

Exemplar Candidate Work

GCE in Applied ICT

OCR Advanced GCE in Applied ICT: H515/H715

Candidate A: Unit G048: Working to a Brief

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Introduction

This exemplar material serves as a general guide. It provides the following benefits to a teacher:

- Gives teachers an appreciation of the variety of work that can be produced for this unit
- Shows how the mark scheme has been applied by a senior assessor

It is important to make the point that the teacher support materials play a secondary role to the Specification itself. The Specification is the document on which assessment is based and specifies what content and skills need to be covered in delivering the course. At all times, therefore, this teacher support should be read in conjunction with the Specification. If clarification on a particular point is sought then that clarification should be found in the Specification itself.

Moderator's Commentary: Candidate A

G048: Working to a brief

Total mark for portfolio: 37 (Max. 50)

The candidate has completed work in response to brief 5 from 2010 which required them to create a website for an organisation called 'My Fellow Europeans' to inform young people between 11 and 16 years of age of the culinary traditions of three European countries.

Task a

The candidate has produced a current working practice report that is based on research into two already existing websites. This research has highlighted a long list of issues of which account needs be taken when the candidate comes to create the product. The candidate has also considered some more general, theoretical, considerations that underpin website design and implementation, such as the need to keep file size to a minimum. However, there is little evidence of the analysis used to identify these issues, so mark band 2 is best fit. To achieve mark band 3 the candidate would need to include more detailed analysis of strengths and weaknesses.

Mark Band 2

Mark Awarded: 2 (Max. 3)

Task b(i)

The candidate has produced two formal plans for the completion of the product, a Gantt chart and a PERT chart. Mind maps have been included with the submission, but these are not considered a formal planning technique.

Mark Band 3

Mark Awarded: 3 (Max. 3)

Task b (ii)

The candidate has planned the task in some detail. Both plans are broken down into irregular and detailed time slots (as opposed to set weekly blocks, for example). However, whilst the plan covers more tasks than required (the plan starts from before the completion of the current working practice report and finishes after the completion of the evaluative reports, rather than just covering the design, implementation and testing of the website), the detail in the plan itself is only sufficient for mark band 2. This is because the candidate has allowed time to plan the site and then implement the planning by creating individual pages, e.g. create home page, create pages for countries. Whilst this is fairly detailed, the candidate could have developed this further by allowing time to create individual aspects of each of the web pages, such as graphics and text for example.

Mark Band 2

Mark Awarded: 3 (Max. 5)

Task c (i)

The candidate has produced a diary that shows that ICT skills have been both developed and extended during the lifetime of the project. The candidate has also shown that they have used a good deal of initiative in learning and developing these ICT skills.

This piece of work should be seen as representing the very minimum of acceptable performance here. Whilst it is clear that the candidate has shown initiative, this element does not guarantee that marks from mark band 3 are relevant. The scaffolding work – the work that earns mark band 1 and mark band 2 – is only just sufficient, in that the diary implies that new ICT skills have been learnt or developed, but this is not explicit. In this case, headings and other comments provide supporting evidence but it would be preferable if candidates were to deal with “ICT Skills learned” and “ICT Skills developed” as separate entries within the diary.

Mark Band 3

Mark Awarded: 5 (Max. 5)

Task c (ii)

This task focuses on three marking area. These are the use of informal techniques, the use of formal techniques and an indication that the candidate is aware that the quality of their work will affect either the end user or others with whom they have contact during the lifetime of the project. Candidates should be encouraged to cover all three strands of this marking theme in equal measure.

The candidate has shown a good awareness throughout the diary. There are comments about the need to keep designs consistent (14/02/10) and the need to redesign work so as to add improvements (21/02/10), for example. The candidate has also referenced meetings with the client (a good example of formal methods of dealing with issues). References to informal methods, such as working with the Teacher or classroom colleagues are also included throughout the work. Overall, there is sufficient of all three strands to justify the award of full marks here.

Mark Band 3

Mark Awarded: 3 (Max. 3)

Task c (iii)

As with the previous task, this task requires candidates to cover a number of different strands. The candidate is first expected to show that they have dealt with issues that have arisen during the lifetime of the project. It is for the Centre to decide whether these are simple day-to-day issues or more complex day-to-day issues. As an example, where a candidate deals with simple problems, such as the printer running out of paper or ink, this is very much a day-to-day issue. There are a wide range of more complex issues, ranging from dealing with problems with advanced tools within software (such as making sure that scripting works, for example, when working with multimedia software), through to issues to do with the nature of the work, such as having to deal with peers or other adults. However, again, the Centre needs to be aware of the need for a degree of reality here. Many candidates claim to have dealt with small fracas between peers, but either give little indication of how they dealt with the issue, or simply indicate that they told their colleagues to “get on with the work”. This is not a complex problem and falls within the day-to-day experience of most students. However, where they have had to carry out a more complex intervention, then this may be considered complex. Clearly, dealing with adults, especially those outside of their School or College, is going to represent a complex challenge to students. It is incumbent upon the

candidate to give a clear statement about any issues that may have arisen, in order to support any marks awarded for this task.

Having given a clear description of the issue, the candidate must then show how they have dealt with it, and given some justification of the actions they have taken. For mark band 3, the candidate should have shown that they have taken action to stop such issues arising again.

It is conceivably possible for a candidate to be so well organised that they avoid any issues and deal with potential problems before they arise. It is, therefore, acceptable for candidates to support a claim for a mark from mark band 3 in such cases by including clear justification for all action taken in their diaries. Where the Centre feels this to be the case, they should indicate that this is their decision on the URS form and then award marks from mark band 3 as justified by the work.

In the present case, the candidate has been faced with issues that are more complex. Therefore, a mark from mark band 3 would appear to be justified. There is also a degree of justification of the actions taken. As an example, consider the second entry for 23/03/10. The candidate has described what happened and how the issue was dealt with. The response is justified within what has been written – the justification does not, therefore, have to be a separate item within the diary (although it could be). This justification would support a mark from mark band 2 or mark band 3 but, in conjunction with the previous decision for this task, mark band 3 seems more justified. Finally, there is a degree to which the candidate has shown that action has been taken to avoid the repetition of issues in the future. The example of 23/03/10 is a good example. However, this is not a strong element within the work and most definitely could be improved.

Therefore, all three strands from within this task are present here to mark band 3 level. Due to the relative lack of avoidance of future issues, a mark from the bottom end of mark band 3 is most suitable.

Mark Band 3

Mark Awarded: 6 (Max. 8)

Task d

The candidate has produced a report that would score well if it were submitted as part of unit G040, and has evidenced the skills that have been developed during this unit and the completion of the associated unit (web design).

Across the support materials, the candidate has produced a document that is well laid out and includes some automation. This aspect covers the “other units” aspect of this task. The technical instructions within the materials are good and show that the candidate is able to explain issues clearly, as well as having a good grasp of web design and implementation. There is some small room for improvement. The report, for example, could include further automation, such as the inclusion of a footer with further details added. The actual overall presentation could also be slightly improved; with maybe some further thought given to the layout of each page. The evidence is sufficient for mark band 3 but the lower of the two marks.

Mark Band 3

Mark Awarded: 4 (Max. 5)

Task e

The candidate has evaluated their planning and included a discussion of most aspects of the work. The report covers the use of planning techniques, as well as some discussion of the initial research

that went into writing the Current Working Practice report. It is good to see the discussion of initial designs, which, realistically, must be seen as a key part of the planning process.

Overall, however, the candidate has neglected to discuss all issues that could be discussed. Primary amongst the missing sections is the discussion of how timings were identified. Ideally, this would lead on from the report into Current Working Practice.

The candidate has suggested some improvements were they to complete a similar task in the future.

In order to improve this task, the candidate should cover the wide range of issues that are concerned with planning. They should also conclude this analysis by highlighting clear improvements to this process. Whilst the mark for this report is not based on a raw count of pages or words included, it is worth stating that both this report and that for task f are relatively short. It is anticipated that for mark band 3, these reports will represent fairly substantial pieces of work.

Mark Band 2

Mark Awarded: 3 (Max. 6)

Task f

Task f is similar in feel to task e and suffers from the same lack of breadth. Whilst the analysis is clear and concise, there are other issues that need to be addressed, such as the ability to work with others, take advice or negotiate a solution to conflict. From the diary, it is clear that the candidate has had to restructure the team within which they initially worked. This could have led to some well informed discussion within this section, but the chance was missed.

It is worth stressing that candidates may actually decide that their approach to the implementation of their product (or, indeed, planning in the previous section), was not as good as it could have been. Marks for this task are based upon the quality, rather than the results, of the candidate's analysis.

Mark Band 2

Mark Awarded: 3 (Max. 6)

Task g

This is a short, but well focussed report that solely relies upon the impressions of others in order to come to a conclusion about the overall quality of the work. The candidate begins the report by restating the criteria against which they wish their work to be judged and then gives the reader the thoughts of others as evidence to support their own conclusion that the work has been successful. At no stage does the candidate rely on their own opinion to evaluate their product.

Overall, the report is short, which means that some of the sections are lacking in detail. The report also suffers from the lack of an in-depth conclusion, which detracts from the overall quality slightly.

Mark Band 3

Mark Awarded: 5 (Max. 6)

Total mark for portfolio: 37 (Max. 50)

G048 Assessment Grid

Unit G048: Working to a brief					
What candidates need to do:					
Evidence needs to include:					
a: [AO2] a preparatory report into current working practice [3];					
b: [AO2/3] a project plan in response to the set brief. [8];					
c: [AO1/2/3] a diary or log of work completed [16];					
d: [AO1] support materials for use with the project [5];					
e: [AO4] an evaluation of candidates' performance in relation to planning the project [6];					
f: [AO4] an evaluation of candidates' performance in implementing the project [6];					
g: [AO4] an evaluation of candidates' ICT solution to the given brief [6].					
How the candidate will be assessed:					
Task	Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
a	AO2	The candidate produces a descriptive report into current working practice; [0 1]	The candidate produces an analytical report into current working practice; the report highlights strengths and weaknesses of the current working practice; The report highlights some issues of which account need be taken when implementing the project; [2]	The candidate produces an analytical report into current working practice; the report highlights strengths and weaknesses of the current working practice; The report highlights all issues of which account need be taken when implementing the project. [3]	2/3
b(i)	AO2	The candidate plans their project; [0 1]	The candidate uses one formal planning technique to plan their project; [2]	The candidate uses two formal planning techniques to plan their project. [3]	3/3
b(ii)	AO3	The candidate's plan includes little detail; [0 1]	The candidate's plan includes fair detail; most tasks required to complete the project are listed; [2 3]	The candidate's plan fully identifies all tasks required in order to complete the project. [4 5]	3/5
c(i)	AO1	The candidate produces a diary or log that shows that they have developed or extended their range of ICT skills and techniques whilst planning and producing the response to the brief; [0 1]	The candidate produces a diary or log that shows that they have developed and extended their range of ICT skills and techniques whilst planning and producing the response to the brief; [2 3]	The candidate produces a diary or log that shows that they have used their initiative to develop and extend their range of ICT skills and techniques whilst planning and producing their response to the brief. [4 5]	5/5
c(ii)	AO2	The candidate produces a diary or log that shows that they have used some tools and techniques for developing ICT systems; [0 1]	The candidate produces a diary or log that shows that they have used a range of both formal and informal techniques for developing and managing ICT systems; The candidate also shows that they have some awareness that the quality of their work will affect the end-users and/or others with whom they have contact whilst working on the project; [2]	The candidate produces a diary or log that shows that they have used an extensive range of both formal and informal techniques for developing and managing ICT systems; The candidate also shows that they have a thorough awareness that the quality of their work will affect end users and/or others with whom they have contact whilst working on the project. [3]	3/3

