specific marks that could be achieved for the survey.html page.

Marking point	Mark awarded	Comments
filter.html		
Suitable placeholder added on planetInfo text area	1	HTML line 34
Array declared	1	JavaScript line 10, 15
Information stored in arrays elements	1	JavaScript lines 10 to 15
Information stored in correct elements of array (matches planets)	1	JavaScript lines 10 to 15
Correct output is shown in box	1	JavaScript lines 10 to 15 and testing of the page in the browser

Sample response 2

login.html

- only accept username 'user' and password 'password123' as an authorised user
- if the user is authorised:
 - display a successful login message
 - redirect to success.html
- if the user is not authorised:
 - allow up to 3 login attempts
 - display a suitable error message showing the number of attempts remaining
 - disable the form after 3 unsuccessful login attempts.

```
27 <body>
28   <h2>Enter log in details</h2>
29   <form>
30     <fieldset style="width:15%">
31       <p>Enter Username :<input type="text" id="inputUsername"></p>
32       <p>Enter Password :<input type="password" id="inputPassword"></p>
33     </fieldset>
34     <p><input type="button" value="Login" id="submit" onclick="checkLogin()"></p>
35   </form>
36 </body>
```

HTML file


```

7  function checkLogin() {
8      var username= document.getElementById("inputUsername").value; // obtain username input as a
      variable
9      var password= document.getElementById("inputPassword").value; // obtain password input as a variabl
10
11      while (i<3) { // after 3 attempts, form will not run
12          if(username == "user" && password == "password123") { //check whether username and password are
              correct
13              alert("Successful Login!"); //successful login message
14              window.open("success.html"); //redirect to site
15              break;
16          } else {
17
18              i++; //increase login attempt counter by one
19              alert("You have" + " " + (3 - i) + " " + "attempt(s) left") //remaining attempts message
20              break;
21          }
22      }
23  }
24  } // end checkLogin function

```

JavaScript file

Examiner commentary

There were 6 specific marks that could be achieved for the index.html page.

Marking point	Mark awarded	Comments
Only authorised username and password accepted	1	JavaScript line 12
Suitable message shown for valid login	1	JavaScript line 13
Redirection to success.html with valid login	1	JavaScript line 14
Suitable message shown for invalid login including number of attempts remaining	1	JavaScript line 19
Number of attempts incremented with invalid login	1	JavaScript line 18
Form disabled after third invalid login attempt	1	JavaScript line 11 (code will only execute if $i < 3$)

The criteria for the levels-based marks will always be the same and are awarded using a holistic, best fit approach. The candidate will already have received the specific marks whereas the marks awarded here focus on the solution as a whole.

In terms of filter.html, the solution is complete, fully functional and meets requirements. The logic applied is clear and appropriate to the problem. The interface includes a placeholder and full interactivity between the HTML code and the JavaScript code. The array has been declared, populated, accessed and manipulated appropriately. The array uses a meaningful variable name and the comments added aid readability of the code.

In terms of login.html, the solution is also complete, fully functional and meets requirements. The candidate has solved the problem logically. There is clear interactivity between the HTML code and the JavaScript code with a good error message for an invalid login and a good status report for a valid login. Presentation of the JavaScript could have been slightly better, e.g. alignment of closing brackets etc. though the comments added do aid readability.

Overall, the very slight weakness does not, holistically, take the evidence out of level three and full marks can be awarded.

Question 6

The Web Accessibility Initiative – Accessible Rich Internet Application (WAI-ARIA) can be used to provide additional semantics and improve the accessibility of a web page.

Open file **Q06.html** in your editor.

Read the HTML carefully.

Assess how well semantic code and WAI-ARIA have been used to support accessibility of the webpage.

You may use examples from the code and/or line numbers to support your assessment.

(9)

Mark scheme

Question number	Indicative content	Mark
6	<p>Should be identifying factors they think are important</p> <ul style="list-style-type: none"> • A blind person using a screen reader does not necessarily need or want everything on a web page to be read out. They will want to skip through different sections of the page. • Semantic HTML allows meaningful labelling of elements rather than just the presentation of them. • Semantic HTML gives context to screen readers • WAI-ARIA is not a version of HTML it is used where semantic HTML cannot manage accessibility as well as it should <p>Consideration and significance</p> <p>Should assess how well the page uses semantic HTML and WAI-ARIA</p> <ul style="list-style-type: none"> • ARIA only used where built in semantics and behaviour are not enough • Semantic HTML used to describe elements throughout eg header, footer, headings, paragraphs. • Title used so that the user knows the purpose of the page • Heading levels (h1,h2) used which means a user can listen to all the section headings and decide which part of the page they are interested in. • <nav> used to define the navigation menu to make is easily recognisable and so the user would not think it is a list • <main> used so that it is clear what is the main content of the page so that the user can easily jump to it • Aria-hidden also used so that the user does not hear unnecessary instructions • <sections> used to divide the page into three distinct sections. • <fieldset> and <legend> used to tell screen readers that the radio buttons relate to each other and so the user gets told this will be used for their choice of title before being told what the first radio button is • Labels and input types used sensibly for name, email and password. Only the word password would not be read out by screenreader. This is for security purposes. However, user may not know a password is required so ARIA could possibly have been used to define a role and use a label so they could hear it • Asterisks would not be reader by screen reader as use aria-hidden • Aria-required used to make sure user knows which fields are required • Date input types used. Date format would be read out by screen reader but this is not seen on the screen as visually-hidden class used to hide it • Button uses aria-describedby so user would hear what the button will do 	9

