



Orange High School

Stage 5

ASSESSMENT TASK

SUBJECT: Information and Software Technology

YEAR: 9

TOPIC: The Internet and Web Design

TASK WEIGHTING: 35%

DATE GIVEN: Wednesday 29th April 2020

DUE DATE: Thursday 2nd July 2020 – Week 10

ASSESSMENT OUTLINE:

Logon to **Grok Learning** (www.groklearning.com) using your NSW DoE internet logon.

Work through and complete the 8 sections that are part of the course: *Introduction to HTML/CSS*. Your progress will be monitored by Miss Green via the website itself.

With each completed interactive lesson/task, your grade rises as you should be holistically fulfilling the parameters of the Stage 5 IST Performance Descriptors.

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|---|---|--|---|
| Part 1: What is HTML and CSS <i>Task 1: What are HTML and CSS?</i> Hello World! | E | <i>Task 12: Hottest 100</i> | |
| <i>Task 2: True Blue</i> <i>Task 3: Argleton</i> | D | Part 4 – CSS classes, margins, border and padding <i>Task 13: Classy Shopping</i> <i>Task 14: Cat Gallery</i> <i>Task 15: Unread Notifications</i> <i>Task 16: Mmmm... Brownies</i> | |
| <i>Task 4: Monospacious</i> | | Part 5 - Web fonts and the CSS box modal <i>Task 17: Shake it like a polaroid picture</i> <i>Task 18: Renaissance Faire</i> <i>Task 19: Jack in a border box</i> <i>Task 20: Barking Dad!</i> | B |
| Part 2: Colours, alignments, links and images <i>Task 5: Shakespeare</i> <i>Task 6: It's not easy being green</i> <i>Task 7: Linking Wikipedia</i> <i>Task 8: Holiday Blog</i> | C | Part 6 – Overriding styles, backgrounds, and the display property <i>Task 21: Snapcat</i> <i>Task 22: Keep calm and code on</i> <i>Task 23: Cute as a button</i> <i>Task 24: Run out sale</i> | |
| | | Part 7 – Semantic HTML and CSS child selectors <i>Task 25: Hook Line and Header</i> <i>Task 26: Athlete's Footer</i> <i>Task 27: Vertical Alignment</i> <i>Task 28: Pick aside</i> <i>Task 29: The Argleton Advertiser</i> | |
| | | Part 8 - Navigation, menus, and the CSS: hover pseudo-class <i>Task 30: Good Sir, I Cannot Draw</i> <i>Task 31: Cheshire Cat</i> <i>Task 32: Drop out of sight</i> <i>Task 33: inTRIPid</i> | A |
| Part 3: HTML document structure and lists <i>Task 9: Hacker Typing</i> <i>Task 10: A title for a knight (or a wizard)</i> <i>Task 11: Another kind of element</i> | | !!! AUTOMATIC !!! Build your own website using both HTML AND CSS . It must be functional and consistent with images, headings, a body and more than 1 page linked together. | |

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OUTCOMES ASSESSED:

- 5.2.1 describes and applies problem solving processes when creating solutions
- 5.2.2 designs, produces and evaluates appropriate solutions to a range of challenging problems
- 5.2.3 critically analyses decision making processes in a range of information
- 5.3.2 acquires and manipulates data and information in an ethical manner
- 5.5.2 communicates ideas, processes and solutions to a targeted audience

Non-Completion of Task:

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both cases.

Failure to follow the above procedures may result in a zero award.

The policies and procedures that are outlined on the RoSA booklet will be followed regarding the non-completion of assessment tasks.

Plagiarism:

Please Note: that plagiarism, the using of the work of others without acknowledgement, will incur serious penalties and may result in zero award. Any cheating will also incur penalties.

Marking Criteria – Stage 5 IST Course Performance Descriptors

| A – (5 marks) | B - (4 marks) | C - (3 marks) | D - (2 marks) | E - (1 mark) |
|---|--|--|--|---|
| demonstrates <i>extensive</i> knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a range of tasks | demonstrates <i>thorough</i> knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a range of tasks | demonstrates <i>sound</i> knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a range of tasks | demonstrates <i>basic</i> knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a limited range of tasks | demonstrates <i>elementary</i> knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a limited range of simple tasks |
| perceptively analyses the effects on individuals and society of a range of past, current and emerging information technologies | <i>analyses</i> the effects on individuals and society of a range of past, current and emerging information technologies | <i>describes</i> the effects on individuals and society of a range of past, current and emerging information technologies | <i>outlines</i> the effects on individuals and society of a limited range of past, current and emerging information technologies | <i>with guidance</i> identifies effects on individuals and society of some past, current and emerging information technologies |
| is a critical thinker who insightfully and creatively applies problem solving and decision making processes when designing, producing and evaluating solutions for a wide range of challenging situations . | <i>confidently applies</i> problem solving and decision making processes when designing, producing and evaluating solutions for a range of challenging situations . | applies problem solving and decision- making processes when designing, producing and evaluating solutions for a range of situations | applies <i>basic</i> problem solving and decision making processes when designing, producing and evaluating solutions for familiar situations | applies <i>elementary</i> problem solving or decision making processes when designing, and producing solutions for some familiar situations |
| <i>independently justifies and applies</i> responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information. | justifies and applies responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information. | applies responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information. | <i>recalls</i> responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information | <i>with guidance</i> , recognises responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information |
| <i>independently</i> and logically communicates , using appropriate documentation, complex ideas and solutions to a variety of audiences. | coherently communicates , using appropriate documentation, complex ideas and solutions to a variety of audiences | communicates , using appropriate documentation, complex ideas and solutions to a variety of audiences | communicates , using appropriate documentation, ideas and solutions to an audience | <i>with support</i> , communicates , using limited documentation, ideas and solutions to an audience |