

Course Title	Information Technology A/T	Course Code	1219 (A) 1218 (T)
Unit weight	Unit Title	Unit Code	
0.5	Introduction to Website Design	12986 (A)	12804 (T)
0.5	Advanced Website Design	12987 (A)	12805 (T)

Course name: Information Technology

Introduction to Website Design A/T/V

Value: 0.5

### Specific Unit Goals

This unit should enable students to:

A Course	T Course
<ul style="list-style-type: none"> <li>• use XHTML/HTML5 to create a simple website</li> <li>• use the basic features of a web authoring application for website design</li> <li>• use cascading style sheets to apply uniform formatting and layout across a website</li> <li>• construct and publish a website that applies W3C accessibility standards and W3C web authoring standards</li> <li>• create basic images and navigation elements for websites using a graphics authoring application</li> <li>• plan and design an efficient web site</li> </ul>	<ul style="list-style-type: none"> <li>• use XHTML/HTML5 to create an effective website</li> <li>• use the advanced features of a web authoring application for website design</li> <li>• use cascading style sheets to apply uniform formatting and layout across a website</li> <li>• write original JavaScript code to add interactive elements to web sites</li> <li>• design, construct and publish a website that applies W3C accessibility standards and W3C web authoring standards and industry protocols</li> <li>• create and optimise original images and navigation elements for websites using a graphics authoring application</li> <li>• design and construct an efficient web site</li> </ul>

A Course	T Course
<p><b>History of the WWW and Internet</b></p> <ul style="list-style-type: none"> <li>• how the WWW and Internet works</li> <li>• terminology associated with the WWW and Internet</li> <li>• role and function on the W3C (World Wide Web Consortium) in technological advancement</li> </ul>	
<p><b>Using XHTML to create a website</b></p> <ul style="list-style-type: none"> <li>• structure tags – divs and headings</li> <li>• meta tags</li> <li>• image tags</li> <li>• hyperlink tags</li> <li>• table tags to display tabular data ONLY</li> </ul>	
<p><b>Using web authoring software to create a website</b></p> <ul style="list-style-type: none"> <li>• text and page formatting using CSS</li> <li>• adding meta data</li> <li>• image maps</li> <li>• layers in page layout</li> <li>• image splicing</li> </ul>	
<p><b>Using web authoring software to create a website</b></p> <ul style="list-style-type: none"> <li>• text and page formatting using CSS</li> <li>• adding meta data</li> </ul>	<p><b>Using web authoring software to create a website</b></p> <ul style="list-style-type: none"> <li>• text and page formatting</li> <li>• adding meta data</li> <li>• inserting images</li> </ul>
<p>N/A</p>	<p><b>Incorporating JavaScript functions into a website:</b></p> <ul style="list-style-type: none"> <li>• inline scripts</li> <li>• links to external page scripts</li> <li>• events</li> <li>• function calls</li> <li>• functions</li> </ul>
<ul style="list-style-type: none"> <li>• Understand and test a site against W3C accessibility standards</li> </ul>	
<p><b>Use of graphic files in websites; compatible file types; file size and effect on download times; use a graphics software to optimise images</b></p> <ul style="list-style-type: none"> <li>• cropping</li> <li>• resizing</li> <li>• changing resolution</li> </ul>	

A Course	T Course
<b>Web site design principles</b> <ul style="list-style-type: none"> <li>• purpose and audience requirements</li> <li>• page layout (alignment, proximity, use of white space)</li> <li>• use of contrast and repetition</li> <li>• use of images</li> <li>• content</li> <li>• navigation</li> <li>• accessibility</li> <li>• proof reading</li> <li>• download times</li> </ul>	
<ul style="list-style-type: none"> <li>• Transfer a website to an external server using file upload</li> </ul>	

Advanced Website Design A/T/V      Value: 0.5

**Specific Unit Goals:**

This unit should enable students to:

A Course	T Course
<ul style="list-style-type: none"> <li>• use XHTML tags to create interactive forms</li> <li>• use existing JavaScript functions to add interactivity to websites</li> <li>• create images and navigation elements for websites using a graphics authoring application</li> <li>• use cascading style sheets to ensure consistent formatting of websites</li> <li>• create plans and designs for efficient multi-page websites</li> </ul>	<ul style="list-style-type: none"> <li>• use XHTML tags to create inline frames and interactive forms</li> <li>• use JavaScript to add complex interactive elements to web sites</li> <li>• use HTML5 or later input types to validate user input</li> <li>• create and optimise images and navigation elements for websites using a graphics authoring application</li> <li>• create image maps suitable for mobile web applications (apps interface design)</li> <li>• use advanced features of a cascading style sheets such as layers and complex formatting to ensure consistent formatting of websites</li> <li>• create written and graphical plans and designs for efficient multi-page websites</li> </ul>

A Course	T Course
N/A	<ul style="list-style-type: none"> <li>• using XHTML in website construction form tags using a wide variety of input methods</li> </ul>

<b>Using web authoring software to create a website that uses</b>	
<ul style="list-style-type: none"> <li>• image maps</li> <li>• email forms</li> <li>• layers in page layout</li> <li>• image splicing</li> </ul>	
<b>Design and construct a website that applies W3C accessibility standards and W3C web authoring standards</b>	
<b>Design and construct a website in a team that meets criteria given in a design brief</b>	
<ul style="list-style-type: none"> <li>• target audience</li> <li>• function and purpose</li> <li>• content</li> <li>• download capabilities</li> </ul>	
<b>Function and purpose of File Transfer Protocols</b>	<b>Understanding of the function and purpose of File Transfer Protocols</b>
<ul style="list-style-type: none"> <li>• upload a website to an external server using a File Transfer Protocol</li> </ul>	<ul style="list-style-type: none"> <li>• upload a website to an external server using a File Transfer Protocol</li> </ul>
<b>Understand the process of the mobile web</b>	<b>Understand the process of the mobile web and its implications for web design.</b>
	<ul style="list-style-type: none"> <li>• use of image maps</li> </ul>
<b>Use a graphics authoring package to create images for websites</b>	
<ul style="list-style-type: none"> <li>• navigation elements</li> <li>• icon and logos</li> <li>• images for image maps</li> </ul>	

## Assessment

Task	Due Date	Weighting
Project 1	Week 6	25%
Written Assessment	Week 9	25%
Project 2	Week 15	25%
Test	Week 16	25%

### Specific Entry & Exit Requirements for Term Units

Students must have completed the written task and test 1 by the end of term 1 to exit this unit with .5.

### ASSESSMENT CRITERIA FOR ASSESSMENT AND REPORTING OF STUDENT ACHIEVEMENT

The following assessment criteria are a focus for assessment and reporting in this unit. Criteria are the essential qualities that teachers look for in student work. These criteria must be used by teachers to assess student's performance, however not all of them need to be used on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

**Students will be assessed on the degree to which they demonstrate:**

- knowledge, understanding, application, analysis and evaluation
- planning, designing, creating and implementing
- communication and interpersonal skills
- flexible, adaptive and creative thinking

***UNIT GRADES FOR COURSE***

**Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.**

**CONDITIONS SPECIFIED BY THE BSSS**

**ATTENDANCE AND PARTICIPATION**

Students are expected to submit all assessment items and attend all classes, participate in a positive manner and seek support whenever it is required. Excursions, simulations and presentations by visitors (including lunchtime) may form part of classwork. It is your responsibility to catch up on missed work when absent from class.

Any student whose attendance falls below the 90% of the scheduled classes/contact time and has not provided substantial documentary evidence to cover the absence will be awarded a V grade. This means that 4 unexplained absences in a term or 8 unexplained absences in a semester could mean that a V grade may be awarded. However, the Principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

**LATE SUBMISSION OF WORK**

**ACCREDITED COURSES**

Students are encouraged to submit work on time, as it is a valuable organisational skill. Students are also encouraged to complete work even if it is late, as there are educational benefits in doing so.

Late work will receive a penalty of 5% (of possible marks) per calendar day late, unless an extension is granted by the class teacher prior to the deadline. This means that 5% is taken off the possible marks that could have been achieved e.g. If a student achieved a score of 75/100, and the item is one day late, then five marks (5% of 100) would be taken from 75, which leaves the score as 70/100. 'Per calendar day late' means each day late whether it be a weekend or public holiday. Items due on any date must be submitted to the class teacher, faculty staff room, or front office at the college by 3.30pm on that day. After 3.30pm, the item will attract the late penalty. Submission of work on a weekend or public holiday is not acceptable. If you do not submit your work to your class teacher, make sure that it is signed and dated by either another member of staff in the faculty staffroom, or a member of the front office staff.