Unit G048: Working to a brief (continued)					
Task	Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
c(iii)	AO3	The candidate produces a diary or log that shows that they have dealt with straightforward day-to-day issues arising from running the project; The candidate's diary or log identifies the responses they have taken to issues that have arisen; [0 1 2]	The candidate produces a diary or log that shows they have dealt with more complex day-to-day issues arising from running the project; The candidate's diary or log shows that they have used appropriate responses to the day-to-day issues that have arisen; commentary in the candidate's diary or log justifies their decisions; [3 4 5]	The candidate produces a diary or log that shows they have dealt with more complex day-to-day issues arising from running the project; The candidate's diary or log shows that they have used appropriate responses to these more complex issues that have arisen; The candidate's diary or log shows that they have taken account of longer term implications arising from these issues and taken action to prevent their reoccurrence; commentary in the candidate's diary or log justifies their decisions [6 7 8]	6/8
d	AO1	The candidate develops support materials for use with the project; The candidate's support materials show the application of some skills acquired in this unit, and other units, in this specification; [0 1]	The candidate develops support materials for use with the project; The candidate's support materials show the application of a range of skills acquired in this unit, and other units, in this specification; [2 3]	The candidate develops support materials for use with the project; The candidate's support materials show the application of a wide range of skills acquired in this unit, and other units, in this specification. [4 5]	4/5
e	AO4	The candidate describes their actions in planning their project and identifies areas for improvement; [0 1 2]	The candidate analyses their actions in planning their project and identifies some strengths and weaknesses in their planning; The candidate suggests some improvements to the overall process; [3 4]	The candidate analyses their actions in planning their project and fully identifies strengths and weaknesses in their planning; The candidate suggests improvements to the overall process; these improvements are clearly linked to their analysis of their actions in planning their project. [5 6]	3/6
f	AO4	The candidates describes their actions in implementing their ICT solution for the user and identifies areas for improvement; [0 1 2]	The candidate analyses the effectiveness of their actions in implementing their ICT solution and identifies some strengths and weaknesses in the actions they have completed; The candidate suggests some improvements to the overall process; [3 4]	The candidate analyses the effectiveness of their actions in implementing their ICT solution and fully identifies strengths and weaknesses in the actions they have completed; The candidate suggests improvements to the overall process; these improvements are clearly linked to their analysis of their actions in implementing their project. [5 6]	3/6
g	AO4	The candidate comments on the effectiveness of their solution by comparing their solution to the user needs for the project; The candidate's report may contain errors in spelling, punctuation and grammar; [0 1 2]	The candidate analyses the effectiveness of their solution by comparing their solution to the user needs for the project; their analysis will be partially based on user or client feedback; The candidate's analysis will identify some strengths and weaknesses of their solution; The candidate's report contains few spelling, punctuation and grammar errors; [3 4]	The candidate analyses the effectiveness of their solution by comparing their solution to the user needs for the project; their analysis will be fully based on user and client feedback; The candidate's analysis will fully identify strengths and weaknesses of their solution; The candidate's report is consistently well-structured and there are few, if any, spelling, punctuation and grammar errors. [5 6]	5/6
Total mark awarded:					37/50

Candidate's work

Task A – Working to a Brief

The website I am creating for the company 'My Fellow Europeans' is intended to inform its audience of youths between 11 and 16 years of age on the culinary traditions of 3 European countries chosen at my discretion. As specified my website must be of a non-linear structure for ease of navigation and the like, as a result I have chosen to create my website using a mesh structure.

However, as 'My Fellow Europeans' does not currently have a functioning website I have been unable to analyse the strengths and weaknesses of their current working practices. Instead I have opted to research websites whose criteria were similar to those of the website I intend to create. From my research I was able to conclude that there is a gap in the market for a website that offers the facilities available with 'My Fellow Europeans', as there were no websites that met their specifications exactly. Consequentially, I settled on and evaluated the strengths and weaknesses of the following 2 websites:

- <http://www.alacartecuisine.com/>, which advertises schools in France that offer residential courses in French cooking and;
- <http://www.mbscambi.com/incoming/index.html>, which offers summer camps in Italy for youths.

I also consulted with my clients regarding what features they would like to see included in the website. They specified that they would like the website to include an 'About Us' page, a gallery, a page on how to apply to cooking courses, a 'Contact Us', an inquiry form and a comment page. I must consider what these types of facilities would require when being implemented in the website.

Upon my evaluations of these 2 websites and based on my client's requirements, I have established a number of features I feel that I must include within my designs and eventually my website:

1. The layout of my website should be simple with links easy to find, so that my website is easy for users to navigate. The layout should also be consistent for each of my pages, e.g. keeping the logo and link bar in the same position on each page.
2. The pages of my website should be in portrait format to make information easier to follow and the website easy to navigate.
3. The text alignment should be kept consistent within the website as well as the pages themselves to make the information easier to follow and read, so as not to confuse the reader.
4. State subjective statements as objective facts, to make the information more persuasive to the reader.
5. Use concise paragraphs and keep information succinct so that users are not overwhelmed or intimidated by large blocks of text. External links should be used to provide additional information to the user.
6. Use a simple and consistent font type, colour and size for each variety of text (paragraphs, headings, etc).
7. Make links and titles stand out from the main bodies of text, e.g. by boldening, changing colour, to make them stand out to the user.
8. Use a reasonable font size that is easy to read, but also does not occupy too much space on the page.
9. Use a complimentary, placid colour scheme that is pleasing to the eye and creates a positive atmosphere within the website. The client has specified that they would like the colour scheme to be derived from the colour scheme, for the sake of consistency.
10. Allow users to contact the organisation directly by providing a link to the company e-mail address on the website.
11. Use images related to the subject matter, acts as concrete examples for the users to associate with the information and website. Similarly, use photos of participants from the target age group (11-16) enjoying themselves on the courses offered, to illustrate and entice potential customers with what's in store for them.

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In addition, from my website evaluations and interactions with the clients, I have determined a number of things I should avoid when designing and implementing my website:

1. Make the difference between links and headings obvious to the user.
2. Keep the font at a size that is legible, it should be a size that saves space while remaining easy to read to the user.
3. Ensure all information is consistent and accurate, any mistakes will make the company appear careless to the audience, to avoid this I must proofread the information a number of times and take full advantage of any spell/grammar check facilities available.
4. Keep the file size of the website and thereby its contents from becoming too large, the lower it is, the quicker it will load and run in a browser.

I must avoid these when creating my website as they would hamper its effectiveness at convincing potential customers to use the services offered by 'My Fellow Europeans'.

In addition, my website will require a significant amount of planning and preliminary work. To begin with, I will create a mind map of all of the major tasks that I must complete in building my website as well as the subtasks within them. I will also use Gantt Project software to list my tasks in order of completion, the time I should take for each task, tasks that must be completed before other tasks can be completed and any resources I will need to complete each task. Lastly, I will also need to make a website storyboard, including designs of each of my pages, the order they are arranged in my website and my reasons for including the features I choose to use in my website.

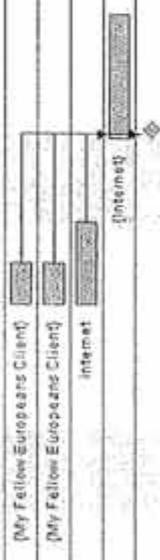
Furthermore, I must also learn a number of new skills in order to complete my website. These include; making custom style sheets, using html code, inserting web components such as photo galleries, implementing JavaScript using tables and uploading websites, all within Microsoft FrontPage. To do so I will use assistance from a number of sources; I my ICT teacher, I e the ICT technician, websites and textbooks, included in my bibliography. I believe this is easily achievable within the given time as I have had previous experience with the FrontPage software and building websites, so I am familiar with most of

the basics of the program. However, there are a number of possibilities that could prevent me from adhering to my plan. For instance, an error with the html or JavaScript code could affect and alter the entire page of my website. Also, I cannot begin some tasks without first completing a number of others. A delay in any of these would thereby delay the subsequent tasks as well, making the entire process take longer as a result, meaning I must avoid these possibilities where possible to ensure I complete my website as planned.



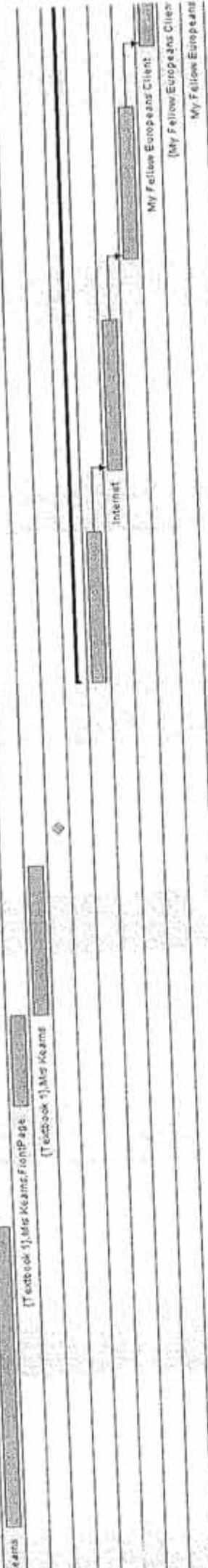
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Analyse Brief	
E-mail client to arrange meeting	
Create agenda for meeting	
Research similar websites	
Evaluates chosen websites	
Meet Client	
Preparation	
Creates Mind Map	
Learn how to use gantt project	
Learn how to edit/html, insert tables	
Learn how to make custom style sheets	
Learn how to implement JavaScript	
Planning/Design	
Plan website structure	
Find information for website	
Create site storyboards	
Choose/Create logo	
Arrange Meeting/Create Agenda	
Have meeting, discuss changes	
Make discussed changes	
Implementation	
Structure site	
Create Custom Style Sheets	
Create Home Page	
Create pages for countries	
Create recipe pages	
Create contact page	
Arrange Meeting/prepare agenda	
Have meeting, discuss initial build	
Make discussed changes	
Testing	
Test multimedia	
Test hyperlinks	
Test interactive features	
Fix any issues	
Documentation	
Create site user guide	
Create questionnaire based on site	
Hand questionnaire to client for feedback	
Evaluate website	
Upload site	



