



# **Non-Examined Assessment**

## **Band 4 Exemplar Learner Response**

**NCFE Level 1/2 Technical Award in  
Interactive Media (603/7005/1)**

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## Introduction

The following are sample learner responses for each task within an assignment alongside examiner commentary for each assignment. They show how learners might respond and can help assessors in making their overall marking decisions.

### Learner responses

Each learner response should demonstrate what a **mark band 4/top band** response looks like alongside any evidence which is required to be completed. All responses use content from the mark schemes and align with the standards in the mark band descriptors and indicative content.

### Assessor commentary

The assessor commentary demonstrates why the responses given throughout the assignment meet the criteria for the mark band they have been awarded. The assessor commentary will be linked to, and supported by, the descriptors in the mark scheme.

Task 6 – Summative evaluation of the product		
Band	Marks	Descriptors
4	10–12	<p>AO5 – Excellent evaluation of demonstration of the essential technical skills, processes, <b>tools</b> and techniques used to create their interactive media product and the success of the final interactive media product in relation to the client brief that is <b>comprehensive and highly detailed and highly relevant</b>.</p> <p>The success of the functionality, accessibility for the target audience, aesthetics and usability are discussed in a <b>highly detailed and thoughtful</b> way.</p> <p>Suggests <b>thoughtful and creative</b> ways to improve the interactive media product.</p>
3	7–9	<p>AO5 – Good evaluation of demonstration of the essential technical skills, processes, <b>tools</b> and techniques used to create their interactive media product and the success of the final interactive media product in relation to the client brief is <b>mostly comprehensive and mostly detailed and mostly relevant</b>.</p> <p>The success of the functionality, accessibility for the target audience, aesthetics and usability are discussed in a <b>considered</b> way.</p> <p>Suggests <b>useful</b> ways to improve the interactive media product.</p>
2	4–6	<p>AO5 – Reasonable evaluation of demonstration of the essential technical skills, processes, <b>tools</b> and techniques used to create their interactive media product and the success of the final interactive media product in relation to the client brief with <b>some detail and some relevance</b>.</p> <p>The success of the functionality, accessibility for the target audience, aesthetics and usability are discussed in <b>some detail</b>.</p> <p>Clearly suggests at least one way to improve the interactive media product.</p>
1	1–3	<p>AO5 – Limited evaluation of the success of demonstration of the essential technical skills, processes, <b>tools</b> and techniques used to create their interactive media product and the success of the final interactive media product in relation to the client brief with <b>limited detail and limited relevance</b>.</p> <p>Functionality, accessibility for the target audience, aesthetics and usability may be mentioned in <b>limited detail or relevance</b> but success may not be discussed.</p> <p>Improvements may not have been included or are <b>very limited</b>.</p>
0	0	No rewardable material

## Project brief

You have been approached by Tea and Trivia who are opening a new café in your area.

Tea and Trivia is a café chain. This company is opening a new café in your area. Tea and Trivia provides families with a creative space to play games and eat exciting food. The new café in your area wants to influence behaviour by attracting families with children aged 7 to 12 years.

Tea and Trivia has asked you to create an interactive media product. This product will provide new customers with engaging content about the games they can play and the food they can eat when they visit the cafe.

Tea and Trivia would like you to present **one** of the following interactive products:

- a website
- a mobile phone or tablet app
- a product that can be accessed on an information kiosk.

## Project instructions

Along with the final interactive media product, Tea and Trivia has asked you to present a portfolio. This portfolio should include:

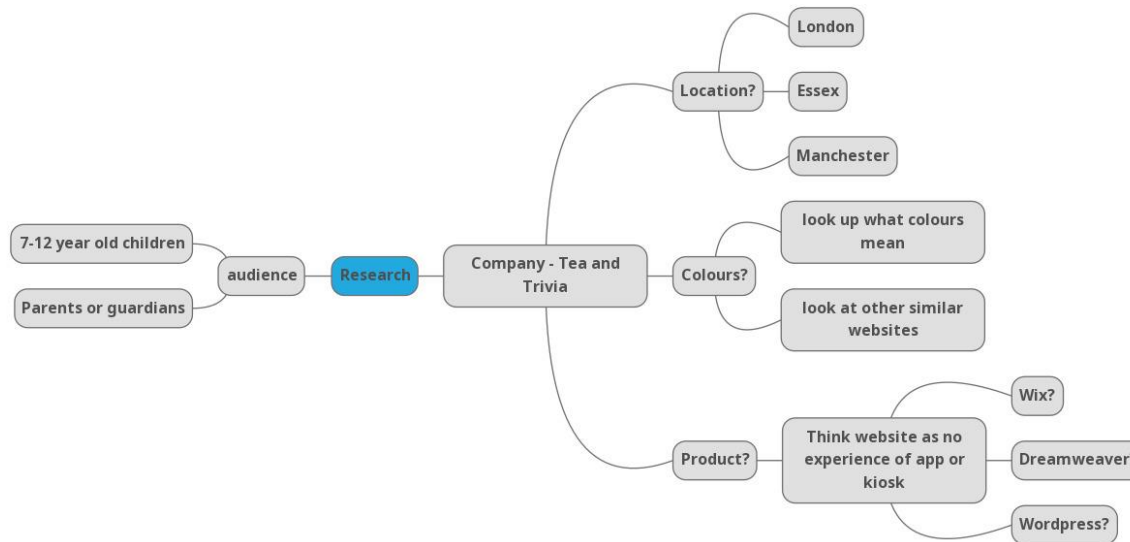
1. research (2 hours)
2. a product proposal for your Tea and Trivia interactive media product (2 hours)
3. planning for your Tea and Trivia interactive media product (2 hours)
4. evidence to show how you have sourced, created and edited your assets (4 hours)
5. evidence to show how you have created your final interactive media product (5 hours)
6. evaluation of your final interactive media product (2 hours)

Task 1: research

**Evidence:**

- annotated research/initial product ideas
- your internet browsing history used for research and planning purposes.

