**BTEC**
Introductory
**Level 1**

# Sample Marked Learner Work

Subject: Information Technology

## Unit IT9: Creating a Website

# Contents

*You will need to refer to the appropriate specification for* **Unit IT9: Creating a Website** *alongside these sample materials.*

> *Note:*
>
> *The learner work generated is an exemplar of standard for a particular Assignment Brief. We expect centres to use this resource to exemplify how to structure a response to a task. We also encourage centres to use this work to standardise their Assessment teams and demonstrate to learners the level of work expected to achieve the different targeted grades outcome.*

# 1. Introduction and Commentary

The learner work that follows has been assessed accurately to national standards. This
is one example of Merit achievement.

The assignment brief covers **Learning Aims A and B**.

**The Assignment Brief**

There are no authorised assignment briefs available as yet and the one used here is structured on the suggested scenario given within the specification and has been adapted by the centre to fit local needs, by way of encouraging the learner to use the website to promote a hobby. When writing Assignment Briefs to be used for the assessment of the BTEC Level 1 Introductory suite of qualifications, the Assessor should ensure that all tasks clearly meet the targeted assessment criteria.

The structure of the tasks **will always target an entire learning aim**. This is a fundamental cornerstone of this suite, as it enables any learner to achieve the best grade for them.

The assessment criteria are not a set of sequential activities but a way of making a judgement. For example, if a Pass specifies a 'description' and a Merit an 'analysis', these do not require two different activities but rather one activity through which some learners will provide only description evidence and others will also provide analysis evidence.

A Learning Aim must NOT be broken down into discrete tasks. It is not acceptable to have tasks or sub-tasks that target, for example, a Pass criterion only. All tasks must encourage the learner to challenge themselves and aim for the highest level of personal achievement.

In this instance the Assignment Brief contains one task for Learning Aim A and one task for Learning Aim B. The Assignment Brief presented is fit for purpose.

The overarching task for Learning Aim A is the creation of a storyboard for a website which will then be developed into the website itself.  The mode of presentation for the storyboard is noted as open-ended.  However, the website must be produced using suitable web development software as noted in the Essential Resources section of the specification (page 81). This is appropriate as it will allow the learner to choose the way to present the storyboard whilst then

demonstrating competence in specific software. There is sufficient scope for learners at all levels to achieve.

The overarching requirement for Learning Aim B is the use of the task to 'review the website explaining what went well, what did not go well, what changes were made during the process and how you would improve it for the future.'  This embraces Learning Aim B fully and, again, allows for full coverage of the levels.


**The Learner Work**

Always use the Essential information for assessment decisions section in the specification for clarification on when an assessment criterion can be awarded. This provides amplification to the grading criteria. Reference to this assessment guidance will ensure that the assessment of the evidence that the learner has produced fully meets the quantitative and qualitative requirements of the criterion. When assessing the learner's work it is important that the assessor looks for where the learner has produced evidence of a quality that is appropriate to the command verb in the assessment criteria.

For **Learning Aim A** the learner has to Create a simple website for a specific purpose.

The learner has achieved A.M1 by using a slideshow to demonstrate a site structure that **mostly meets a specific purpose.** The Merit criterion requires the learner to produce a website design for a specific purpose, containing at least **four** webpages, including a site structure that lists the webpages and relevant navigation to be included, screen layout diagrams showing a design that includes **most** of the information required on each page, and annotations or brief description about how the website mostly meets a specific purpose.

The learner has met these as there are **more than four** pages with a suitable framework of links.  Some, but not all, of the pages have the information identified that will populate those pages.

The Distinction criterion A.D1 requires coherent website design of at least four pages to include 'screen layout diagrams showing an effective design that includes text and ready-made assets (e.g. images)'.

The storyboard falls short of this element of Learning Aim A due to the lack of full detail on all of the pages provided.  There is also a need to evidence the 'required navigation' and this has not been fully addressed.  It is not **effective** enough to warrant the award of the Distinction criterion in this instance.