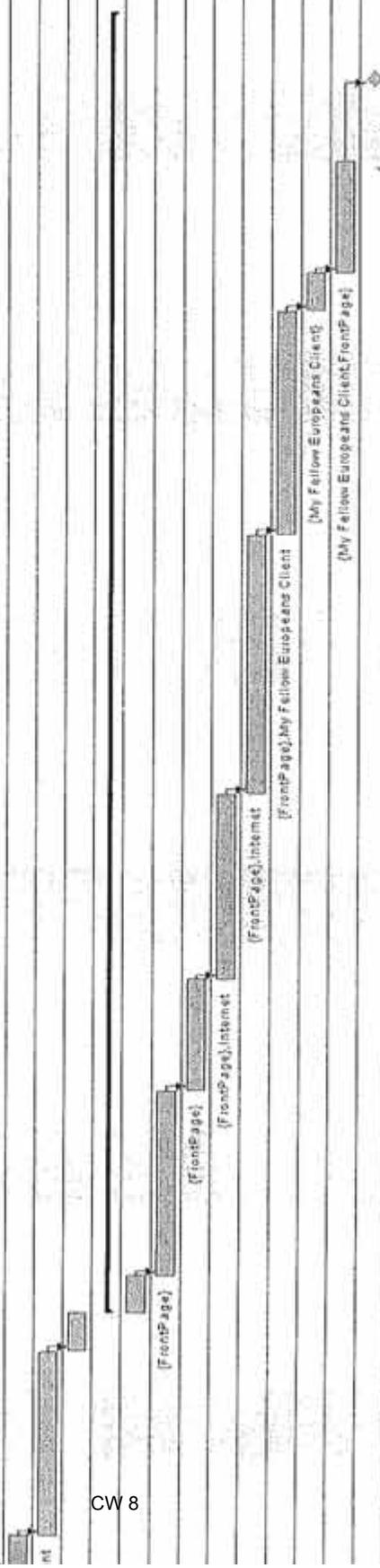
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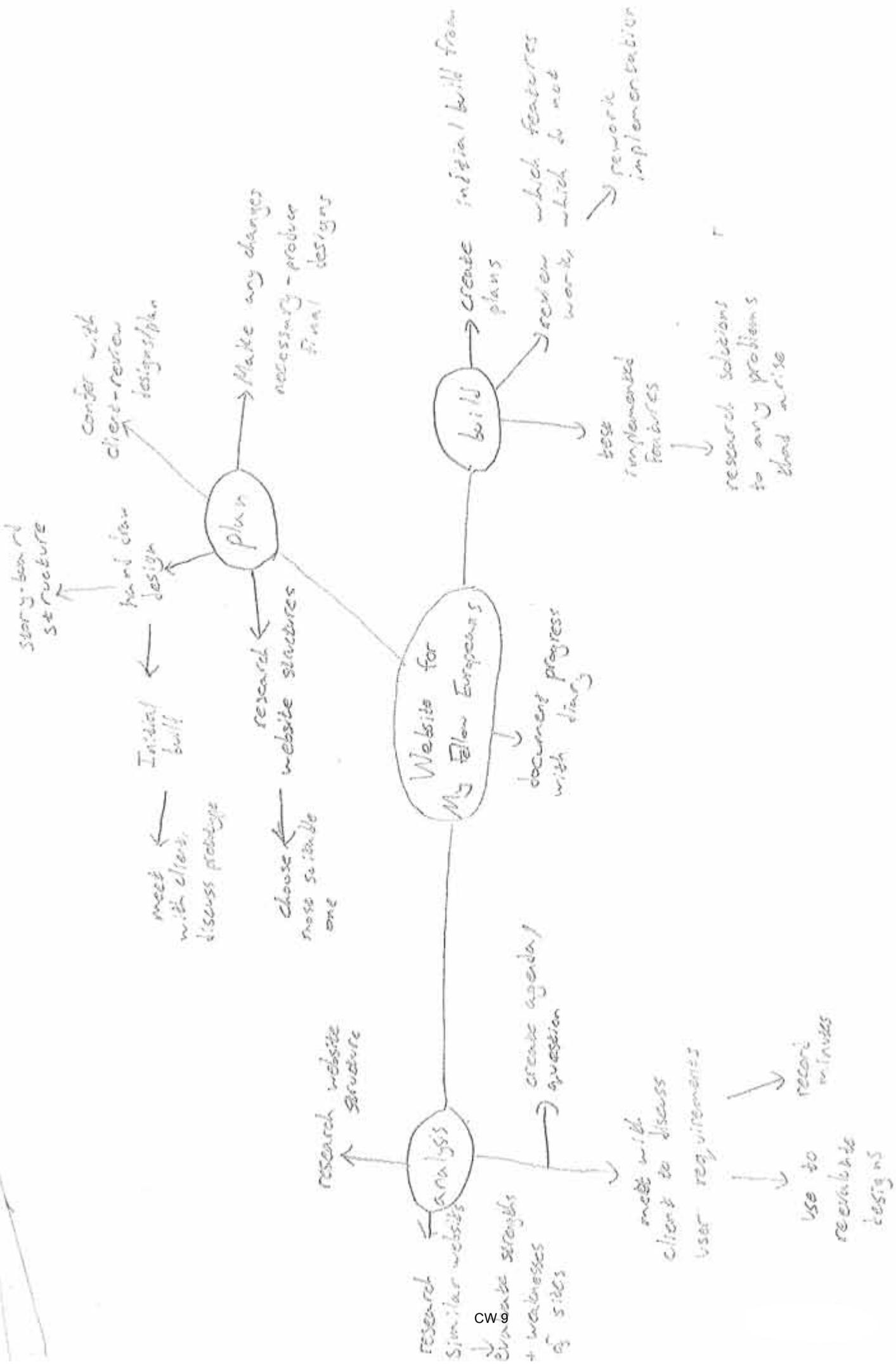
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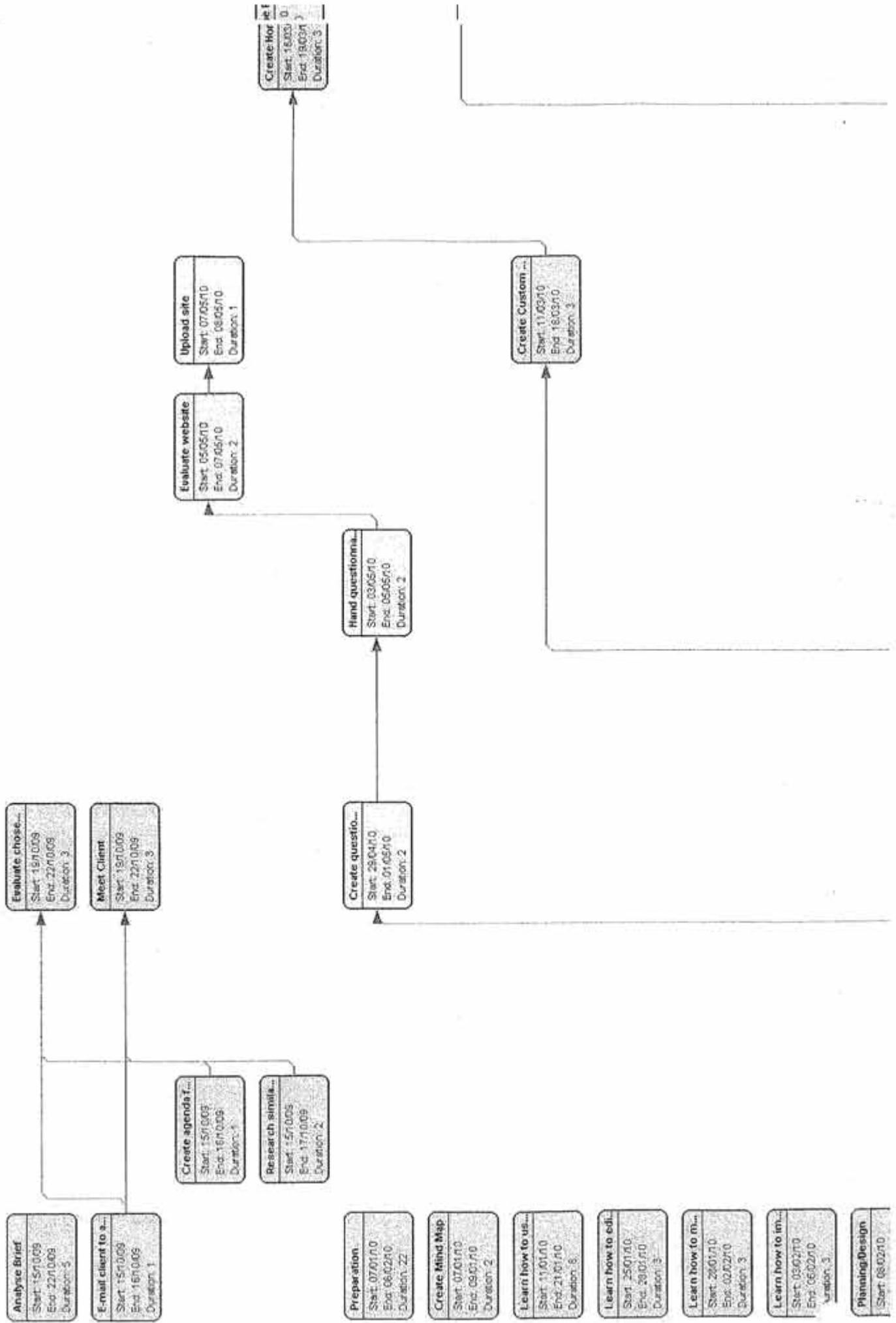