I am creating this project for my client who are Tea and Trivia. They are a well-known chain of Cafes. I am beginning with a mind map created by Mind Map program to think of the ideas I could use for this project. There was other software but this one was free and I didn't have to log in which was preferred, as signing up means my school email would get emails and they already get enough from Wix. These were the starting point of my ideas.



**Assessor comments:**

The learner completed task 1 to a highly developed level and shows a thorough understanding of the brief which is comprehensive and fully accurate.

The mindmap shows the learner thought through different ideas and did not simply choose what was easiest. This showed excellent analysis and interpretation of the project brief and client needs.

The learner considers in-depth the food and the café, and how they link to the target audience and is supported with excellent justifications and a recall of knowledge and understanding of interpreting a client brief that is comprehensive.

Therefore, the next research is colours and other websites which are similar so I can choose which is better.



This is from Virgin Experience Days and is a good starting point as the layout of cakes and food is attractive. I need a balance with this and the games. These will be board games so they can be played while eating. Food needs to be similar to this, so finger food to keep the games as clean as possible.



There could be different culture food on different days or each month, as an example:



<https://www.malaysianfoodie.com/2014/01/japanese-korean-afternoon-tea-buffet-cafe-allegro-regal-kowloon-hotel.html>

I love the colours on the Japanese food though I would not want that every day as I want more tea and sandwiches and attractive cakes with special events. The china and cutlery needs to match and be delicate and attractive but not so feminine or this could be off-putting to men.

This set from Blospot.com is near what I would be looking for. Perhaps less flowers.

I found this link to the best board game cafes in the UK:  
[12 of the best board game cafes in the UK you should visit | Dicebreaker](#)



This is the Highlander café from the site above. I like the brick and tables and the trendy look and this is similar to what I want. Although I'd not have weapons or similar memorabilia as that wouldn't be appropriate.



I want a section of the website to be about specially designed food such as cupcakes and also speciality teas. The cupcakes could be appreciated by both adults and children but the tea would be more for the parents.

I found these cupcakes on this site [BEST Iced Tea Cupcakes w/ Lemon Frosting – The Perfect Summer Treat! \(savorystudies.com\)](#) and they looked both tasty and visually attractive. Exactly what I was looking for.

For tea I would want a well-known brand such as Twinings. They have a large range of teas.  
[Buy Twinings Tea, Wellbeing Drinks, Gifts and Teaware Today](#)

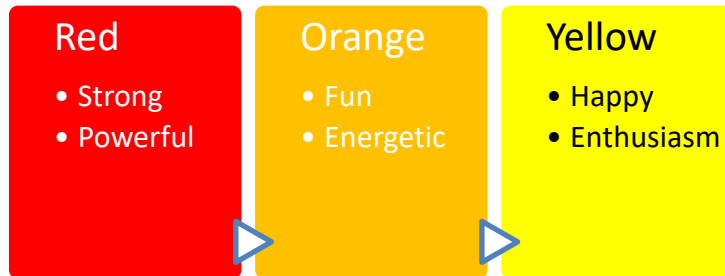




Colours:

I looked at this site – [Colour Theory for Website Design | KIJO](#) which talks about colours and their meanings.

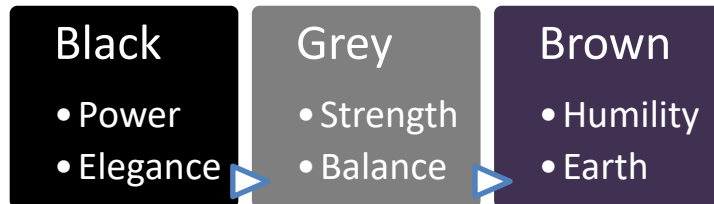
Warm colours



Cool Colours



Neutral Colours



“Colour Psychology in Web Design”

Colour has one of the strongest abilities to make users feel something, more than any other aspect of design, but what emotions do certain colours provoke?

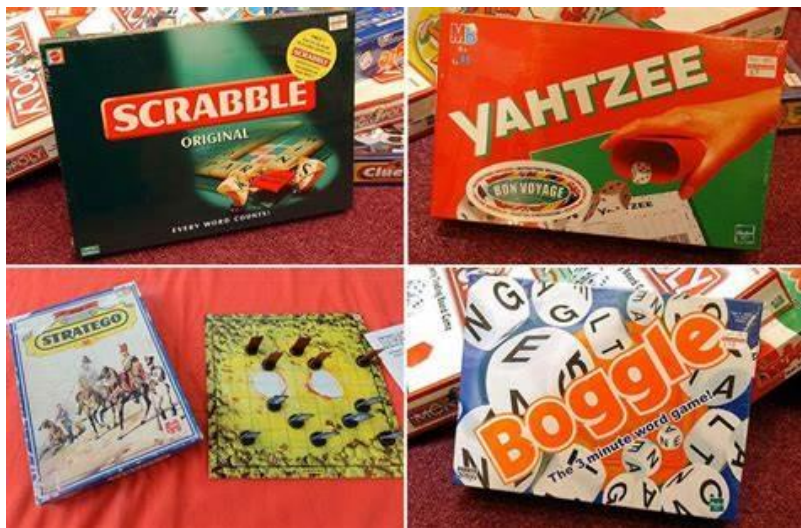
*Please note, some cultures view different colours differently, here we are focusing on Western colour associations and psychology.* [Colour Theory for Website Design | KIJO](#)

The website is for children 7–12 as well as parents. For the children a bright graphic would be perfect, but the warm colours may be a bit overwhelming for the parents and not highlight the food well. Neutral would seem too boring and not be appropriate to persuade children to come visit. The cool tones would seem more appropriate as long as the shades are bright and not dark.