The learner has achieved A.D2 by producing a coherent website that links the main page to subsequent pages and is easy to navigate. The website functions perfectly with the video playing appropriately, the rollover working, and all navigation operates correctly. The learner has coded in a marquee well; a table has been used effectively.

Although the text on the 'Training' page is centre aligned rather than aligned in a similar way to the other pages this does detract a bit from the effectiveness of the website which, per se, is well worth the Distinction awarded. It is a minor error as noted in the specification as being acceptable.

For **Learning Aim B** the learner has to review the finished simple website for a specific purpose.

The learner has met B.M3 by **describing** how the website meets a specific purpose and some ways in which it could be improved. The work is presented well and the learner has linked the final outcome to the intended audience. Suggested improvements are suitable.

The Distinction criterion B.D3 requires an **explanation** of how the website meets its specific purpose and **why any changes** were made **during** the process. Although the suggested improvements are suitable, the learner has not explained how they will **improve the usability** of the website. Although the learner has produced a good evaluation too many elements of this criterion are missing for it to be awarded.

Overall, a very good piece of work from a learner who understands most of the requirements of the unit and has addressed each Learning Aim well. The work is very well presented and easy to follow.

The assessor has made suitable comments to validate the award of the Merit and has used the grading criteria well in feeding back to the learner.

In order to achieve a Distinction grade for a unit a learner must have satisfied all the Distinction criteria within that unit so, although the learner has achieved one of the Distinction criteria for this unit, their overall grade for the unit will be a Merit.

# 2. Assignment Brief

| Qualification | BTEC Level 1 Introductory Diploma in Information Technology |
|---|---|
| Unit number and title | Unit IT9 Creating a Website |
| Learning aims | A Create a simple website for a specific purpose<br>B Review the finished simple website for a specific purpose |
| Assignment title | Hobby Website |
| Assessor | Dorothy Love |
| Issue date | 1 July 2016 |
| Hand in deadline | 29 July 2016 |

| | |
|---|---|
| Vocational Context | Websites have many purposes such as to promote an event, advertise products or services and provide information.<br><br>You are going to create an interactive multimedia website about your interest or hobby that you can share with your friends and family. |

| | |
|---|---|
| Task 1 | Create a storyboard of the pages, content and design, colour, etc and how they will link. You can do this manually or onscreen.<br><br>Now create your website and ensure you identify where you collected external information from and aware of copyright. |
| Checklist of evidence required | Storyboard, Interactive website |

| Learning Aims covered by this task: | |
|---|---|
| Learning Aim reference | To achieve the criteria you must show that you are able to: |
| A.P1 | Produce an outline design for a website that meets a specific purpose |
| A.M1 | Produce a design that mostly meets a specific purpose |
| A.D1 | Produce a coherent design for a simple website that effectively meets a specific purpose |
| A.P2 | Create a website with limited functionality that meets the specific purpose in some ways |
| A.M2 | Create a website that mostly functions as intended and mostly meets a specific purpose |
| A.D2 | Create a coherent website that functions as intended and meets a specific purpose |

| **Task 2** | Review your website explaining what went well, what did not go well, what changes you made during the process and how you would improve it for the future. |
|---|---|
| **Checklist of evidence required** | Report<br><br>Your tutor may write a supporting Record of Practical Activity. |
| **Learning Aims covered by this task:** ||
| Learning Aim reference | To achieve the criteria you must show that you are able to: |
| B.P3 | Identify whether the final website meets a specific purpose, listing some ways to improve it. |
| B.M3 | Describe how the final website meets its purpose, briefly describing ways to improve it. |
| B.D3 | Explain how the final website meets its purpose, including why any changes were made to improve usability during the process. |

| **Sources of information to support you with this Assignment** | |
|---|---|
| **Other assessment materials attached to this Assignment Brief** | *None. Please refer back to your class notes.* |