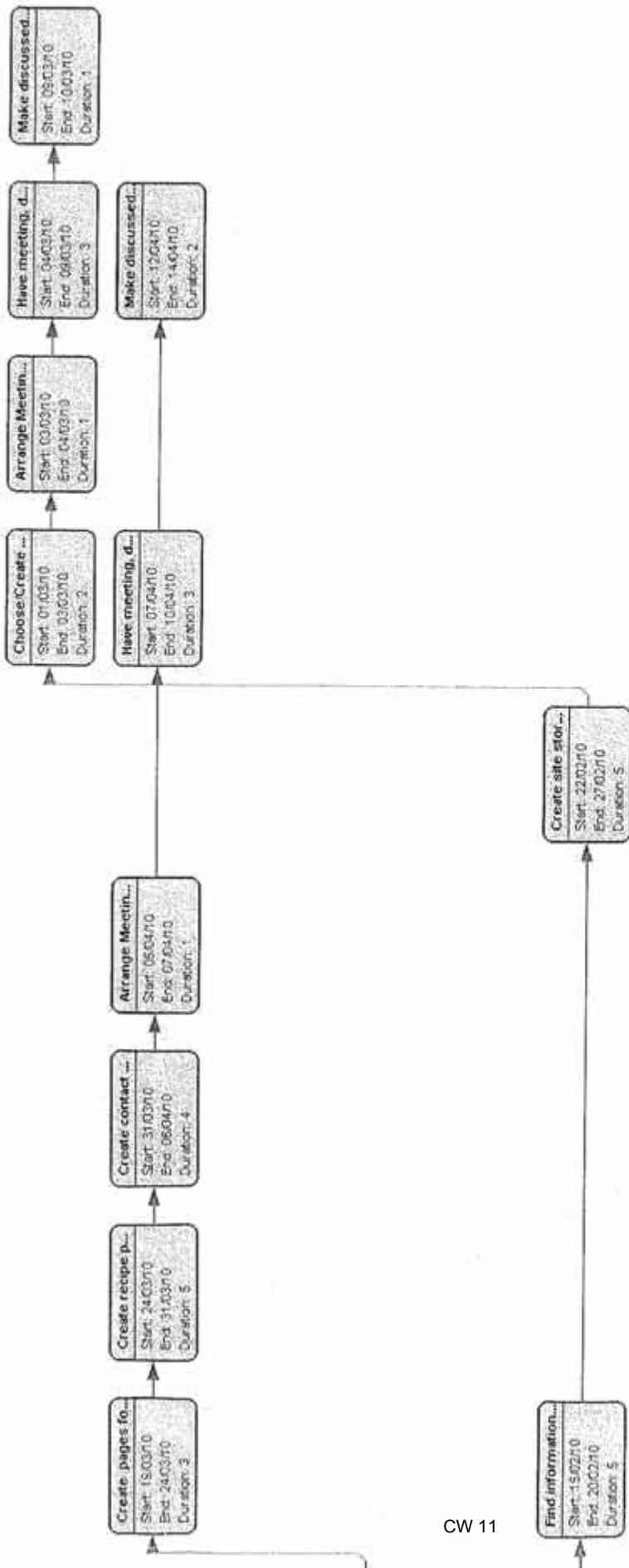
CW 8

FrontPage
 FrontPage
 FrontPage

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End: 10/03/10
Duration: 22

Implementation
Start: 10/03/10
End: 14/04/10
Duration: 25

Testing
Start: 13/04/10
End: 27/04/10
Duration: 6

Test multimedia
Start: 19/04/10
End: 24/04/10
Duration: 5

Test hyperlinks
Start: 19/04/10
End: 24/04/10
Duration: 5

Test interactive...
Start: 19/04/10
End: 24/04/10
Duration: 5

Fix any issues
Start: 23/04/10
End: 27/04/10
Duration: 2

Documentation
Start: 27/04/10
End: 08/05/10
Duration: 9

Plan website st...
Start: 08/02/10
End: 13/02/10
Duration: 5

Structure site
Start: 10/03/10
End: 11/03/10
Duration: 1

Create site user...
Start: 27/04/10
End: 29/04/10
Duration: 2

Diary

Date - 15/10/2009
Task - E-mail client to set up meeting.
ICT skills used - Using E-mail, scheduling.
Skills developed - Practiced organising meetings.
How - E-mailed client asking for a date and time that suited (ii) them.
Implications on others - Client had to find a date and time suitable for them to have a meeting with me.
Issues rose - N/A

Date - 21/10/2009
Task - Had meeting with client.
ICT skills used - Creating an agenda and questionnaire.
Skills developed - Creating an agenda and questionnaire. ✓ (ii) formal
How - Listed points I wished to discuss as well as direct inquiries I had for the client and discussed them in order in the meeting.
Implications on others - Client had to respond to my questions, we agreed on user requirements.
Issues rose - N/A

Date - 21/10/2009
Task - Researched websites similar to the one I intend to create.
ICT skills used - Search Engines.
Skills developed - Using Search Engines, identifying and understanding, the good features of a website. ✓
How - Entered criteria related to my website into spreadsheet and chose the most relevant result, used 'Microsoft Office FrontPage 2003 QuickSteps' by Martin Matthews as a basis on what makes a good website. C(P) 3 used initiative.
Implications on others - N/A

Issues rose - N/A

Date - 21/10/2009

Task - Evaluated website that offers French food courses.

ICT skills used - Word processing.

Skills developed - N/A

How - Analysed the strengths and weaknesses of the design and structure of the website ✓
(<http://www.alacartecuisine.com/>).

Implications on others - N/A

Issues rose - N/A

Date - 07/01/2010

Task - Group disbanded, I and chose to start working as individuals instead.

ICT skills used - N/A.

Skills developed - N/A.

How - N/A.

Implications on others - I had to begin working on his website individually. ✓

Issues rose - Working as a team had produced too many implications due to organising meetings and the like, so we decided to work as individuals from this point on. (clw)

Date - 07/01/2010

Task - Created a mind map.

ICT skills used - N/A.

Skills developed - Making mind maps. ✓

How - Drew a spider diagram of the tasks I need to do to build my website. *informal (ii)*

Implications on others - N/A

Issues rose - N/A

Date - 13/01/2010

Task - Began learning how to use GanttProject (dependencies and inserting tasks. *(i)*

ICT skills used - GanttProject.

Skills developed - GanttProject. ✓

How - Used notes from school VLE and supplementary websites, tested the features of the GanttProject program. ✓

Showed initiative (i)3

Implications on others - N/A

Issues rose - N/A

Date - 20/01/2010

Task - Learnt how to add resources in GanttProject. ✓

ICT skills used - GanttProject. *(i)*

Skills developed - GanttProject.

How - Used the help feature of GanttProject to learn how to add resources to the appropriate tasks ✓

Implications on others - N/A

Issues rose - N/A

Date - 25/01/2010

Task - Learnt basic FrontPage skills. *(i)*

ICT skills used - FrontPage.

Skills developed - FrontPage.

How - Created a website to test the numerous features of Microsoft FrontPage. I then used a FrontPage text book to learn how to use the various, basic features of

(i)3 initiative

	FrontPage, such as using tables, inserting images and viewing html code
Implications on others	- N/A
Issues rose	- N/A
Date	- 25/01/2010
Task	- Learnt how to use html tags, insert tables and web components in my website. (i)
ICT skills used	- FrontPage.
Skills developed	- Using tags to format parts of my website, inserting text and images into tables to keep web pages tidy and organised, inserting web components such as galleries and marquees.
How	- Used text book A and information from my teacher on how to insert and utilise these features within my website. (i)
Implications on others	- N/A
Issues rose	- N/A
Date	- 03/02/2010
Task	- Learnt how to implement JavaScript.
ICT skills used	- JavaScript.
Skills developed	- JavaScript.
How	- Implemented example JavaScript features from javascript.internet.com. I found a JavaScript code I would like to include in my website and tested it in FrontPage by following the instructions on the website. (i)
Implications on others	- N/A
Issues rose	- N/A
Date	- 08/02/2010
Task	- Planned the structure of my website.
ICT skills used	- N/A.

Skills developed - N/A.

How - I planned to make my website using a mesh structure as my client specified.

Implications on others - N/A.

Issues rose - N/A.

Date - 14/02/2010

Task - Began creating designs for my website/website storyboard.

ICT skills used - N/A.

Skills developed - Web design, drawing plans.

How - I drew initial designs for my web page. I ensured to keep them consistent.

Implications on others - N/A.

Issues rose - N/A.

Date - 21/02/2010

Task - Redid my designs using a computer to list the files and features to be included on each page.

ICT skills used - Word processing.

Skills developed - Web design, drawing plans.

How - I used a design template to both draw my designs and list the files and features I wished to include in each page. I then printed them and out redrew my initial plans with minor improvements.

Implications on others - N/A.

Issues rose - There was not enough room on the templates to handwrite all of the files and features I wished to include in my pages, so I instead downloaded a copy of the template from the school VLE and entered the information using Microsoft Word.

Date - 26/02/2010

(ii) design template found

(iii)

Task	- Received logo and contact details to include in website.	
ICT skills used	- N/A.	
Skills developed	- N/A.	
How	- I asked the client for details on how to contact My Fellow Europeans. I then received a document containing a number of different logos to choose from as well as information on how to contact My Fellow Europeans.	
Implications on others	- The client had to compile the company's contact information and a number of possible logos to send to me.	(ii) 3 working with client ✓
Issues rose	- N/A.	
Date	- 27/02/2010	
Task	- Decided on logo and colour scheme of my website.	
ICT skills used	- N/A.	
Skills developed	- N/A.	
How	- I chose a logo to use in my website from those sent to me by the client previously. From this I then decided on a colour scheme for my web site, as the client requested.	(ii)
Implications on others	- N/A.	
Issues rose	- N/A.	
Date	- 02/03/2010	
Task	- Learnt how to upload/publish my website.	
ICT skills used	- FrontPage.	
Skills developed	- Uploading websites.	(ii)
How	- _____ (ICT support) showed us how to publish our website to the web using a test website.	
Implications on others	- _____ had to come to our class to show us how to publish the website onto the internet.	

Issues rose	- The internet connection would not allow me to upload, to prevent this from happening again I changed the LAN connection to proxy4. ✓	<i>(iii) 3 long term issue</i>
Date	- 08/03/2010	
Task	- Structured my website in FrontPage.	
ICT skills used	- FrontPage skills.	
Skills developed	- Structuring websites.	
How	- I created each page I wished to include in my website in FrontPage and decided on how I wanted them to be structured in terms of navigation.	
Implications on others	- N/A.	
Issues rose	- N/A.	
Date	- 13/03/2010	
Task	- Gathered information for website.	
ICT skills used	- Search Engines.	
Skills developed	- N/A.	
How	- Used Google to find websites that contained information related to the culinary traditions of my countries. I wrote this information out in Microsoft Word for use in my website later. I also searched for various images and a video file to include.	
Implications on others	- N/A.	
Issues rose	- I determined that inserting a conventional video file into my website would increase the file size to much, causing the website to load too slowly. After researching alternatives, I opted to simply embed a video from a video streaming site instead, to reduce my website's load time. ✓	<i>(iii) 3 dealt with long term issue</i>
Date	- 14/03/2010	

Task - Gathered images for website.

ICT skills used - Search Engines, Photoshop.

Skills developed - Photoshop.

How - Used Google to find and save images related to the culinary traditions of my countries.

Implications on others - Required teacher's advice to convert the files into a suitable format for use in a website.