Achievement in Accredited Courses is reported to the Board of Senior Secondary Studies and students with a Grade A-E. Late work submitted without approval will have an impact on the grade awarded to a student.

No work will be accepted after marked work has been returned, or accepted after the unit has completed. Computer and/or printer failure will not be accepted as a valid reason for late work. Make sure you backup, keep hard copies and rough notes.

Unless prior approval is granted, any student who fails to submit assessment tasks worth in total 70% or more of the assessment for the unit, will be considered to be unassessable and will receive a V grade. The Principal has the right to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation is supplied.

### **CHEATING AND DISHONEST PRACTICE**

The integrity of the College's assessment system relies upon all involved acting in accordance with the highest standards of honesty and fairness. Any departure from such standards will be viewed very seriously."

Accordingly:

- Plagiarism - claiming authorship of someone else's work (intentionally or otherwise) - is a serious misdemeanour, and attracts severe penalties.
- Students are required to acknowledge the source of all material that is incorporated into their own work.
- Students may not submit the same item for assessment in more than one unit, unless specific agreement has been reached with the class teacher.

### **MODERATION**

Throughout the semester, moderation in the form of common marking schemes, cross marking and joint marking occurs across all units in the Moderation Group to ensure comparability of standards. Moderation is a process whereby student's work is compared so that student performance can be graded fairly and consistently.

Moderation takes some time, and so students may not receive their work back until ACT wide moderation of grades across all colleges has occurred. Small Group Moderation is carried out in courses with small class sizes.

### **RIGHT TO APPEAL**

*You can appeal against your assessment if you feel that the result you obtained is not fair. You should first talk to your class teacher, and if you are not satisfied with the explanation you must discuss the situation with the Executive Teacher of the faculty concerned. If you still do not feel that your result is fair you should talk to the Deputy Principal Programs for further advice on the 'appeal process'.*

