

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

**Cambridge International Diploma in ICT  
Foundation Level**

Scheme of Work

5186  
Website Design  
Optional Module



UNIVERSITY *of* CAMBRIDGE  
International Examinations

## Introduction

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This Optional Module is about using web page authoring facilities to create and link web pages.

### What is assessed in this Module?

- creating web pages, with specified content and layout
- inserting graphical images
- creating links to the same page, to other pages on the same site and to external sites
- saving and printing web pages

### Tutor preparation required to Deliver this Module

You will need:

- access to suitable web authoring software
- access to suitable web browsing software
- prepared sample or demonstration files
- prepared instructions for each activity students will undertake

Choice of software can range from a simple text editor like notepad to full web authoring packages. Most word processing packages now include many web authoring facilities. In some cases, more sophisticated software can make learning the basic, underlying HTML instructions more difficult, by trying to take over the process.

Check that all the activities you plan to set can be done *straightforwardly* with the software you have chosen.

### Underpinning Knowledge

Students will need to

- have basic word-processing skills
- be able to use the internet to find a specified site or web page
- be able to save and organise files effectively
- understand that to find information on the internet you need to link to its internet address (URL)
- understand the use of a web browser to read information

### General Principles and Procedures

Students should be taught to consider the underlying structure of a website in terms of the web pages and the links between them.

They should understand that every web page and every resource (images, or large amounts of text, for example) is itself a file. Every feature of a web page, such as the colour of the background, the font colour and style or the relationship between one object and others must be encoded (usually in HTML). In this module, students learn how to use some of the basic coding, although in other contexts they may use more sophisticated web editing software which does the HTML encoding for them.

Teach students to write tags (HTML instructions) in upper case and to use the return key to separate sets of instructions: it makes no difference to the browser, but humans find it easier to check this way!

The key to this module is practice. Students may be very motivated by the idea of creating a website, but can find the process itself very time consuming because of the need to learn particular instructions and to use them in a very precise way.

Remind students that

- much of the material on the web is copyright, anything they use must be from copyright free sites
- they should not include personal details on a website

Publishing a web page on the Internet should only happen after thorough checking of the whole site by you, and only with the approval of the relevant school authorities.

Scheme of Work

Assessment Objectives	Performance Criteria	Classroom Ideas	Resources	Notes
<b>Website Design</b>				
<b>Session Plan One</b>				
<ul style="list-style-type: none"> <li>create web pages</li> </ul>	1.1.1 1.1.2 1.1.3 1.1.4	<ul style="list-style-type: none"> <li>what is in a website?</li> <li>editing an existing web page</li> <li>creating a simple web page</li> <li>planning a website</li> </ul>	<ul style="list-style-type: none"> <li>Internet access to specified websites</li> <li>website authoring facilities</li> <li>prepared instructions</li> <li>display/reference sheets showing screen shots of web pages and the source documents for them</li> <li>display/reference sheets showing hexadecimal codes for commonly used colours</li> </ul>	<ul style="list-style-type: none"> <li>key terms: website, web page, hyperlink, home page, source, HTML, tag, (and close tag) HEAD, TITLE, BODY, BGCOLOR, H1, H2, H3, H4, P, FONT COLOR, TEXT COLOR</li> <li>once students create the source document for a web page, they will need to save it as a text only document with the .htm or .html extension and will need to create a folder to hold all the files for that web page. During this session, draw attention to 'good' and 'bad' colour combinations for background colour and text colour</li> </ul>

Assessment Objectives	Performance Criteria	Classroom Ideas	Resources	Notes
Session Plan Two				
<ul style="list-style-type: none"> <li>• create web pages</li> <li>• use graphical images</li> <li>• create links</li> <li>• save and print web pages</li> </ul>	1.1.1 1.1.2 1.1.3 1.1.4 1.2.1 2.1.1 2.1.2 2.1.3 3.1.1	<ul style="list-style-type: none"> <li>• planning a website</li> <li>• creating more web pages: adding images</li> <li>• linking pages to create a website</li> </ul>	<ul style="list-style-type: none"> <li>• Internet access to specified websites</li> <li>• website authoring facilities</li> <li>• prepared instructions</li> <li>• prepared image resource files</li> <li>• access to printer</li> <li>• display/reference sheets showing screen shots of web pages and the source documents for them</li> <li>• display/reference sheets showing hexadecimal codes for commonly used colours</li> </ul>	<ul style="list-style-type: none"> <li>• key terms: embedding images, IMG SRC, aligning images ALIGN, CENTER, navigation, anchors, A HREF, web addressing</li> </ul>

Assessment Objectives	Performance Criteria	Classroom Ideas	Resources	Notes
<b>Session Plan Three</b>				
<ul style="list-style-type: none"> <li>• create web pages</li> <li>• use graphical images</li> <li>• create links</li> <li>• save and print web pages</li> </ul>	1.1.1 1.1.2 1.1.3 1.1.4 1.2.1 2.1.1 2.1.2 2.1.3 3.1.1	<ul style="list-style-type: none"> <li>• plan and create a website</li> </ul>	<ul style="list-style-type: none"> <li>• Internet access to specified websites</li> <li>• website authoring facilities</li> <li>• prepared instructions</li> <li>• prepared text and image resource files</li> <li>• access to printer</li> <li>• display/reference sheets showing screen shots of web pages and the source documents for them</li> <li>• display/ reference sheets showing hexadecimal codes for commonly used colours</li> </ul>	<ul style="list-style-type: none"> <li>• remind students to keep the site small and simple, with one (agreed, specified) external site link only. Before they create any pages, they should have a clear plan of content for each page, links. They could include the 'table' page they have just created in the website</li> </ul>
<b>Session Plan Four</b>				
<ul style="list-style-type: none"> <li>• all</li> </ul>	all	<ul style="list-style-type: none"> <li>• review and/or completion of activities</li> <li>• specimen paper</li> </ul>	<ul style="list-style-type: none"> <li>• Internet access to specified websites</li> <li>• website authoring facilities</li> <li>• prepared instructions</li> <li>• Individual progress review sheet/file</li> <li>• prepared text and image resource files</li> <li>• access to printer</li> <li>• specimen paper for each student</li> </ul>	<ul style="list-style-type: none"> <li>• keep the review session short and positive: use it to identify what students most need to work on</li> </ul>

Assessment Objectives	Performance Criteria	Classroom Ideas	Resources	Notes
Session Plan Five				
		<ul style="list-style-type: none"> <li>• debrief</li> <li>• further practice</li> </ul>	<ul style="list-style-type: none"> <li>• marked papers, for return to each student</li> <li>• prepared 'model' answers for the specimen paper</li> <li>• website authoring facilities</li> <li>• prepared instructions</li> <li>• prepared text and image resource files</li> <li>• access to printer</li> </ul>	<ul style="list-style-type: none"> <li>• the debrief should be fairly short and at the end of it each student should identify priorities for what they will work on in the remainder of the session</li> </ul>
Session Plan Six				
<ul style="list-style-type: none"> <li>• undertake Website Design Module Assessment</li> </ul>	all	<ul style="list-style-type: none"> <li>• Website Design Assessment</li> </ul>		