Issues rose - The images were in formats that would increase the file size of my website and therefore the time needed to load it. I tried converting the images to .gif files, but this reduced the quality of the pictures. Instead, I used advice from my teacher and learnt how to save images 'For Web', reducing file size and saving quality.

considers (iii) 3 long term issues

Date - 16/03/2010

Task - Researched domain names.

ICT skills used - Search Engines.

Skills developed - N/A.

How - Used Google and www.123.reg to find information on domain names and possible names to use for the My Fellow Europeans website.

Implications on others - N/A.

Issues rose - N/A.

(ii)

Date - 18/03/2010

Task - E-mailed clients about possible domain names (informal communication).

ICT skills used - E-mail.

Skills developed - N/A.

How - E-mailed client a number of available website addresses and the price of hosting on these sites.

Implications on others - Client must e-mail me back their preferred domain name.

(iii) 3 making with client

Issues rose - N/A.

Date - 18/03/2010

Task - Created custom style sheet for my website.

ICT skills used - FrontPage: - style sheets and html tags. *di)*

Skills developed - Creating style sheets.

How - I selected a style sheet template from FrontPage, opened it and proceeded to edit or add in certain values ✓ to alter the appearance of the style sheet, for use in my web pages.

Implications on others - N/A.

Issues rose - I did not know which hexadecimal numbers ✓ corresponded to which colours, so I had to use the internet and test them out ✓ *di) 3* in FrontPage to find out.

Date - 20/03/2010

Task - Built my index page.

ICT skills used - FrontPage.

Skills developed - Creating web pages. *di)*

How - I began building my index page, based on its design. I had to insert images, hotspots, internal links, a gallery and a marquee. ✓

Implications on others - N/A.

Issues rose - N/A.

Date - 21/03/2010

Task - Created a link bar for my website.

ICT skills used - FrontPage.

Skills developed - Using link bars. *di)*

How - I created a link bar to join my web pages together through internal links. I inserted this into each one of my pages.

Implications on others - N/A.

Issues rose	- Initially, my form did not include a link to my home page and would not work on other computers. I redid this link bar so that it would include my home page on every page I inserted it into and to make sure the links worked even on other computers.
Date	- 23/03/2010
Task	- Researched web host servers and e-mailed client about the most suitable option. <i>c(i)3</i>
ICT skills used	- Search engines/e-mail.
Skills developed	- N/A.
How	- I researched a web host comparison website (www.best10webhosting.co.uk), which I used to decide the best few servers that could be used by the client to host their website. I then e-mailed the client with these choices. ✓
Implications on others	- The client had to e-mail me back with their decision on which web host they wish to use.
Issues rose	- N/A.
Date	- 23/03/2010
Task	- Researched web host servers and e-mailed client about the most suitable option. <i>c(i)</i>
ICT skills used	- Maintaining low file sizes, managing/maintaining a website, embedding video files.
Skills developed	- Embedding video files.
How	- I tried copying the file into my site, which made the file size rise too much. I removed this and instead copied the embed code from a video hosting site into my site to stream the video instead. <i>c(ii) 5</i>
Implications on others	- N/A.
Issues rose	- Upon inserting the video file I realised that the size of the video file would cause the time taken to load this

page of the website to increase considerably, making the website run more slowly. To solve this, instead of inserting the video file itself, I inserted the code required to embed a video into my website so that it $\left(\left(\left(\right) \right) \right)$ would stream the data from the video hosting site instead. As a result, my website ran more smoothly and the file size raised considerably less.

Date	- 25/03/2010
Task	- Built my French cuisine page.
ICT skills used	- FrontPage.
Skills developed	- Creating web pages.
How	- I began building my French cuisine page, based on its design. I had to insert images, external links and tables.
Implications on others	- N/A.
Issues rose	- N/A.
Date	- 28/03/2010
Task	- Built my Spanish and Italian cuisine pages.
ICT skills used	- FrontPage.
Skills developed	- Creating web pages.
How	- I began building these pages using the code from my French cuisine page as I wished for them to have very similar layouts for consistency's sake. I had to insert images, external internal hyperlinks and tables.
Implications on others	- N/A.
Issues rose	- N/A.
Date	- 01/04/2010
Task	- Built my French recipes page.
ICT skills used	- FrontPage.
Skills developed	- Creating web pages.

How - I began building my French recipes page, based on its design. I had to insert images, external links and tables.

Implications on others - N/A.

Issues rose - N/A.

Date - 03/04/2010

Task - Built my Spanish and Italian recipes pages.

ICT skills used - FrontPage.

Skills developed - Creating web pages, inserting video.

How - I began building my other recipes page, using my French recipes page's code as a basis. In addition to inserting images, external and internal links and tables, I also had to embed a video into my Spanish recipes page using the code I found by searching youtube.com.

Implications on others - N/A.

Issues rose - N/A.

Date - 07/04/2010

Task - Built my contact page.

ICT skills used - FrontPage.

Skills developed - Creating web pages, creating user forms.

How - I began building my contact page, based on its design. I had to insert images, e-mail links, tables, JavaScript and a user form.

Implications on others - N/A.

Issues rose - I did not know how to insert user forms in FrontPage, so I had to research the internet for a guide on how to do so. I successfully found a website and was able to insert a form into my contact page.

di)

di))3

used initiative

Date - 10/04/2010

Task - Tested the images in my website.

ICT skills used - FrontPage.

Skills developed	- Testing, using images in FrontPage.
How	- I previewed my website in a browser to make sure all of my images appeared correctly, i.e. the correct size and position.
Implications on others	- N/A.
Issues rose	- N/A.
Date	- 13/04/2010
Task	- Tested the various internal and external links in my website.
ICT skills used	- FrontPage.
Skills developed	- Testing, using links in FrontPage.
How	- I previewed my website in a browser to make sure all of my links worked correctly, i.e. they took me to the correct pages.
Implications on others	- N/A.
Issues rose	- I used the site summary feature in FrontPage to verify all of my external links. However, I found that one of my links was broken. Upon further investigation I found that I had entered the address incorrectly. I fixed this and was able to verify the link successfully. (11)
Date	- 16/04/2010
Task	- Tested the interactive features of my website.
ICT skills used	- FrontPage.
Skills developed	- Testing, using images in FrontPage.
How	- I previewed my website in a browser to make my gallery and marquee worked correctly, i.e. they functioned as I had specified, all the images loaded correctly.
Implications on others	- N/A.
Issues rose	- N/A.

Date - 20/04/2010

Task - Began creating a user manual for my website.

ICT skills used - Word Processing.

Skills developed - Word Processing.

How - I created a booklet to inform the user on how to make changes to the website, e.g. changing recipes, images, the user form e-mail address, etc.

Implications on others - N/A.

Issues rose - N/A.

Date - 24/04/2010

Task - Created a questionnaire to give to my client and additional users about my website.

ICT skills used - Word Processing.

Skills developed - Word Processing.

How - I created a questionnaire to ask the client and other users about their opinions on my website, to gather information to be used in my website.

Implications on others - N/A.

Issues rose - N/A.

C(ii) form 1.

C(ii) considers client feedback.

Date - 27/04/2010

Task - Had to redo my user form.

ICT skills used - Creating forms.

Skills developed - Creating forms.

How - C2k sent an e-mail saying that forms on FrontPage were not functioning correctly. After consulting Mr [redacted] the ICT technician, he suggested I search for an alternative option online. As a result, I used the website www.123contactform.com to create a form instead. I registered and followed the instructions to create a new form and then copied the code onto my website.

*C(iii)
3*

Implications on others

- C2k had to address the issue regarding the forms in FrontPage not working correctly, I had to advise me on an alternative method of including a form in my website.

Issues rose

- My current form would not send the information to my e-mail address. The e-mail addressed the issue and after consulting our ICT technician, I was able to find an alternative method of inserting a functioning user form into my website successfully.

(iii)

Date

- 30/04/2010

Task

- Uploaded my completed website.

ICT skills used

- FrontPage, uploading websites.

Skills developed

- Uploading websites.

How

- I uploaded my website again to show all of the changes I had made after my initial upload, e.g. my revised user form. This was to allow my client and other users to view my website so that they could complete the questionnaires I intend to distribute.

*(ii)
meeting with client*

Implications on others

- N/A.

Issues rose

- N/A.

Date

- 01/05/2010

Task

- Distributed questionnaires to client and other users, asking them to give me their various opinions on my website.

ICT skills used

- N/A

Skills developed

- N/A

How

- I handed out copies of my questionnaire to my client and 5 others to garner a variety of opinions on my website, to be used in my evaluations.

Implications on others	- The client and a number of users had to fill in questionnaires for me in order for me to judge the effectiveness of my solution in my evaluations
Issue rose	-N/A
Date	- 05/05/2010
Task	- Evaluated my planning for my website.
ICT skills used	- N/A
Skills developed	- N/A
How	- I analysed the effectiveness of the methods I used when planning and preparing for my website.
Implications on others	- N/A.
Issues rose	- N/A.
Date	- 06/05/2010
Task	- Evaluated my implementation of my website.
ICT skills used	- N/A
Skills developed	- N/A
How	- I analysed the effectiveness of my actions in implementing my website as a solution to the problem detailed in the brief.
Implications on others	- N/A.
Issues rose	- N/A.
Date	- 07/05/2010
Task	- Evaluated my solution to the given brief/problem.
ICT skills used	- N/A
Skills developed	- N/A
How	- I analysed the effectiveness of my solution to the issues faced by My Fellow Europeans, in meeting their user requirements.

Implications on others

- The client and a number of users had to fill in questionnaires for me in order for me to judge the effectiveness of my solution.

Issues rose

- N/A.

USER MANUAL

In this guide, I will show you, the user, how to edit and insert information on the 'My Fellow Europeans' website. Listed below are the contents of this user manual.

Table of Contents:

1. *How to edit the background of the website.*
2. *How to change or add to the recipes on the recipes pages.*
3. *How to change or add to the contact details on the contacts page.*
4. *How to add or change the destination of hyperlinks in the website.*
5. *How to add or change images in the website.*
6. *How to add or remove images from the gallery page.*
7. *How to edit the marquee.*
8. *How to change the e-mail address the form sends information to.*
9. *How to upload your website.*

1. How to edit the background of the website.

Changing the background of the website is a fairly simple process.

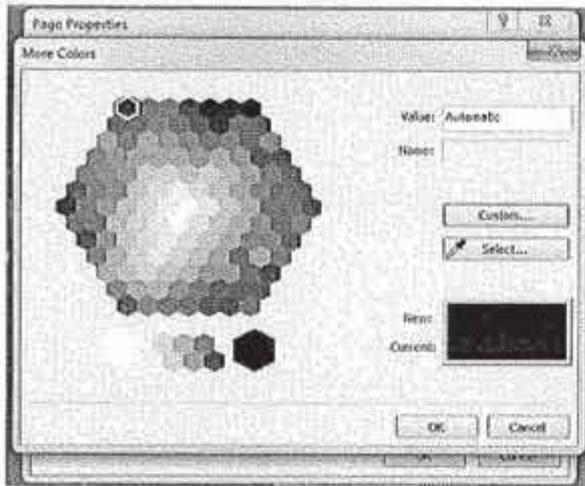
1. Select *Format* and then *Background*.