*Teacher/s: Iwen Chow*

Date: 2/2019

Unit Grade Descriptors for A course

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge, understanding, application, analysis &amp; evaluation</b>	<ul style="list-style-type: none"> <li>analyses, explains and applies knowledge, concepts and skills with accuracy in a wide range of scenarios</li> <li>demonstrates comprehensive knowledge of systems composition and application</li> </ul>	<ul style="list-style-type: none"> <li>explains and applies knowledge, concepts and skills with accuracy in a range of scenarios</li> <li>demonstrates detailed knowledge of systems composition or application</li> </ul>	<ul style="list-style-type: none"> <li>recalls, describes and applies knowledge, concepts and skills with some accuracy in a range of scenarios</li> <li>demonstrates general knowledge of systems composition or application</li> </ul>	<ul style="list-style-type: none"> <li>identifies and applies some knowledge, concepts and skills with occasional accuracy in a narrow range of scenarios</li> <li>demonstrates basic knowledge of systems composition or application</li> </ul>	<ul style="list-style-type: none"> <li>recalls minimal knowledge, concepts and skills with little accuracy in limited scenarios</li> <li>demonstrates minimal knowledge of systems composition or application</li> </ul>
<b>Planning, designing, creating &amp; implementing</b>	<ul style="list-style-type: none"> <li>develops solutions using highly effective problem solving methodology, tools, knowledge, skills and processes to achieve an outcome</li> <li>demonstrates refined skills in planning, time management and designing</li> </ul>	<ul style="list-style-type: none"> <li>develops solutions using effective problem solving methodology, tools, knowledge, skills and processes to achieve an outcome</li> <li>demonstrates competent skills in planning, time management and designing</li> </ul>	<ul style="list-style-type: none"> <li>develops solutions using appropriate problem solving methodology, tools, knowledge, skills and processes to achieve an outcome</li> <li>demonstrates satisfactory skills in planning, time management and designing</li> </ul>	<ul style="list-style-type: none"> <li>develops solutions using occasional problem solving methodology, tools, knowledge, skills and processes to achieve an outcome</li> <li>demonstrates basic skills in planning, time management and designing</li> </ul>	<ul style="list-style-type: none"> <li>develops solutions using minimal problem solving methodology, tools, knowledge, skills and processes to achieve an outcome</li> <li>demonstrates minimal skills in planning, time management and designing</li> </ul>
<b>Communication, Interpersonal skills</b>	<ul style="list-style-type: none"> <li>presents challenging concepts accurately and coherently using a range of written and non-written formats</li> <li>communicates with a strong sense of purpose and audience</li> <li>demonstrates an ethical use of information using accepted referencing and uses appropriate terminology accurately and with confidence</li> <li>demonstrates highly effective interpersonal skills</li> <li>works productively in both team and group situations with a thorough understanding of individual responsibilities and the rights of others</li> </ul>	<ul style="list-style-type: none"> <li>mostly presents concepts accurately and coherently using written and non-written formats</li> <li>communicates with a sense of purpose and audience</li> <li>mostly demonstrates an ethical use of information using accepted referencing and uses terminology accurately</li> <li>demonstrates mostly effective interpersonal skills</li> <li>works in team and group situations with a proficient understanding of individual responsibilities and the rights of others</li> </ul>	<ul style="list-style-type: none"> <li>presents concepts with some accuracy using written and non-written formats</li> <li>mostly communicates with a sense of purpose and audience</li> <li>demonstrates some ethical use of information mostly using accepted referencing and accurate terminology</li> <li>demonstrates some effective interpersonal skills</li> <li>works in team and group situations with an understanding of individual responsibilities and the rights of others</li> </ul>	<ul style="list-style-type: none"> <li>presents basic concepts with some accuracy using written and non-written formats</li> <li>demonstrates some communication with a sense of purpose and audience</li> <li>demonstrates some ethical use of information and referencing and some accurate use of terminology</li> <li>demonstrates basic interpersonal skills</li> <li>works in team and group situations with some understanding of individual responsibilities and the rights of others</li> </ul>	<ul style="list-style-type: none"> <li>presents some basic concepts using a limited range of written and non-written formats</li> <li>demonstrates a basic level of communication with limited sense of purpose or audience</li> <li>demonstrates little or no ethical use of information, referencing or accurate use of terminology</li> <li>demonstrates some basic interpersonal skills</li> <li>works in team and group situations with minimal understanding of individual responsibilities and the rights of others</li> </ul>
<b>Flexible, adaptive, critical and creative thinking</b>	<ul style="list-style-type: none"> <li>demonstrates a broad awareness of the impact of social, ethical, and legal issues</li> <li>demonstrates creativity and confidence in applying processes and techniques to familiar and unfamiliar scenarios</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a general awareness of the impact of social, ethical, and legal issues</li> <li>demonstrates appropriate processes and techniques to familiar and unfamiliar scenarios</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a basic awareness of the impact of social, ethical, and legal issues</li> <li>demonstrates routine application of processes and techniques to familiar and unfamiliar scenarios</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates occasional awareness of the impact of social, ethical, and legal issues</li> <li>demonstrates occasional application of processes and techniques to familiar scenarios</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates little or no awareness of the impact of social, ethical, and legal issues</li> <li>demonstrates limited application of processes and techniques to familiar scenarios</li> </ul>