# 3. Learner work

*The following are screenshots of the PowerPoint presentation by the Learner (Pages 9- 12):*

## Website

On Bedlington Terriers – to provide information for people interested in getting a puppy and who might be worried about being allergic

## Site structure

Home

puppies | grooming | training | Care | health
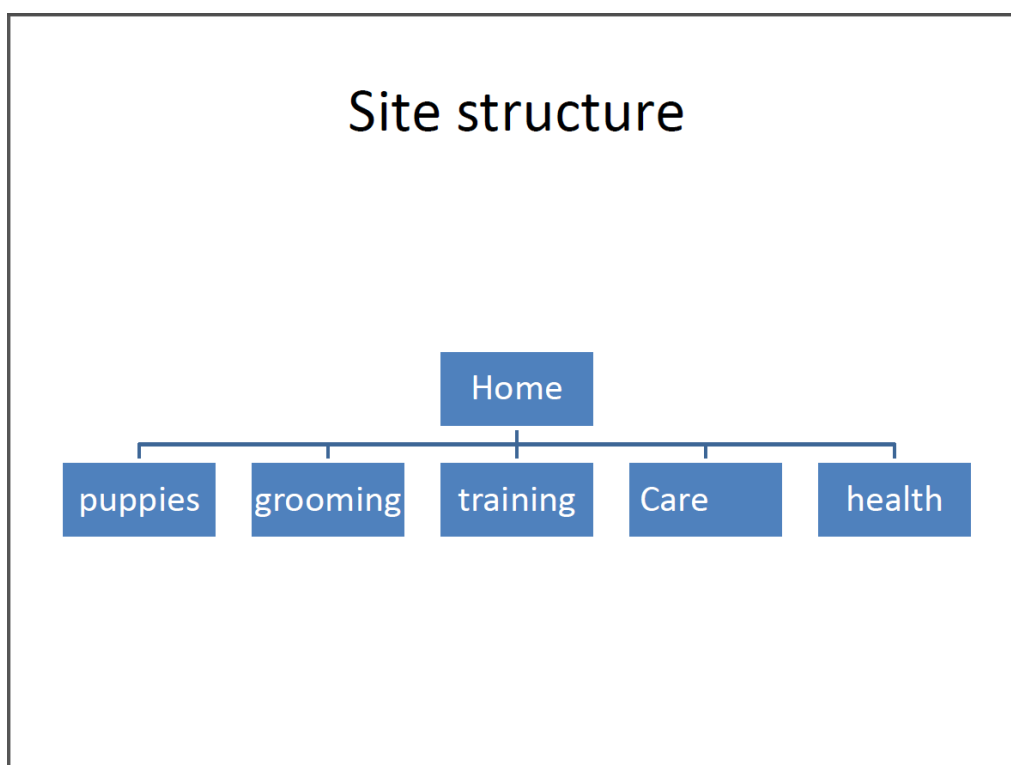
# Look
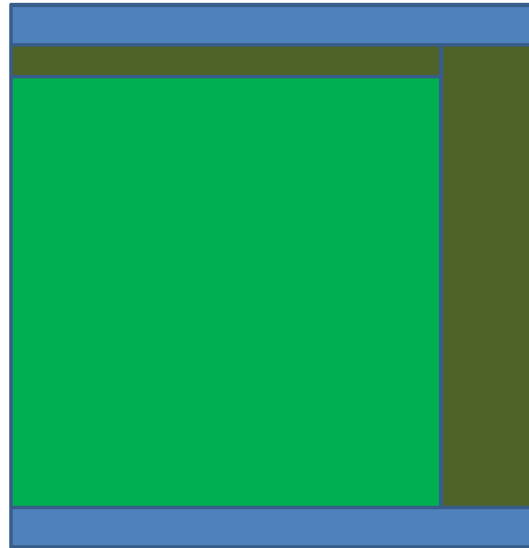
My website will be blue and green. I will use blue for the header and footer. I will use green for the content and a darker green for the banner area and the navigation pane on the right. I will use arial for a font. I will make navigation buttons myself. My website will need to be clear and easy to use. I did think about red links on the green but decided this was not a good combination for a lot of people.
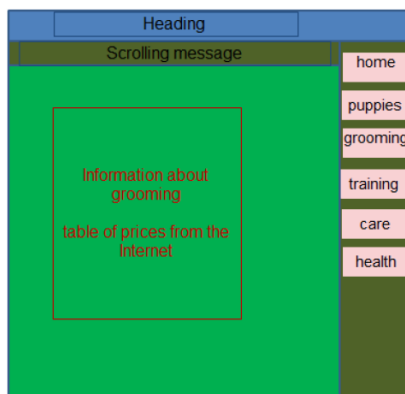
# Index page
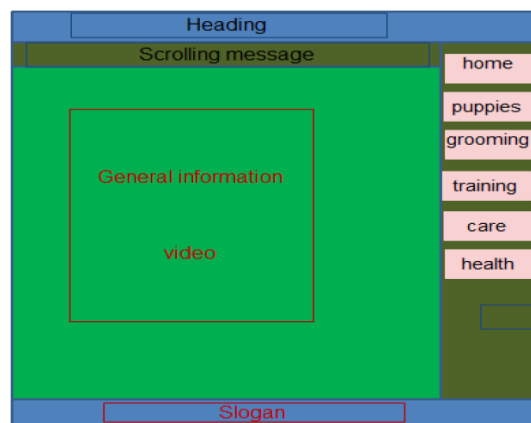
I will use a video from youtube. I will probably save it as an MP3 – so plays easy and file is quite small. There are links so that anyone thinking of getting a Bedlington Terrier can have some basic information about the breed.