2. From the *Formatting* window that opens next, select the arrow for the drop-down list labelled *Background*. Here you can quickly select a new background colour:



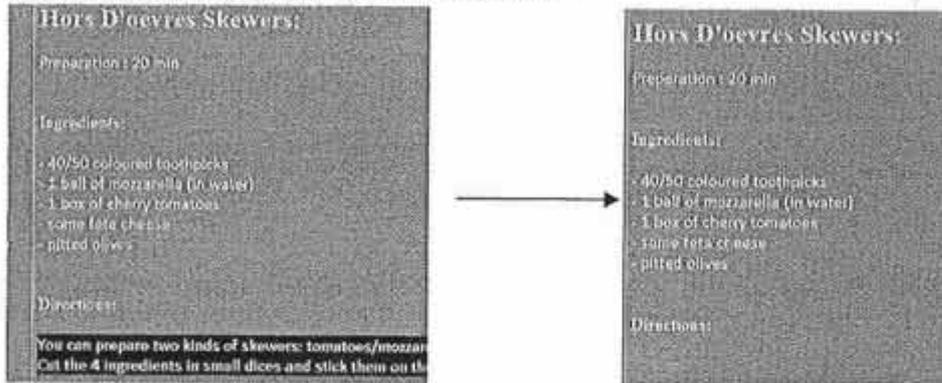
3. For more advanced control in selecting your background colour, you may select *More Colours...* from the drop-down list featured above. This will open a window allowing you to specify an exact shade of any colour you wish to use for your website's background.



4. Clicking OK to exit the menus will cause the changes specified to take effect.

2. How to change or add to the recipes on the recipes pages.

1. To remove the recipe text, you must highlight the text you wish to get rid of and press the *delete* or *backspace* button on your keyboard.

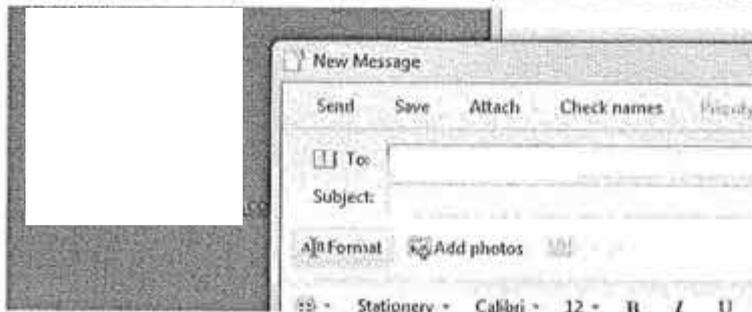


2. Now you may type whatever text you wish to replace the information you deleted, e.g. a new recipe or cooking process.

3. How to change or add to the contact details on the contact page.

1. To change the text-based information on the contact page, use the same process detailed above.

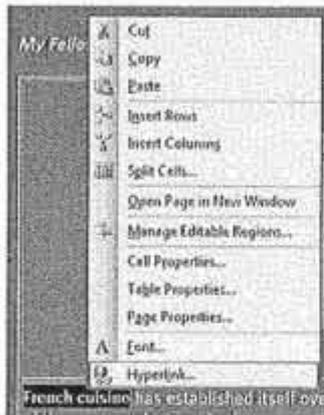
2. When entering or changing an e-mail address, extra care must be taken to ensure the link is entered correctly, or else the e-mail will not be sent to the correct location. When entered the text should take the format of a link, so that an e-mail facility opens when clicked.



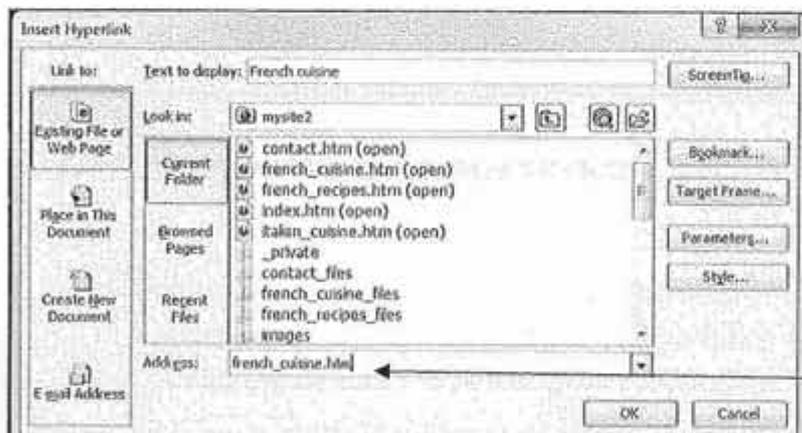
3. It is recommended that you send a test e-mail, requesting a response, to make sure the e-mail sends to the right location/person.

4. How to add or change the destination of hyperlinks in the website.

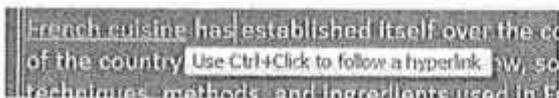
1. To add a hyperlink to your page, first type and/or highlight the text you wish to link elsewhere. Then, right-click on your selection and choose *Hyperlink...*



2. This should open the window shown below, from which you may enter the destination of your hyperlink in the appropriate textbox, which I have highlighted below:



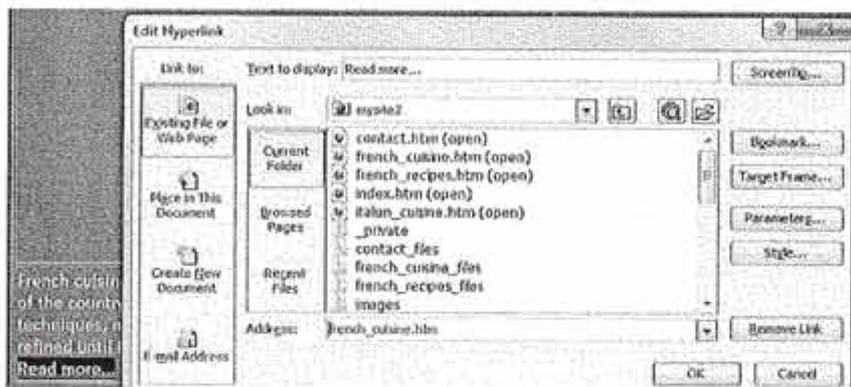
3. The text should now take on the formatting of a link, as shown in the example below:



4. To simply change the destination of an already existing hyperlink, right-click on it and select *Hyperlink Properties*



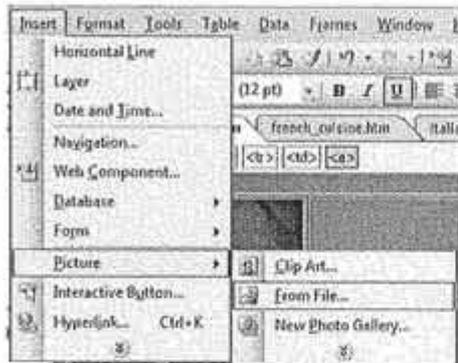
5. From here, you can simply type in the new link destination as shown above.



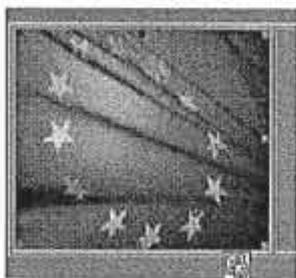
5. How to add or change images in the website.

1. To remove an image currently in the website, simply click on the image and press *delete* on the keyboard.

- a. To insert a new image, simply click on the location you wish to insert the image, select *Insert, Picture* and either *From File...* or *ClipArt...*

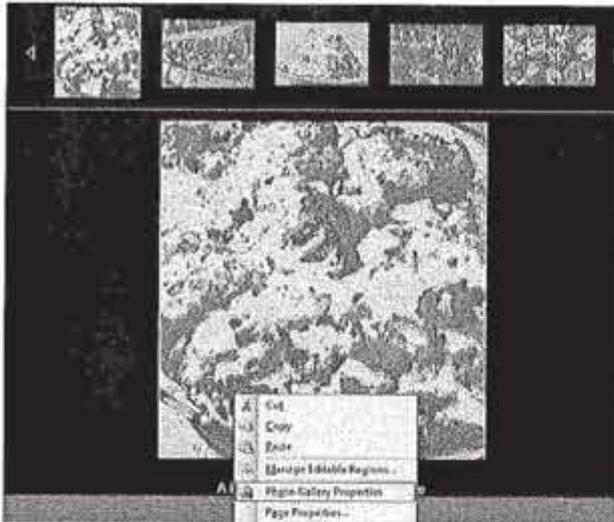


- b. Then, to insert the image you wish to include in your website from your documents or the clipart menu, you must double-click the image. This will insert it into the location you have selected, but can be repositioned by dragging it to the desired location.
- c. The size of the image can be altered by first selecting it and then clicking on and dragging one of the 8 small black boxes to change the width, height or proportion of the image.

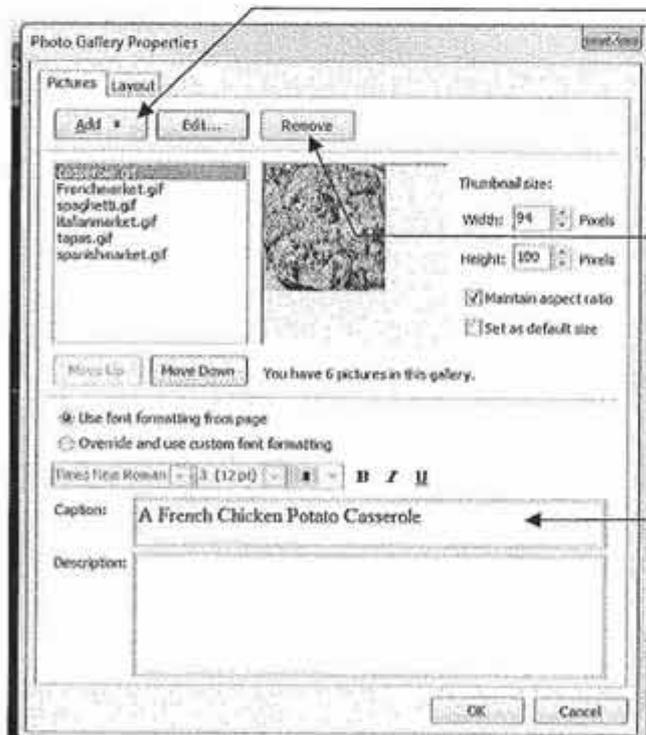


6. How to add or remove images from the gallery page.

1. To change the contents of your gallery, first right-click on it and select *Photo Gallery Properties*.



2. This will open the following window:



This button can be used to add another image by selecting it from your documents.

