

### Task 4: Skills Folio and Quiz

**Due Date:** 25 Aug 2025 Week 6B Term 3

<b>Distributed:</b> 31 Jul 2025	<b>Weighting:</b> 20%
<b>Task Type:</b> Quiz and Practical Task	<b>Unit:</b> Web Design
<p><b>Syllabus Outcome/s:</b></p> <ul style="list-style-type: none"> <li>Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects <b>IND5-3</b></li> <li>Selects, justifies and uses a range of relevant and associated materials for specific applications <b>IND5-4</b></li> <li>Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects <b>IND5-5</b></li> <li>Applies and transfers skills, processes and materials to a variety of contexts and projects <b>IND5-7</b></li> </ul>	

### Task Description

You are required to create a design folio for a website for one of the following purposes:

- An upcoming music festival
- An online shop or business of your choice
- An informative website on a particular topic of your choice
- A personal blog - beauty, food, photography, music, fitness etc
- Own idea approved by the teacher

#### PART A - Skills Folio

Students will include the following components in their folio:

- **Statement of Intent** – Identifying what website is being made and why
- **Development of Ideas** - brainstorming processes behind these decisions (a mind map) and evaluation of why you selected the topic(s) of your digital works
- **Logo** - Prototype image displayed in the folio as draft design for your website.
- **Gantt Chart (Time plan)** - identify all the tasks involved in the creation of your website and assign a time frame to complete each task
- **Research** – identifying the software application being used and providing a brief description of the applications, also including any tutorials that you have used to help in the creation of your website. You are also required to include both the colour palette you plan to use for your site and a screenshot of the colours meeting accessibility standards (contrast ratio). Including an **APA style reference list** at the end of the folio to justify your research.

*Your literacy skills will also be assessed as part of your folio (see rubric for more details).*

## **PART B - Quiz**

Students will be completing an in class quiz on the due date above, that assesses their understanding of the theoretical concepts covered in class including:

- **HTML**
  - Brief history of website development
  - HTML tags covered in class including
    - Paragraphs
    - Headings
    - List and Tables
    - Images
    - Links
- **CSS**
  - Basic CSS styling for HTML elements outlined above
  - Inline and Internal Stylesheets
  - External Stylesheets

In preparation for this quiz, students should ensure they've completed all classwork on Google Classroom, including any homework tasks.

Students should seek teacher assistance on unclear work or concepts prior to the day of the task.

## **Glossary of Key Words**

These verbs will provide an understanding of the detail needed to successfully answer the questions. Some of the verbs typically associated with these questions include:

- **Construct:** Make; build; put together items or arguments
- **Define:** State meaning and identify essential qualities
- **Explain:** Relate cause and effect; make the relationships between things evident; provide why and/or how
- **Outline:** Sketch in general terms; indicate the main features of

## **Details of Submission**

### **PART A - Quiz**

Students will have 15 mins to complete this Moodle quiz in class on the due date listed. The quiz is comprised of:

- up to 10 Multiple Choice/Comprehension questions
- up to 5 Short Answers questions

The quiz will be accessed through Moodle and must be completed in one sitting. Students should attempt all questions and are permitted to bring 1 A4 page of notes into the classroom

## **PART B - Skills Folio**

Your folio (using the template provided on Google Classroom) will need to be submitted to Moodle. Use the following as a checklist to ensure you're completed all sections of the presentation -

- Statement of Intent
- Development of ideas
- Logo
- Gantt Chart (Time plan)
- Research
- Reference List

## Teacher Feedback and Student Self-Reflection

The task will be returned to students within **14 days** of the due date. Information on how to improve will be provided through written teacher feedback and the marking criteria. Students can clarify or seek further feedback by speaking with their teacher.

Upon return of the task and teacher feedback, students will also be expected to complete the following self-reflection form, to provide them with the opportunity to reflect on the strength of their performance, as well as areas that have been identified to strengthen in future tasks - <https://forms.gle/s3HD9ueLodeUs2km6>

## How does this link to my learning?

This task will allow students to demonstrate their understanding of theoretical concepts, providing students with the opportunity to showcase their knowledge, understanding and skills in

- Competently using a variety of hardware and software as part of their design projects
- Explaining the functions of a variety of computer systems
- Communicating the ethical issues of robotics and the impact of robotics on society.

## Assessment Procedures

Students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning menu for each year group.