Unit Grade Descriptors for T course

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge, understanding, application, analysis &amp; evaluation</b>	<ul style="list-style-type: none"> <li>evaluates and analyses complex problems with insight and devises innovative solutions</li> <li>synthesises knowledge of the composition of a system/ application displaying a sophisticated understanding of the interconnected nature of its components</li> </ul>	<ul style="list-style-type: none"> <li>analyses and explains complex problems with insight and devises creative and effective solutions</li> <li>demonstrates knowledge of the composition of a system or application in a comprehensive and clear manner</li> </ul>	<ul style="list-style-type: none"> <li>explains and describes problems and devises effective solutions</li> <li>demonstrates knowledge of a system or application in a satisfactory manner</li> </ul>	<ul style="list-style-type: none"> <li>identifies and describes problems and devises solutions to problems inconsistently</li> <li>demonstrates basic knowledge of the composition of a system or application</li> </ul>	<ul style="list-style-type: none"> <li>identifies problems and presents minimal understanding on developing a solution to a problem</li> <li>demonstrates minimal knowledge of the composition or application</li> </ul>
<b>Planning, designing, creating &amp; implementing</b>	<ul style="list-style-type: none"> <li>creates sophisticated and proficient solutions using highly effective problem solving methodology, design techniques, tools, skills and processes</li> <li>demonstrates refined skills in planning, time management and designing, satisfying all requirements to a very high level</li> </ul>	<ul style="list-style-type: none"> <li>creates proficient solutions using effective problem solving methodology, design techniques, tools, skills and processes</li> <li>demonstrates competent skills in planning, time management and designing, satisfying all requirements to a high level</li> </ul>	<ul style="list-style-type: none"> <li>creates effective solutions using adequate problem solving methodology, design techniques, tools, skills and processes</li> <li>demonstrates satisfactory skills in planning, time management and designing, satisfying many requirements to a satisfactory level</li> </ul>	<ul style="list-style-type: none"> <li>creates basic solutions to problems, inconsistency uses methodology, techniques, tools, skills and processes</li> <li>demonstrates basic skills in planning, time management and designing, satisfying few requirements</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates minimal application of methodology, techniques, tools, skills and processes to develop solutions to problems</li> <li>demonstrates minimal skills in planning, time management and designing, satisfying few requirements</li> </ul>
<b>Communication, interpersonal skills</b>	<ul style="list-style-type: none"> <li>presents highly complex concepts accurately and coherently using a wide range of written and non-written formats</li> <li>communicates with a strong sense of purpose and audience</li> <li>demonstrates through awareness of ethical use of information using accepted referencing and uses appropriate terminology accurately and with confidence</li> <li>demonstrates highly effective interpersonal skills working productively in both team and group situations with a thorough understanding of individual responsibilities and the rights of others</li> </ul>	<ul style="list-style-type: none"> <li>presents complex concepts accurately and coherently using a range of written and non-written formats</li> <li>communicates proficiently with a sense of purpose and audience</li> <li>demonstrates a broad awareness of ethical use of information using accepted referencing and uses terminology accurately</li> <li>demonstrates mostly effective interpersonal skills working in team and group situations with a proficient understanding of individual responsibilities and the rights of others</li> </ul>	<ul style="list-style-type: none"> <li>presents concepts with some accuracy and coherence using written and non-written formats</li> <li>communicates satisfactorily with a sense of purpose and audience</li> <li>demonstrates general awareness of ethical use of information mostly using accepted referencing and accurate terminology</li> <li>demonstrates some effective interpersonal skills working in team and group situations with an understanding of individual responsibilities and the rights of others</li> </ul>	<ul style="list-style-type: none"> <li>presents basic concepts with some accuracy using written and non-written formats</li> <li>communicates with some sense of purpose and audience</li> <li>demonstrates some awareness of ethical use of information and referencing and some accurate use of terminology</li> <li>demonstrates basic interpersonal skills working in team and group situations with some understanding of individual responsibilities and the rights of others</li> </ul>	<ul style="list-style-type: none"> <li>presents concepts using a limited range of written and non-written formats</li> <li>demonstrates basic level of communication with limited sense of purpose or audience</li> <li>demonstrates little or no awareness of ethical use of information, referencing or accurate use of terminology</li> <li>demonstrates some basic interpersonal skills working in team and group situations with minimal understanding of individual responsibilities and the rights of others</li> </ul>



<p><b>Flexible, adaptive, critical and creative thinking</b></p>	<ul style="list-style-type: none"> <li>• demonstrates a thorough awareness of the impact of social, ethical, and legal issues</li> <li>• demonstrates creativity and agility in applying processes and techniques to familiar and unfamiliar scenarios</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates a broad awareness of the impact of social, ethical, and legal issues</li> <li>• demonstrates agility and confidence in applying processes and techniques to familiar and unfamiliar scenarios</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates a general awareness of the impact of social, ethical, and legal issues</li> <li>• demonstrates appropriate processes and techniques to familiar and unfamiliar scenarios</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates a basic awareness of the impact of social, ethical, and legal issues</li> <li>• demonstrates occasional application of processes and techniques to familiar scenarios</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates little or no awareness of the impact of social, ethical, and legal issues</li> <li>• demonstrates limited application of processes and techniques to familiar scenarios</li> </ul>
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