The last thing to research are the games. There seem to be cafes that tailor to specific groups such as Dungeons and Dragons and Highlander, but this is meant to be for children and more general than the kind of place I am designing for. Games such as Monopoly and connect 4 would work well as they are well known, and you can eat while playing and not have to spend too much time focusing.

Games:

This website gives a good range of board games – [Best family board games 2022: From Monopoly to Scrabble | The Independent](#)



From this site - [Classic board games you played as a child are making a comeback - how many do you remember? - Mirror Online](#) it also talks about the games.

**Assessor comments:**

The learner looks at colours and creates their own charts which shows a comprehensive level of analysis. The colours are analysed with highly appropriate and accurate comments included that justify how their initial ideas meet the client needs.

The learner ends with looking at games and relates this all back to the client brief. Showing they have fully thought through their research. This demonstrates that a wide range of research sources have been used effectively.

The learner includes the web links throughout and shows an excellent level of justifications.

The learner has a comprehensive and highly detailed task 1 and achieves Band 4. The overall quality of the research was excellent, reflecting a wide range of research sources in relation to the brief. All elements were researched in a detailed and effective way.

Task 2: product proposal

**Evidence:**

- a proposal of your interactive media product
- your internet browsing history used for research and planning purposes.

Your evidence **must** be provided in the following format:

- digital presentation.

I am going to choose a website because I have experience of creating them. Also, the school has the software so there would be no financial issue for me. Finally, the target audience is 7–12 year olds who likely do not have a smart phone and just use the family computer. The grandparents may not have one either as it could be the grandparents who take the kids when they babysit. Websites do not need a smart phone or tablet as an app does and kiosk is limited to location. Websites can be seen by anyone even those with little computer experience.

The colour scheme is green, blue and purple. The colours need to be bright, but not so bright they hurt the eyes as this would not be good for anyone with a disability linked to viewing. The tones could be lighter or medium but not dark. The food will be colourful, such as lemon cakes. From the research, as this would then mean these colours could be seen well.

The website will have fun sections for the children and serious parts such as the 'Tea' page for adults where they can find out about different teas each month. There will be a competition each month and the winning player will get a voucher and be named on the site (if they are a child, only their picture will be shown with parental signed approval). A quiz for children.

Resources – the school has computers with decent size monitors and mice. There are special mice for anyone who has a wrist issue. Dyslexic learners can have the screens a different colour, also white is a bad background for many on the autistic spectrum and with sight issues so the website background will not be white unless part of an image.

The software is MS Word, Adobe Dreamweaver, Adobe Photoshop and a camera with tripod and a memory card. I authorised with my tutor and am arranging to take some images from the food section at school as they are making cupcakes and said I could use the images. I will be taking these on a day we are not doing this project so it does not interfere with this class time where we have to be observed by our teacher. This would then mean these are copyright free and I could choose how I want the images to look.

**Assessor comments:**

The learner gives a well thought out and highly considered rational for their choice of interactive media to be created. They openly include their own skills as part of this but also show that they have thought through the different options, not simply chosen the easiest. The learner includes well-reasoned judgements and conclusions on what they are going to produce.

The work shows the learner has fully considered the brief and incorporated their own research from task 1. It shows an excellent level of development and justification.

The learner has fully thought out hardware and software, including creating their own resources. This is allowed within the work as long as the learner plans and edits the images within the classroom.

This shows excellent application of the brief and client's needs to the proposal. The selection of resource requirements outlined are highly appropriate.

I am thinking of pink, yellow and turquoise and they have said they can make them in these colours, as these will go well together and will be clear against the main site colours of green, blue and purple. I will edit these pictures and any I get from the internet. I will make sure any images or video are copyright free for commercial use. I will then outside class after this project is complete given the food section the images nicely displayed in return.

I have used Adobe Photoshop and Adobe Dreamweaver in class before and will use YouTube tutorials for anything I am learning as new for any techniques for my work. Unlike Wix and others that means it is already laid out, this means I can choose where exactly I want each part and not be limited by restrictions from companies. The Research, Project Proposal and Planning have 2 hours each.

The main project is 4 hours to source, create and edit the assets and 5 hours to complete the website. Finally, 2 hours for the evaluation.

Section	Time
Research	2 hours
Product proposal	2 hours
Planning	2 Hours
Website - assets	4 hours
Website - make	5 hours
Evaluation	2 hours
	= 17 hours

I will keep the client informed by discussing each section I make and decisions which are made.

Health and Safety - I am going to make the website as accessible as possible. The colours will not have a white background or red, as red is a difficult colours for many people with disabilities. Looking at [Dyslexia friendly style guide - British Dyslexia Association \(bdadyslexia.org.uk\)](#) it also says green but from what I have been taught this is because it looks the same as red for those with colour blindness and as I won't be using red it won't be an issue. We had some classes on accessibility and autism as well as other disabilities and it said red is a bad colour to use. There will also be text where images are which can then be read out to those who are blind. Just like this document the font will be Sans Serif so easier to see. This is Century Gothic but I am not sure it is right for the website. I will experiment on the website to see which works the best.