# Marking Criteria

## PART A - Skills Folio (Weighting 50%)

<b>Component: Folio</b>	<b>20 – 17</b>	<b>16 – 13</b>	<b>12 – 9</b>	<b>8 – 5</b>	<b>4 - 1</b>
Statement of Intent	Clarifies the intent of the project by explaining clearly what is to be made and why	Clarifies the intent of the project by explaining what is to be made and why	Describes what the intent of the project is and why	Provides an outline of what is to be made	Identifies what is to be made
Development of Ideas	Demonstrates very high level skills in idea generation and evaluation	Demonstrates substantial skills in idea generation and evaluation	Demonstrates moderate skills in idea generation and evaluation	Demonstrates basic skills in limited areas of idea generation and evaluation	Sketching and idea generation are elementary or not present
Research	Conducts and explains a wide range of relevant research of appropriate tutorials, processes and resources	Conducts and describes a range of relevant research of appropriate tutorials, processes and resources	Conducts and outlines research of some appropriate tutorials, processes and resources	Minimal reference to research conducted	Appropriate research not evident or limited
ICT skills and Techniques	Demonstrates a wide range of presentation skills and techniques	Demonstrates a range of presentation skills and techniques	Demonstrates some presentation skills and techniques	Demonstrates limited presentation skills and techniques	Little evidence of presentation skills and techniques
				<b>Total</b>	<b>/20</b>

## PART B - Quiz (Weighting 50%)

Marks will be indicated next to each question, with any marking criterias needed for individual questions, provided on the day of the test.

# Literacy Rubric

Literacy Outcomes	Elementary achievement You have:	Limited achievement You have:	Satisfactory achievement You have:	High achievement You have:	Outstanding achievement You have:
<b>Vocabulary</b> <i>Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</i>	Very limited response. Few content words used.	Only simple words are used.	Some precise and technical words are used.	Sustained use of precise and technical words.	Sustained, consistent and fluent use of precise and technical words.
	0	0.25	0.5	0.75	1
<b>Punctuation</b> <i>Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text</i>	No evidence of correct sentence punctuation.	Sentence punctuation is correctly used in at least one place - <i>one sentence is punctuated correctly.</i>	Some correct sentence level punctuation (at least 50%). May attempt other punctuation where it is required.	Mostly correct sentence level punctuation (80%) and at least two correct examples of other punctuation.	Writing contains accurate use of all applicable punctuation.
	0	0.25	0.5	0.75	1
<b>Sentences &amp; Cohesion</b> <i>The intentional construction of a variety of sentences to match purpose and audience, and the control of multiple sentence threads across the whole text.</i>	No clear evidence of sentences: a list of words OR text fragments.	At least one sentence is used correctly. Some meaning can be construed from the text.	Some correct formation of sentences. Mainly uses simple and compound sentences, but may attempt more complex structures.	Most sentences are correct. Range of sentence types and connectives are evident, but with varied effectiveness.	All sentences are correct, effective and controlled, and include a range of sentence types and connectives (complex sentences and other sophisticated structures)
	0	0.25	0.5	0.75	1
<b>Paragraphs</b> <i>Paragraphs are used to effectively structure information and partition events and ideas</i>	No correct use of paragraphing; may be a block of text or random breaks.	Ideas are separated; paragraphs may contain some unrelated ideas.	At least ONE paragraph is well structured and develops an idea	Writing is organised into paragraphs that assist the reader to digest chunks of the text, but may not be linked or executed effectively.	All components of the paragraphs are evident and paragraphing is consistent and well-developed across the whole text.
	0	0.25	0.5	0.75	1
<b>Text Structure</b> <i>Uses features of the appropriate text type</i>	No evidence of the structural features of the appropriate text type. <i>No attempt to write in the appropriate text type and/or response is off task.</i>	Minimal evidence of the structural features - <i>1 component evident</i> - of the appropriate text type.	Some evidence of the structural features - <i>2 components evident</i> - of the appropriate text type.	Substantial evidence of the structural features - <i>all components evident but there may be some lapses</i> - of the appropriate text type.	Coherent and controlled use of <b>all</b> the appropriate structural features of the text type.
	0	0.25	0.5	0.75	1
	Level of response is well below syllabus expectation	Level of response is below syllabus expectation	Level of response is equivalent to syllabus expectation	Level of response is above syllabus expectation	Level of response is well above syllabus expectation
					<b>Total /5</b>