Heading
Scrolling message
home
puppies
grooming
training
care
health

General information

video

Slogan

Puppies

Heading
Scrolling message
home
puppies
grooming
training
care
health

Information about getting a puppy

Image

Will try to put a rollover image on with a puppy and a grown dog



Grooming

Heading
Scrolling message
home
puppies
grooming
training
care
health

Information about grooming

table of prices from the Internet
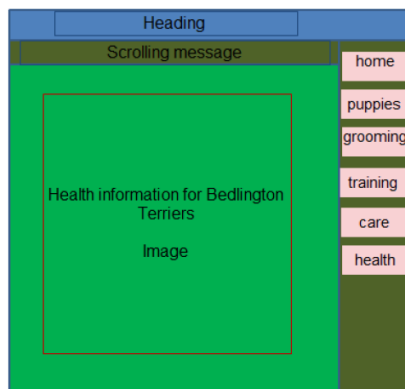
*The following are screenshots of the Webpages created by the Learner (Pages 12- 14):*

# BEDLINGTON TERRIERS

| HOME |
| PUPPIES |
| GROOMING |
| TRAINING |
| CARE |
| HEALTH |

**Grooming**

Grooming is needed as these dogs do not shed their coats. This could be detrimental to anyone reliant on an income from the Dyson dynasty yet jolly good news for anyone not fond of hoovering up an entire dog every week. So, you will need to find a suitably qualified groomer. A proper Bedlington style involves "furry chaps" on the legs, a "ratty" stripped tail and a quiff to rival any Elvis impersonator.

You cannot be allergic to a Bedlington!!!!! Why? Because they have near enough human type hair

The table below will give you an idea of grooming costs - (source. http://www.pet-universe.co.uk/dog-grooming/dog-grooming-price-list/)

| Dog Type | Grooming Interval | Cost of grooming |
|---|---|---|
| Afghan Hound | 4-6 weeks | £50 - £65 |
| Bichon Frise | 4-6 weeks | £40 - £50 |
| Bedlington Terrier | 6-8 weeks | £45 - £55 |
| German Shepherd | 8-12 weeks | From £40 |

Remember that the minute you have had him groomed, he will find something nasty to roll in. He will also become an expert in recognising your dog groomers vehicle and will relieve himself on the wheels as he leaves.