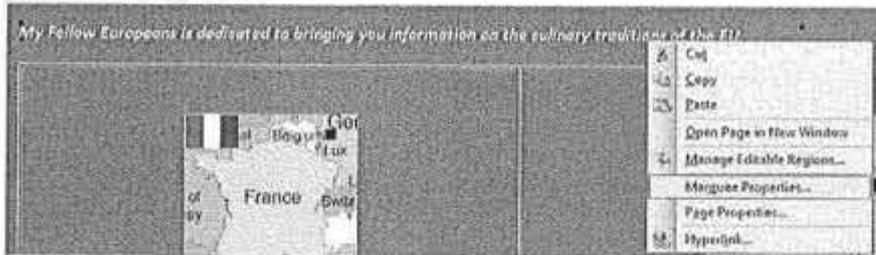
This button can be used to remove an existing image from your gallery.

Type in here to change the caption for the picture selected.

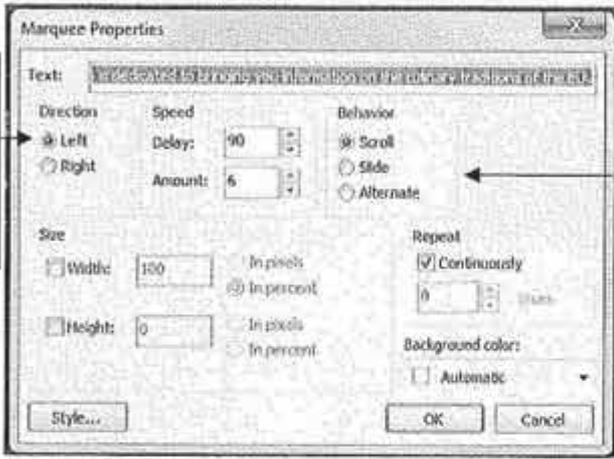
3. Then click *OK* to make the changes to your gallery.

7. How to edit the marquee.

1. To change the appearance of the marquee, first right-click in it and then select *Marquee Properties...*



2. This will open the following window:



Select one of these to change the direction the marquee moves.

Type in here to change the text displayed by the marquee.

Use these options to change how you want the marquee to behave on your page.

Use this drop-down list to change the background colour of the marquee.

The 'Marquee Properties' dialog box contains the following fields and controls:

- Text:** A text input field containing "MY FELLOW EUROPEANS IS DEDICATED TO BRINGING YOU INFORMATION ON THE CULINARY TRADITIONS OF THE EU".
- Direction:** Radio buttons for "Left" (selected) and "Right".
- Speed:** A numeric input field for "Delay" set to "90" and a numeric input field for "Amount" set to "6".
- Behavior:** Radio buttons for "Scroll" (selected), "Slide", and "Alternate".
- Size:** Checkboxes for "Width" and "Height". "Width" is checked and set to "100" (with "In pixels" selected). "Height" is unchecked and set to "0" (with "In pixels" selected).
- Repeat:** A checked checkbox for "Continuously" and a numeric input field for "Times" set to "0".
- Background color:** A drop-down menu currently set to "Automatic".
- Buttons:** "Style...", "OK", and "Cancel".

3. Select *OK* to finalise your changes.

8. How to change the e-mail address the form sends information to.

1. To do this you must visit the website: www.123contactform.com, as this was the website used to create the form in question.

2. First, you must login, to receive the login details, please contact me using the information listed at the end of this booklet.

3. Next, you must go to the 'existing forms' section and choose 'form setup', which will take you to the following page:

The screenshot shows the 'Form Setup' page for a form named 'My Fellow Europeans Form'. The page has a navigation bar at the top with links: 'My profile', 'New form', 'My forms', 'Message archive', 'Upgrade account', and 'Logout'. Below the navigation bar is a breadcrumb trail: 'My Fellow Europeans Form : Form Setup > Edit Fields > Theme > Get HTML code'. The main content area is titled 'Enter the details of your form...' and contains several input fields and options:

- Form name:** My Fellow Europeans Form
- Email address:** [Redacted] (optional)
- Logo to be displayed above form:** [Redacted] (optional)
- Confirmation message:**
 - Show text: Your message has been sent. Thank you for filling our form!
 - Redirect to a web page: [Redacted] (optional)
 - Show the above text, then go to the above web page
- Style CSS to use (for a personalized look of the form):** [Redacted] (optional)

4. Enter the new recipient e-mail address in place of the text highlighted above.

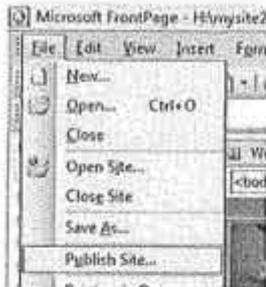
5. From here, simply scroll to the foot of the page and select *Save Form* to finalise your changes.

The screenshot shows the bottom of the form setup page. It features a file upload area with a text input containing '0' and the label 'files (5 maximum)'. Below this is a 'Save Form' button.

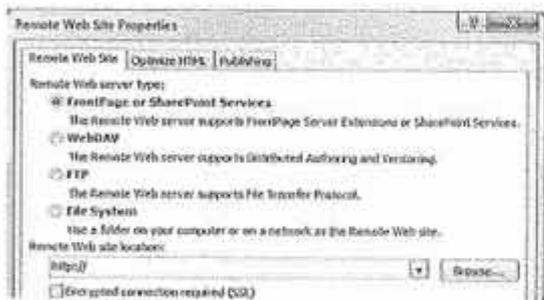
Next >>

9. How to upload your website.

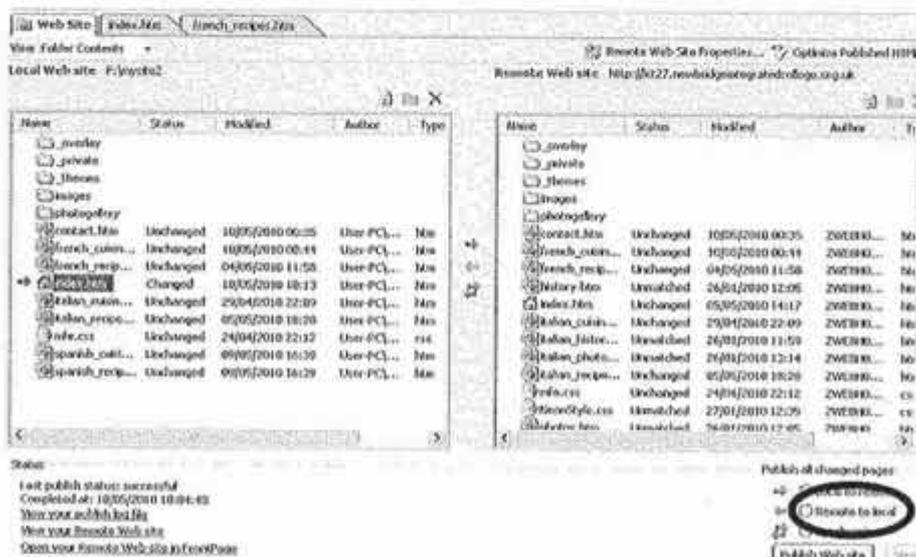
1. To publish the changes you make to your website onto the web, first select *File* and then *Publish site...*



2. This will open the following menu, in which you must enter the address of your web space, which again, you can contact me for:



3. Selecting OK will bring you to the following page:



4. From here you should select *Local to remote*, as highlighted above and then *Publish Web site* to upload your changes to the website on the internet.

The domain name for the website is www.myfelloweuropeans.org.uk and costs £5.98 for two years hosting.

The web hosting service is provided by www.Justhost.com, which costs only £1.95 for unlimited bandwidth, disk space and a free domain.

If you have any further questions or require further assistance, please contact me using the following details and I will be happy to assist as quickly and efficiently as possible.

Tel

E-mail: 4mail.co.uk

Task E – Working to a Brief

I believe my actions regarding the planning of my website project were quite effective. I used a number of formal and informal techniques for this stage of the project, each with their own advantages and disadvantages.

For example, I created an initial mind map of all of the tasks and subtasks that I would need to complete my website. This was an informal technique and was a very flexible method of allowing me to determine the tasks I needed to complete, which could then be used as the basis for more advanced planning techniques as detailed below. These more advanced, *weakness* more formal techniques are a necessity for good planning, as a mind map on its own does not give an accurate presentation of the order in which things should/can be completed or how long each task should take. However, the mind map does provide an effective depiction of the divisions between each task and their subsequent subtasks. *Strength*

Another formal technique I utilised was creating a Gantt Project document to list all of the tasks I needed to complete, the time I should take to complete them and the dates when I should start each task. This allowed me to allot time for each task and give myself an order in which to complete them. It also provided me with deadlines to meet, which at times afforded me extra time to complete tasks if I finished the prior task early. However, as the sequence of the tasks in the Gantt file was determined before the majority of tasks actually began, it does not take account of a task taking too long or being over early. In these cases, the entire Gantt sequence is skewed, making it difficult to keep track of your progress as well as changing the time available to complete subsequent tasks, in some cases, significantly. For example, due to time constraints, I was unable to have as many meetings with the client as I would have liked, as my priority was on completing the website in its entirety. *Strength* *weakness*

I also made sure to research similar websites in order to find good points I would like to include in my website, as well as bad points I felt I should avoid. Similarly, I was also able to receive advice from the client on what they would like to see included in the website also. Both of these guided me in the right direction in regards to how I should go about planning what features to include in my website. *Strength*

I also created a number of hand drawn designs for my web pages. These allowed me to clearly establish how I wanted to lay out my pages, what features I wanted to include and where in my website I wanted to position them. The template I used for my designs also allowed me to create a finite list of the files and links I wanted to include in each page, as well as the various design and formatting techniques I was to utilise. As a result, this streamlined the process of the creation of my website as I did not have to waste time *Strength*

deciding what files or links to include and where to place them, because I had already considered this in detail in my plans.

Improvements

In terms of improvements to my planning techniques, there are a few changes I would like to make if I were to do this again. Firstly, I would possibly create a more detailed mind map, in which I would include a general idea of the time I should take for each main task, e.g. a month for planning and preparation. Secondly, I would also create a more detailed, more specific Gantt file, as I found that some of the tasks I listed were quite vague and could likely be broken down into smaller tasks. This would also serve to reduce the issue of tasks being completed too slowly or quickly and skewing the time allowed for the succeeding tasks, as keeping it more specific would have the same effect on my time allotment. This is because I would be aware of what specific part of each main task needed to be completed in that time, instead of giving a vague summary of the task that needs to be completed that ignores the smaller tasks within, e.g. the steps required to complete one of my web pages. Finally I would also make sure to allow more time for meetings (as seen in my Gantt Project) with the client as I believe frequent feedback would have been beneficial in that I would know what specifically I needed to be doing with the website from that point onward.

e3

Task F – Working to a Brief

With regards to my implementation of the website, I believe my actions were quite effective. I believe I was able to include all of the components specified in the planning and preparation stages of my website.