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-3	<ul style="list-style-type: none"> Applies understanding with limited coherence, showing limited understanding of the given issue. Assessment of solution is superficial or unbalanced, and judgements lack support from evidence.
Level 2	4-6	<ul style="list-style-type: none"> Applies understanding to make some coherent connections, showing some understanding of the given issue. Assessment of solution is partially developed, but this may be unbalanced, using evidence to support some judgements.
Level 3	7-9	<ul style="list-style-type: none"> Applies understanding coherently, showing a thorough understanding of the given issue. Assessment of solution is balanced and developed, using evidence to support judgements throughout.
		Total for question 9

Sample response 1

It is clear that the developers have made use of semantic code to improve accessibility of the webpage. Semantic tags have been used to their full potential. For example, line 20 defines both headers under the `<header>` tag, line 24 defines the home link under a `<nav>` tag, and line 89 defines the footer under the `<footer>` tag. These tags describe the content of their elements. This allows the importance of the content to be obtained. For example, search engines will use the content in the `<header>` tag to describe the webpage and allow for better SE).

More importantly, screen readers and other accessibility software (e.g. to help visually impaired) will also detect these tags. It allows them to realise that content in `<nav>` tags is of little importance and will not bother to read it out. This allows the user to get to the information they want quickly.

Additionally, tags such as `` have been used in line 31, to further emphasise the importance of this information. Accessibility software such as screen readers will know to put emphasis on this line of the page. The language is also set to `"lang='en'"` on line 2, which also allows screen readers to provide language-specific results.

Furthermore, the main content of the webpage is split into 3 separate `<section>` tags. (lines 32, 60, 82). This indicates to accessibility software that the different sections have varying content and importance. The third section, for example, is a "submit" section, which is entirely separate from where the user has inputted values and should only read after sections 1 and 2 have been completed.

It is also interesting to note that a "visually-hidden" style class has been used (line 17). This style will not be shown at all to ordinary users looking at the webpage. The class has been used in line 77, on the content "in format dd/mm/yyyy", ordinary users will not see this, and will not be bothered by it, but screen readers and other accessibility software will read it out. Visually impaired users will then know the date format required, despite not being able to see it on the "date" input box (line 79), along with `aria-required = "true"` (e.g. line 49), denoting necessary inputs to accessibility software. In these ways this page makes clever use of WAI-ARIA and semantics to aid in accessibility of the web page content. Further use of more semantic tags could improve this (e.g. `<article>`).

Examiner commentary

The criteria for the levels-based marks will always be the same and are awarded using a holistic, best fit approach.

The response includes an assessment of **how well semantic code** and **WAI-ARIA** have been used to **support accessibility** of the webpage. It is detailed, showing a thorough understanding of the given issue. It is coherent, balanced and developed with evidence from the web page given in order to support the judgements made.

The candidate has ensured that specific examples of semantics, specific examples of WAI-ARIA, have been assessed in terms of the effect on accessibility.

The response clearly meets level 3 expectations.

Awarded 9 marks

Sample response 2

Semantic web is used to divide a webpage into different parts which make it easier to edit and understand and looks better when viewing.

In this webpage semantic elements have been used, such as header, nav, section and footer.

This webpage has been divided into categories.

When you first view the page, you see the heading then we see parts of the form being categorised, example such as the personal details was put in the <main> tag, payment information was put in the <section> tag.

However, semantics is not always very helpful, for example like in this case since the whole background of the webpage is white, it doesn't look very catching to the user whereas in many cases when a person uses semantic webs it makes the page look good and attractive.

Awarded 4 marks

Examiner commentary

The criteria for the levels-based marks will always be the same and are awarded using a holistic, best fit approach.

The section of the response highlighted in red is the markworthy content. The final paragraph is really about aesthetics of the page rather than what the question asked. Whilst semantics have been mentioned, WAI-ARIA is missing.

The first four paragraphs are enough to just move it into level 2. There is some clear understanding of semantic tags with some clear connections. This is level 2 standard. However, there is no real attempt at assessment – it is superficial at best. This is level 1 standard. Therefore, there is just enough evidence to award marks at the bottom of level 2.

Sample response 3

Accessibility of the web page would be the way users are interacted towards the website. How user friendly the website is to the user and how convenient the rules are for the user to understand.

In Q6.html there is a note being attributed mentioning that they are highly necessary to be completed by the user.

The website should also be accessible for all types of users such as whether they are colour blind, unable to read and understand (low literacy rate) and also that only the basic requirements are being questioned.

This website could be easily accessible for all types of users as its simple, understandable and only requires the basic information that must be needed for the company.

Awarded 1 mark

Examiner commentary

The criteria for the levels-based marks will always be the same and are awarded using a holistic, best fit approach.

The candidate appears to have misunderstood the requirements of the question and, for the majority of the response, is trying to explain accessibility.

Evidence showing understanding, in terms of the question asked, is very limited.

There is no real attempt at an assessment.

There is just enough evidence present to award the bottom of level 1.

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