**Assessor comments:**

The learner has liaised with the relevant departments (for camera equipment and baking) to make sure what they are proposing is achievable, which shows an excellent level of proactive consideration.

The learner has considered aesthetics and how these are important to a website. Choices are highly justified with reasoning, linking to the brief at all times. They included an excellent rational and provided this for all creative choices.

Time has been considered by the learner and they have made sure they have each part clearly listed. Perhaps a Gantt chart would have developed this.

In the classroom there is no food or drink apart from water. All cables are covered and chairs have to be placed under the table after use. We have to look away from the machine at least every hour for a few minutes and change tasks when possible. Our bags are placed in a cupboard in the corner of the room so they are not a hazard and coats are hung up. If lights are too dim or bright the teacher can change these and we need to tell the teacher if there are any issues. If there is glare from outside then blinds cover the windows. There is a fan so the computer room does not get too hot. Where I will be photographing I have checked in advance and made sure I will have plenty of space and it will be safe. The cakes are in a side room not the kitchen so no hygiene issues. And I will not physically touch the cakes, it will be the cooks job to do this.

We only have 17 hours which I split up in the last page to show what I will be doing and when. We have a limited budget in that we can only use software, hardware and equipment owned by the school.

**Assessor comments:**

Health and safety is well considered. The learner has considered in depth accessibility concerns of the website as well as health and safety in their own workspace.

The learner has shown an excellent proposal which is well thought out and detailed so achieves Band 4. This shows the learner had an excellent recall of knowledge and understanding of the content and function of a product proposal that is accurate and highly detailed.

Task 3: planning

**Evidence:**

- a plan of your interactive media product
- your internet browsing history used for research and planning purposes.

Your evidence can be provided in any of the following formats:

- written report
- annotated diagrams
- digital presentation
- screen shots
- screen recordings.

**Planning**

To begin with I am planning my assets. These can be images, animations, diagrams, videos or audio. Some will be original images I took and others will be copyright free assets. These will then be edited using Adobe photoshop such as adding filters, cropping, using smudge tool, magic wand etc. These will then need to be saved as JPEG, Gif or appropriate video such as mp4 for the website. The assets will need to be uploaded to the website.

Assets:

```

    graph LR
      A((Create Assets)) -- "• Edit  
• Save" --> B((Source Assets))
      B -- "• Edit  
• Save" --> C((Create Website))
      C -- "• Add assets" --> D[ ]
  
```

It is important the assets are saved correctly for the website to make sure they will work but also that they load eg if an image is too large a size it might take a while to load. However you don't want to save it so small that you can no longer see what it is as this would then be pointless to use.














Adobe Photoshop

I am including an image of the toolbar below. I was going to take a screenshot and add names myself but thought I would look on the internet first and found a really good one from the website [13 Photoshop Tool Bar Images - Photoshop Toolbar, Photoshop Elements Tools and Adobe Photoshop CS6 Toolbar / Newdesignfile.com.](#)

**Assessor comments:**

The learner considers assets to a highly detailed level including creating an original model. The work considers size and quality of assets which are extremely important to an interactive product. The learner also considers appropriate file types and tools to use within software. This shows a highly comprehensive justification of hardware, software and assets.

Within the work the learner showed an excellent understanding of the target audience with comprehensive links to sources, processes and techniques that are described in comprehensive detail, and understanding of their use within the production of the product. The work references back to previous tasks where the target audience is covered in detail.

		
Marquee tool		Move tool
Lasso tool		Magic wand
Cropping tool		Slicing tool
Heal Brush tool		Pencil tool
Clone Stamp tool		History Brush tool
Eraser tool		Paint Bucket
Blur tool		Dodge tool
Path Selection tool		Type tool
Pen tool		Custom Shape tool
Annotation Tool		Eye Dropper tool
Hand tool		Zoom tool
Color picker		

One of the main tools you use is the cropping tool as this means you keep only the part of the image you want. Type tool is so you can add text. Blur tool means if you don't like a part you can blur it out. Clone stamp tool means you can copy one part of a picture to another. A number are for drawing such as pencil and pen. Magic wand means you can choose one section and delete it, so for example, if you want to remove a background. Eraser tool rubs out like a normal eraser. Colour picker means you can choose a colour and bucket tools means you can colour a section. Zoom means you can make it larger. I will use this software for images only.

I will use other software for audio, video and animation. If possible I will embed video from YouTube so I don't have to have a video which would be large size. I will look online for free animation software if needed. For sound I would use free online software or Adobe Audition.