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# BEDLINGTON TERRIERS

| HOME |
| PUPPIES |
| GROOMING |
| TRAINING |
| CARE |
| HEALTH |

**Training**

The Bedlington owner should remain aware that this is a wolf in lamb's clothing and should arrange to socialise it with other dogs and a variety of different people at an early age, in order to avoid problems. Once good social skills are established, this is a lively, loyal and rewarding companion. This is an intelligent breed but it does have a mind of its own. One must convince the dog that it wants to do what you want it to do. Force would never work with this breed, as it can be more stubborn than most humans. Coercion, such as with positive reinforcement training or, in my experience, Mars Bars, is a more efficient method of getting a Bedlington to co-operate. The basic principle is that you must become more cunning than your Bedlington. He must think that it was his idea in the first place to sit, stay or any other wished for behaviour.

It is also worth noting that he must be exercised regularly throughout the day for mental stimulation. Be aware, any down time will give him more opportunities to consider world domination strategies.



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## BEDLINGTON TERRIERS

"Everything that you never needed to know about Bed

HOME
PUPPIES
GROOMING
TRAINING
CARE
HEALTH

**Care**

This is such a self serving breed, you will note that he manages his own care. He is a true connoisseur and can tell the difference between margarine and butter. This is useful information if you need to make his scrambled egg. He is cunning and should he wish to repose on the settee, can bark and generally indicate that someone is at the door. When you go to investigate, this will provide him with the opportunity to assume your warmed position. He will feign unconciousness on your return.

As mentioned, other care includes; grooming and exercise. Unsurprisingly, your Bedlington can be remarkably agile. The image below shows a Bedlington circumventing barriers



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## BEDLINGTON TERRIERS

"Everything that you never needed to know

HOME
PUPPIES
GROOMING
TRAINING
CARE
HEALTH

**Health**

Generally very robust, due to the high levels of care that the owner has been trained to implement.

Dislikes any medical intervention and will attempt to intimidate any veterinarian engaged.

You do need to be aware of various conditions that the Bedlington can be prone to although they do seem to have an unusually high tolerance to the dangers of chocolate.



All in all, a breed to be reckoned with and if you are looking for a "characterful" dog, then look no further!

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# Evaluating my website

My website is informative and the audience would be people interested in getting a dog and maybe a Bedlington Terrier in particular.  I chose Bedlington Terriers as I have one and I love him very much.  Bedlington Terrriers are fun to own and sort of easy to look after but you need to know about Terriers as they are different.

The colours of my website are designed so that the text stands out.  I was careful not to use colours that might be problem for someone who was colour blind.  I made sure the font was big enough for most people to be able to read comfortably.

I used a marquee for interest and to grab people's attention.  It made it look mint and really professional.

I put navigation buttons in to help people go to any page that they wanted to really easily and I made these buttons myself.  They were easy to create once I knew how to do it.

I put in a rollover image because that made it look betta and provided information on the difference between a puppy and a dog without having to do loads of writing or adding extra pages.  I thought that looked really good

I put a video in that I saved from Youtube and converted to an MP3.  It was not difficult to do.

I used youtube and google images as I do not think that there is any copyright on them.

When I had finished the website, I asked my friends what they thought of it and they all thought it was really good. I have thought next time to make it better I can put a back button and hyperlinks to other websites.

Overall, I am really chuffed with my website and I really enjoyed making it.  Looking at it again, I think that it tells people what they need to know to start with.