Prior to my implementation, I learnt how to use a number of different features in FrontPage. These included; using tables, inserting images, using html tags, editing and adding html code, using JavaScript, inserting web components, embedding videos and inserting user forms. I learnt how to do these from a number of sources. I used a text book for the more basic FrontPage features and searched for guides on the internet for more advanced html features such as JavaScript and user forms. However, I did not learn the full spectrum of what can be done with these features as my searches were for specific features, which gave me little leeway in terms of going outside what my client has specified. It allowed me to meet their requirements but not to extrapolate on them.

weakness

In terms of the actual implementation of my website, I chose to do so by building one page at a time. I did so as I intended for all of my countries' cuisine and recipe pages to be very similar in terms of layout and this would allow me to copy and paste the majority of my code from the first one I build into the others. As a result, this allowed me to build my website much more quickly as all I had to do was change the textual information, images and a few hyperlinks. However, if there were any mistakes in the initial code for the cuisine and recipe pages, they would have been carried forward into all of the following pages.

strength
weakness

Many of the features I wanted to include, e.g. the user form, the video, are heavily based around the use of html code as well. In these cases, I simply copied the code into that of my webpage to make them appear in the position I wanted. For features that were too complicated for me to insert using html code, such as link bars, I simply inserted them using the conventional means accommodated by FrontPage, i.e. insert, web component, etc. Although these were slightly more time consuming, they did not run as high a risk of error as there is with manually entering the html code.

strength
weakness

I also went on to test all of the features of my website in a browser to ensure they all functioned correctly as I had specified in the implementation phase of my website. I believe that my testing was effective as I was able to discover and remedy a number of issues within certain parts of my website, e.g. my gallery not loading correctly. It was also effective because I made sure to check that my website functions correctly in another browser, in this case Firefox. Furthermore, I also checked that my website worked correctly on screens with different resolutions to the one I used to build my website, which allowed me to discover and solve a problem regarding the appearance of one of my tables.

strength

Improvement

To improve on my implementation if I were to repeat the task I would aim to learn more about the implementation of particular features, such as user forms and JavaScript, as I believe my scope regarding certain features was too narrow. This allowed for limited diversification beyond what my client specifically requested, thereby limiting the websites potential on the whole, it could easily be made more interesting or more inclusive through the addition of a wider range of features. Also, I would have liked to include a facility to accommodate the booking of cooking courses through the website; however, this was beyond my level of FrontPage understanding at this time. In the future, I would put more emphasis on researching methods that I could use to include this feature. Also, regarding testing, I would check the functionality of my website in a wider variety of browsers, Google Chrome for example. I would also possibly do more in-depth checks for my features in the alternative browsers, possibly testing each individual feature in the website, in each browser, to ensure there is 100 percent functionality in different browsers. I would also like to check my website on a wider variety of resolutions, possibly 3 or 4 different examples.

However, I believe overall my approach to the implementation of the website was quite effective.

Task G – Working to a Brief

I believe my solution to the given brief was quite effective. In my opinion, I believe I met the requirements set by myself and the user quite adequately and that the website is suitable for its purpose for the most part.

The requirements were as follows:

1. The layout of my website should be simple with links easy to find, so that my website is easy for users to navigate. The layout should also be consistent for each of my pages, e.g. keeping the logo and link bar in the same position on each page.
2. The pages of my website should be in portrait format to make information easier to follow and the website easy to navigate.
3. The text alignment should be kept consistent within the website as well as the pages themselves to make the information easier to follow and read, so as not to confuse the reader.
4. State subjective statements as objective facts, to make the information more persuasive to the reader.
5. Use concise paragraphs and keep information succinct so that users are not overwhelmed or intimidated by large blocks of text. External links should be used to provide additional information to the user.
6. Use a simple and consistent font type, colour and size for each variety of text (paragraphs, headings, etc).
7. Make links and titles stand out from the main bodies of text, e.g. by boldening, changing colour, to make them stand out to the user.
8. Use a reasonable font size that is easy to read, but also does not occupy too much space on the page.
9. Use a complimentary, placid colour scheme that is pleasing to the eye and creates a positive atmosphere within the website. The client has specified that they would like the colour scheme to be derived from the colour scheme, for the sake of consistency.
10. Allow users to contact the organisation directly by providing a link to the company e-mail address on the website.

11. Use images related to the subject matter, acts as concrete examples for the users to associate with the information and website. Similarly, use photos of participants from the target age group (11-16) enjoying themselves on the courses offered, to illustrate and entice potential customers with what's in store for them.

I believe that I have met most all of these targets. This is because, having distributed questionnaires to both the client and a number of other users based on their opinions of my website; all of the comments appear to agree on the same points. A number have commented on the colour scheme as being effective and pleasing to look at and they agree that the text is easy to read.

The client has commented that the information is indeed suitable for its purpose and that the content and information in the website is relevant to the site's intent. However, the client also said that the website would benefit from having more graphics, particularly images of children, and multimedia, including videos and more JavaScript effects, to make the website more user-friendly to the intended audience of 11-16 year olds. I agree that this is one target I was unable to meet adequately and in the future I would aim to include more graphics and video consistently throughout my website, as there is a fair amount of dead space on some of my pages that do make the website appear less suitable to youths.

The feedback from other users is largely the same on the whole. They agree that the website is nice, pleasant and professional looking, that the text is easily legible and that headings and the like are clearly distinguishable from the rest of the text. However, they also said they would like to see more JavaScript effects and animations to make the pages appear more vibrant and interesting to the user. Overall, they agree that the website is suitable for its purpose and that the information is relevant, concise and interesting, but they would also like to see the blank spaces on some of my pages filled with additional features to make the website more lively and suitable for its audience.

I have also managed to include the features the user requested for the most part; there is a gallery, contact information and a comment/inquiry form. However, I was unable to include a facility that would allow users to book a cooking course with the organisation as this was beyond my current level of FrontPage understanding, though I believe the contact information and user form act as suitable substitutes for the time being.

Overall however, I believe my answer to the problem set by the given brief was quite effective, although I do agree that I could have placed more emphasis on making the website more user-friendly towards 11-16 year olds.

Agenda

Date: 21/10/09

Time: 10.40am until 11.10am

Place:

In attendance:

.....

To be discussed:

1. Website Layout, colour scheme, etc.
2. Any particular requirements or desired features.
3. Site Content.
4. Completion Date.
5. Date of next meeting.

Questionnaire (21/10/09)

1. What type of Structure?
Hierarchical or web/mesh – not linear.
2. Preferred colour scheme?
To be taken from logo.
3. Any particular interactive features?
E-mail comments on website, ability to contact about bookings, information on cookery courses, interactive maps, photo tours.
4. Type of graphics.
Animations, jpegs.
5. Any external links?
To traditional restaurants, celebrity chefs from the country, local food markets.
6. Site content, what should it include?
An about us page, a gallery, a page on how to apply to cookery courses, a contact us page, an inquiry form and a comment page.
7. How detailed should the information be?
Fairly brief, use external links for added detail.
8. Any specific file size constrictions?
Fairly low.
9. Date of completion.
March. Questions on what to include by end of November.
10. Next meeting?
End of November.

**Minutes of Meeting
Strategic Highways**

**DATE: Wednesday 21st October 2008
Room**

TIME: 10:40am

Room: Interview

1.0 ATTENDANCE

1.1 PRESENT

CLIENT

ACTION

1.2 APOLOGIES

2.0 Introduction

I introduced myself and the client present at the meeting. I asked the client. I enquired about the current status of My Fellow Europeans' working practice. I was told that there was none in effect at this time as the company is still establishing itself. My group has been asked to design them a website for them, to educate 11-16 year olds on European cuisine, 3 countries in specific. They currently have no website so we are to build the site from scratch, though any company specific details can be received via contact with the client.

3.0 Current Website

There currently is no website for My Fellow Europeans. My group is to create the site from scratch as mentioned above.

Team

4.0 Layout, Design & information (Requirements) of new site.

The client said that we are to come up with the actual design for the website, however she did list a number of requirements she wished to be included. These include: the website is to be mesh or hierarchical structured, the colour scheme should be taken from the logo, a comment feature and more which can be viewed in the accompanying questionnaire.

Team

5.0 Timescales

The clients hopes to have the website completed by march at the earliest, however they want any further questions on what to include by the end of November.

**AK to mail
Chair about
dates**

6.0 Any Other Business

The client requested that I research similar websites to find any other features I feel I should include or avoid in my website and to determine My Fellow Europeans' position in the market.

7.0 Date of next meeting

Unspecified. November at earliest.

Website Questionnaire

1. On first impression, what is your opinion of the website?

Bright colourful, professional style.
Yellow & blue work well together
Text is easy to read.

2. Do you feel the website is suitable for its purpose? If not, please explain.

Yes contains the relevant content/information

3. Do you feel the website is suitable for its audience? If not, please explain.

Yes, however you could have included more graphics that would be appropriate to age group.

4. Is the website easy to navigate?

Yes - no problem with links, consistent layout makes it easy to find your way around

5. What features would you like to see added?

- more video, java script animation

6. What changes/improvements to existing features would you like to see?

photos of kids

Website Questionnaire

1. On first impression, what is your opinion of the website?

I believe the colour scheme works well.
The font is easy read. It is easy
to navigate

2. Do you feel the website is suitable for its purpose? If not, please explain.

Yes, it is interesting and relevant.
However, I feel it appears a bit
adult at times.

3. Do you feel the website is suitable for its audience? If not, please explain.

I believe the site could be more
child-friendly, as the website appears
visually dull at times

4. Is the website easy to navigate?

Yes.

5. What features would you like to see added?

More JavaScript or animations to make
the website more interesting visually.

6. What changes/improvements to existing features would you like to see?

Use Javascript to make existing pictures
and text more interesting

- 7.

Website Questionnaire

1. On first impression, what is your opinion of the website?

At first I thought the site was well uniformed with a tidy layout and the font was easy on the eyes

2. Do you feel the website is suitable for its purpose? If not, please explain.

Yes, I feel the site is interesting and engaging, although maybe not for young teens

3. Do you feel the website is suitable for its audience? If not, please explain.

I feel that it is suitable although changes can be made to make it more relevant to my age group

4. Is the website easy to navigate?

Yes I found the ~~navigation~~ navigation bar ~~is~~ very useful as it brought me ~~to~~ around the site easily

5. What features would you like to see added?

More animations and possibly Java

6. What changes/improvements to existing features would you like to see?

I think sound would add to a fun affect.

- 7.