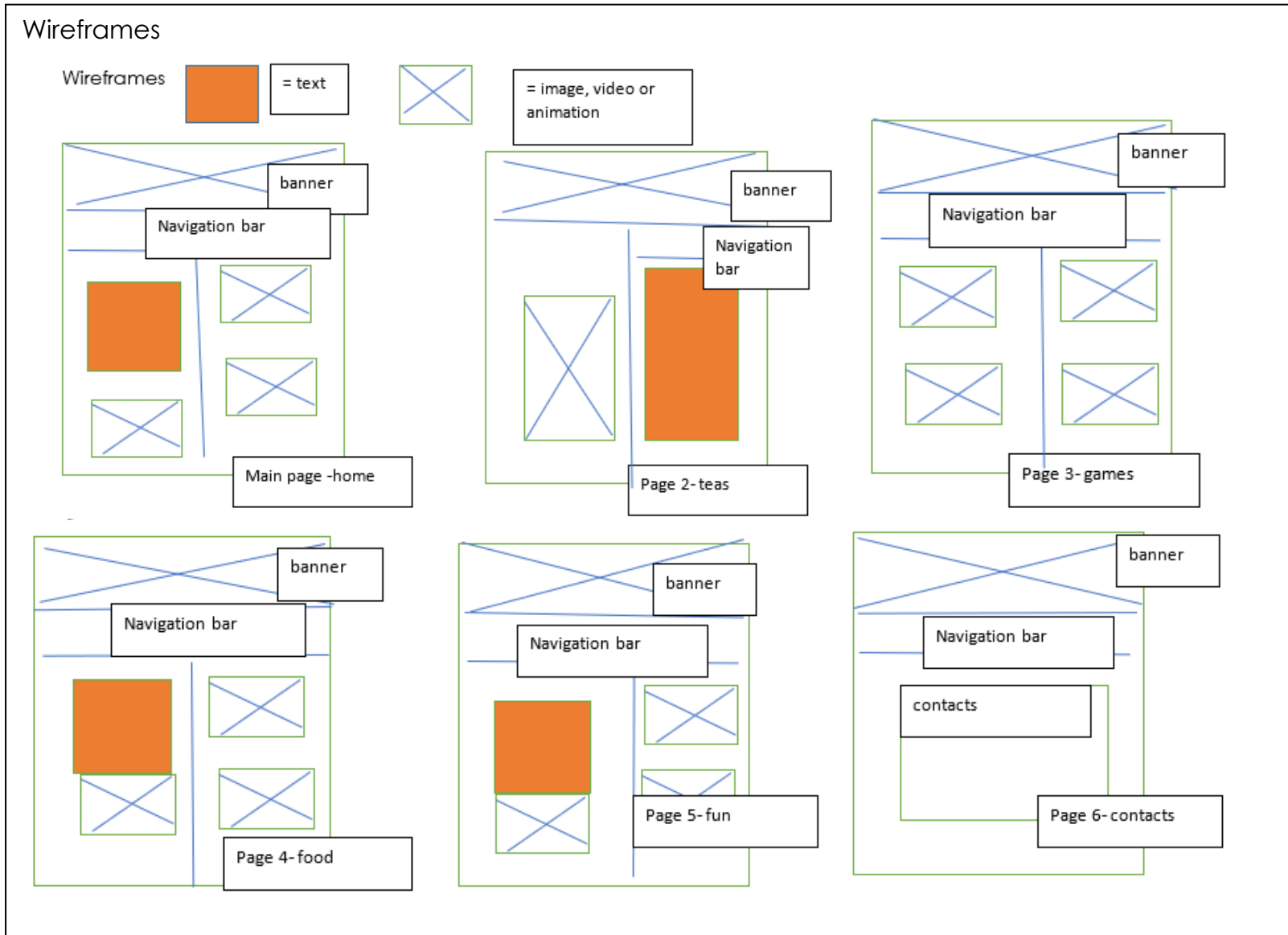
I have completed the first 3 stages so have:

- assets (create, source and edit) - 4 hours
- website - 5 hours
- evaluation - 2 hours.

**Assessor comments:**

The learner analyses the tools to be used – Adobe Photoshop and how each could be relevant. While the learner could have taken an image of their own toolbar, the reasoning behind using the one which has already been fully labelled shows the learner made a highly reasoned and appropriate decision as this saved unnecessary time wasted on duplicated efforts.

Conclusions were very clear and highly detailed with robust reasoning.



The wireframes are appropriate and the learner shows the basics using black and white which is important at this stage as their use is to be the foundation of the work. This is highly relevant and an appropriate use of wireframes. This shows the product features are comprehensively justified and fully relevant to the brief, as well as in line with their own proposal.

The learner selected highly appropriate planning tools and used them effectively. Excellent knowledge of hardware, software and asset choices were shown throughout. Product features are highly relevant and described with strong detail.



Assets

Original Asset	Created or sourced	Edited version
	<p>From Pexels.com Creator- Egidijus Bielskis</p> <p>I edited this in photoshop using film grain and crop.</p>	
	<p>From Pexels.com Creator- Karolina Grabowska.</p> <p>I cropped in Adobe Photoshop to remove most of chair from picture.</p>	
	<p>From Pexels.com Creator- Vidal Balielo Jr.</p> <p>This image was cropped in adobe photoshop</p>	

I am including my assets in a table alongside if they are created or if sourced and where from (copyright free ones only) and the edited version.

I am using Pexels.com for assets as these are free to use if non-commercial and so as this is a project for school I can use it. If professional I would have to pay for images. They list the creators so I am adding these to the source information. I am including images I took from the food section at school. They had a special event with professional bakers and they were displayed with backgrounds to enhance them. I gave a copy to the department as a thank you.\*The image assets will be edited in Adobe Photoshop. These will be Jpg and imported into the website. The website itself will be designed and screengrabs of each step taken.

**Assessor comments:**

The learner originally handed in task 3 with the details on editing and edited version sections blank. These were added to task 4.

The learner included highly appropriate assets. It is taken the images which show as Adobe stock are the learners own images and would have their own references.

The work in task 3 is excellent and highly comprehensive and relevant to the brief and their own proposal. The work is to a high level and achieves a Band 4. This shows excellent application of knowledge and understanding of the planning process in a completely appropriate format.

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From Pexels.com  
Creator- fu zhichao

Used adobe photoshop film grain which highlighted the image well. It was already blurry in places then cropped the image.