# 4. Learner Assessment Submission and Declaration Sheet

**This sheet must be completed by the learner and provided for work submitted for assessment.**

**LEARNER ASSESSMENT SUBMISSION AND DECLARATION**

When submitting evidence for assessment, each learner must sign a declaration confirming that the work is their own.

| | |
|---|---|
| Learner name:  Arnold Lane | Assessor name:  Dorothy Love |

| Issue date: 01/07/2016 | Submission date: 29/07/2016 | Submitted on: 29/07/2016 |
|---|---|---|
| Programme :BTEC Level 1 Introductory Diploma in Information Technology | | |
| Unit IT9 Creating a Website | | |
| Assignment reference and title:  Hobby Website | | |

Please list the evidence submitted for each task. Indicate the page numbers where the evidence can be found or describe the nature of the evidence (e.g. video, illustration).

| Task ref. | Evidence submitted | Page numbers or description |
|---|---|---|
| Task 1 | Storyboard and website | Slideshow and website |
| Task 2 | Report | Word document |
| Additional comments to the Assessor: | | |

**Learner declaration**

I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.

Learner signature:  *Arne Lane*          Date: 28/7/2016

# 5. Assessment Record Sheet

## ASSESSMENT RECORD SHEET

| | |
|---|---|
| **Programme** | BTEC Level 1 Introductory Certificate in Information Technology |
| **Assignment title** | Hobby Website |
| **Unit no. & title** | IT9: Creating a Website |

| | |
|---|---|
| **Learner name** | Arnold Lane |
| **Assessor name** | Dorothy Love |
| **Targeted learning aims/assessment criteria** | AP1, AP2, BP3, AM1, AM2, AD1, AD2, BM3, BD3 |

## First Submission

| | |
|---|---|
| **Deadline** | 30 July 2016 |
| **Date submitted** | 30 July 2016 |

| Targeted criteria | Criteria achieved? (Yes / No) | Assessment comments |
|---|---|---|
| AP1 | Yes | Your site structure is well devised and shows good suggestions for navigation. The screen layout diagrams are detailed at times but at other times limited. What detail that you included e.g. the use of youtube and the colourways, is good. Storyboard easily meets specific purpose. |
| AM1 | Yes | |
| AD1 | No | |
| AP2 | Yes | You have produced a coherent website, simple in its content but it functions well. Navigation is good and all the links work. |
| AM2 | Yes | |
| AD2 | Yes | |
| BP3 | Yes | You have described how the website meets the purpose from the assignment and what you did to get there. You have not really explained WHY you made certain decisions about the website. Good suggestions for improvements though not linked totally to usability. |
| BM3 | Yes | |
| BD3 | No | |

**General comments**

A well-considered and structured website. It identifies the purpose and the website meets these objectives. Website links well to the storyboard and both are clear and easy to follow.

You have used a number of tools and techniques effectively to create a website that is easy to use and suitable for someone considering getting a Bedlington Terrier.

All links and navigation work well so it is fit for purpose.

Given the skills you have shown here you should look now to move onto Level 2. Just ensure you cover fully the elements that don't always appeal to you!

| Assessor declaration | I certify that the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice. | |
|---|---|---|
| Assessor signature | *Dorothy Love* | **Date** | 1 August 2016 |
| | | **Date of feedback to learner** | 5 August 2016 |
| **Resubmission authorisation** by Lead Internal Verifier* | | **Date** | |

\* All resubmissions must be authorised by the **Lead Internal Verifier**. Only **one** resubmission is possible per assignment, providing:

- The learner has met initial deadlines set in the assignment, or has met an agreed deadline extension.
- The tutor considers that the learner will be able to provide improved evidence without further guidance.
- Evidence submitted for assessment has been authenticated and accompanied by a signed and dated declaration of authenticity by the learner.

\*\*Any resubmission evidence **must** be submitted within 10 working days of receipt of results of assessment.

## Resubmission

| Deadline | | Date submitted | |
|---|---|---|---|
| **Targeted criteria** | **Criteria achieved?** (Yes / No) | **Assessment comments** | |
| | | | |
| | | | |

**General comments**

| | |
|---|---|
| | |

**Assessor declaration**

I certify that the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.

| **Assessor signature** | | **Date** | |
|---|---|---|---|
| | | **Date of feedback to learner** | |