From Pexels.com  
Creator- RODNAE Productions this is a perfect image as a family playing in a café. I only cropped the image a little.



From Pexels.com  
Creator- Kevin Malik  
Edited in photoshop using Film Grain filter



From Pexels.com  
Creator- Anna Shvets  
I cropped this image using Adobe Photoshop



From Pexels.com  
Creator- Pavel Danilyuk  
Using adobe photoshop grain - it didn't really change it much. Kept image without cropping.



From Pexels.com  
Creator- Leonardo Luz  
Used adobe photoshop water paper to brighten image.



From Pexels.com  
Creator- Jill Wellington  
Added a texture filter to give an old wordy feel



Own pictures:  
Didn't need editing.



Didn't need editing.





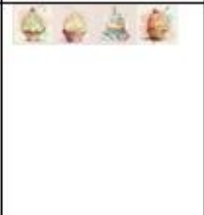



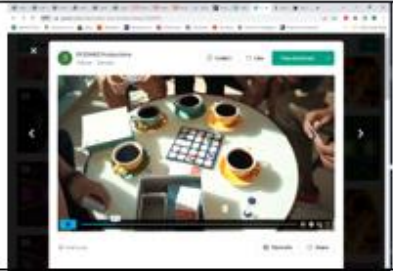



Own pictures:  
Edited using Photoshop to crop the image down. I used poster edges filter which gave it a feeling like a magic fairy tale.



Own pictures:  
Edited using Photoshop to make the image more fantasy like using film grain effect.



	<p>Didn't need editing.</p>			<p><a href="http://www.pixabay.com">www.pixabay.com</a> y gifs</p> <p>free</p>	<p>n/a</p>
	<p>From Adobe Stock Didn't need editing.</p>			<p><a href="http://www.pixabay.com">www.pixabay.com</a> y gifs</p> <p>free</p>	<p>n/a</p>
	<p>MP4 video of family playing board games From Pexels.com Creator- RODNAE Productions</p>	<p>n/a</p>		<p><a href="http://www.pixabay.com">www.pixabay.com</a> y gifs</p> <p>free</p>	<p>n/a</p>
	<p>From Pexels.com Creator- RODNAE Productions</p>	<p>n/a</p>			
	<p>From Pixels.com- Video by Miguel Á. Padriñán</p>	<p>n/a</p>			

### Task 4: developing assets

#### Evidence:

- development of assets
- evaluation of each asset and how they meet the brief
- your internet browsing history used for research and planning purposes.

Your evidence can be provided in any of the following formats:

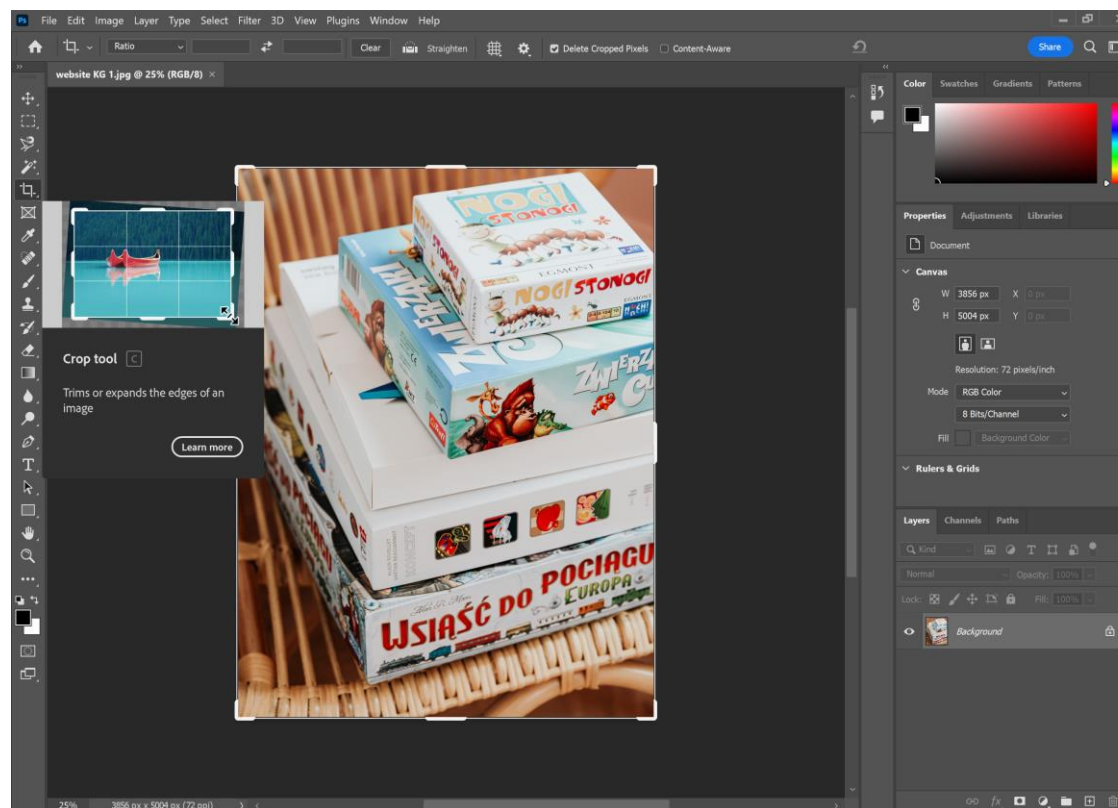
#### Development of assets:

- video
- images
- audio
- animation.

Evaluation of each asset and how they meet the brief:

- written report either handwritten or electronic.

I went back to task 3 and added the info to the assets table as I edited my images.



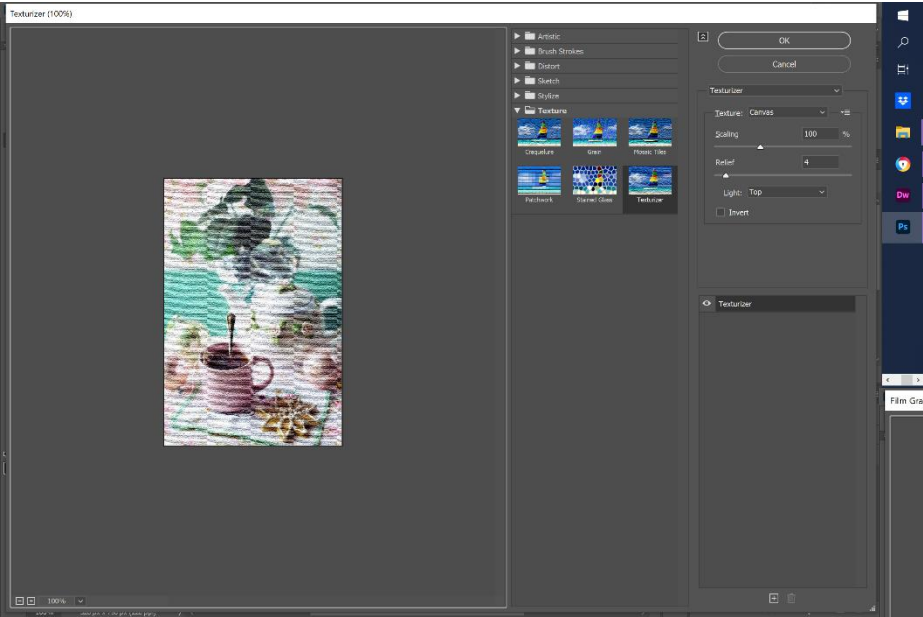
The only tool I used for this image was the crop tool. The saved file was a jpg and I exported it as jpg.

#### Assessor comments:

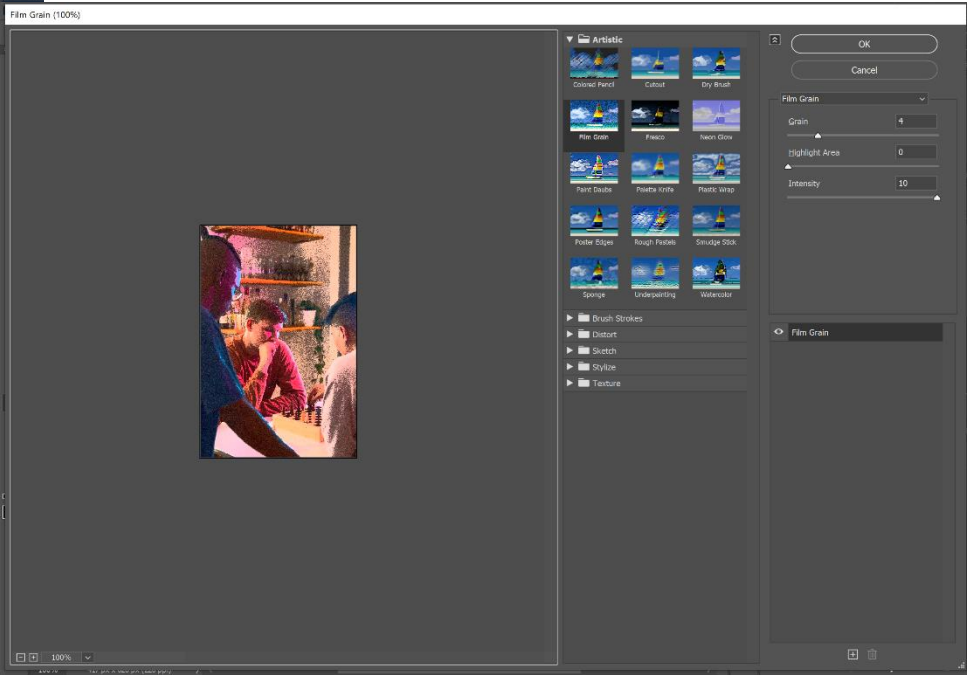
The assets table provided in task 3 by the learner is completed in this task and is graded alongside.

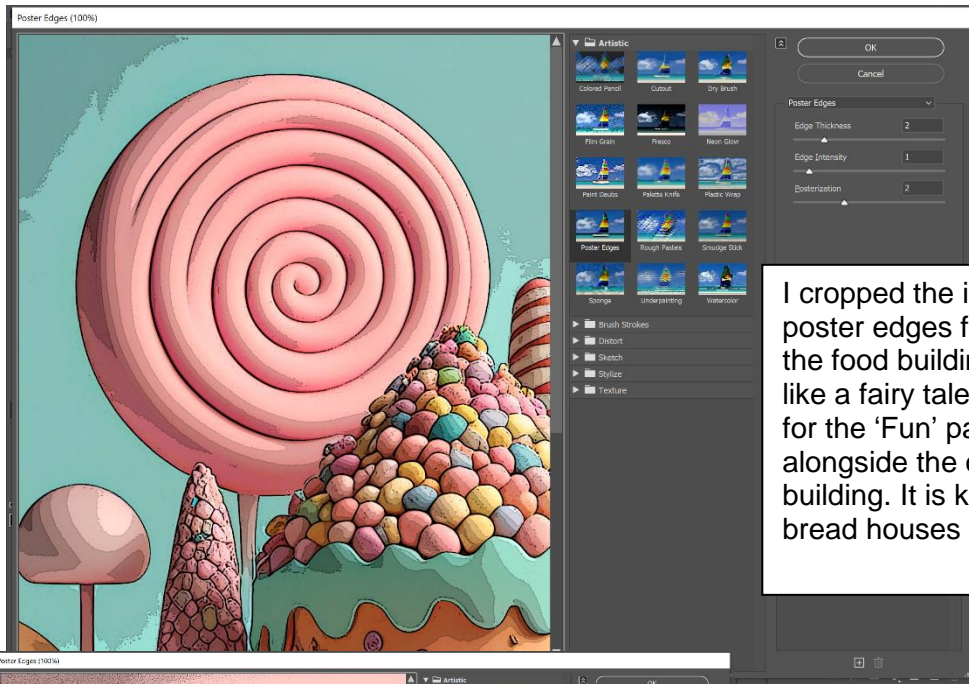
The learner used Adobe Photoshop tools highly appropriately. They used where necessary and not simply for the sake of using tools which shows a sophisticated usage of tools. This showed an excellent demonstration of technical skills, techniques and processes in the creation of assets, using highly appropriate hardware and software skills.

The learner justified tools used and the images all showed a highly reasoned, technical and creative choice of final work. This showed excellent application of creative editing and processing techniques.

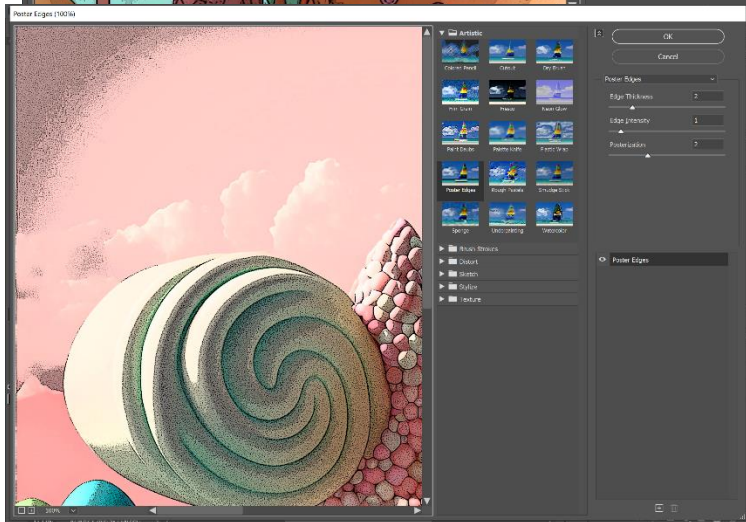


A filter was added to these assets





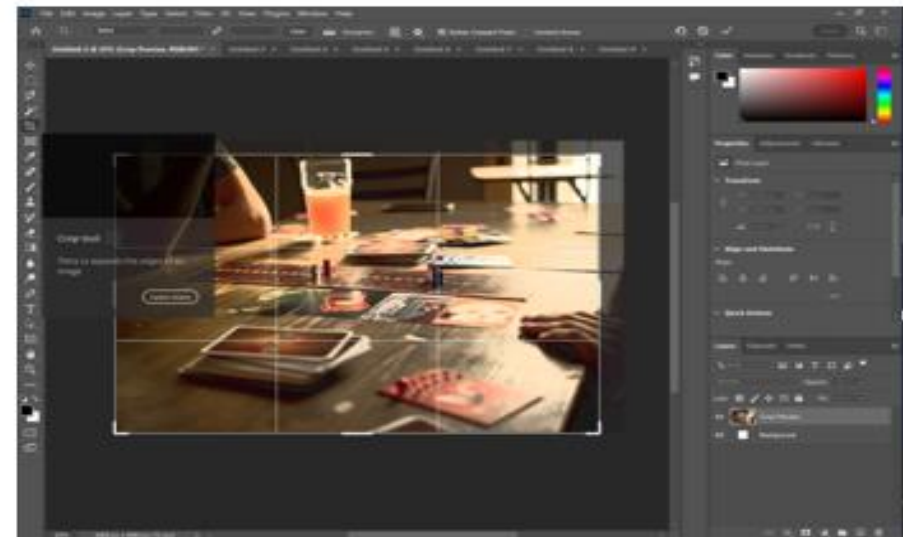
I cropped the image and used poster edges filter. This made the food building look more like a fairy tale. I wanted this for the 'Fun' page for children. alongside the other food building. It is kind of like ginger bread houses but with sweets.



I used the filter film grain for this image. It felt better for it not to be cropped down as already framed when taken. It gave shadows which again gave a fantasy feeling while still clearly being food. Also for the 'Fun' page.



I cropped this image using Photoshop



I used filter film grain and crop in adobe photoshop



Added adobe photoshop filter grain



Added film grain in adobe photoshop



Used adobe photoshop water paper to brighten image.

**Assessor comments:**

The work in task 4 was highly appropriate and the results were effective and highly suitable based on the requirements from the brief, proposal and planning. The creative choices are highly appropriate and effective.

The learners showed an excellent ability to construct assets and a developed ability to understand what is needed and an almost professional usage of tools. This showed sophisticated and effective technical skills that were demonstrated along with the provision of clear and highly detailed evidence of hardware and software solutions. The learner achieved Mark Band 4.



### Task 5: creating the interactive media product

#### Evidence:

- stage of each process
- interactive media product
- your internet browsing history used for research and planning purposes.

Your evidence can be provided in the following formats:

Stage of each process:

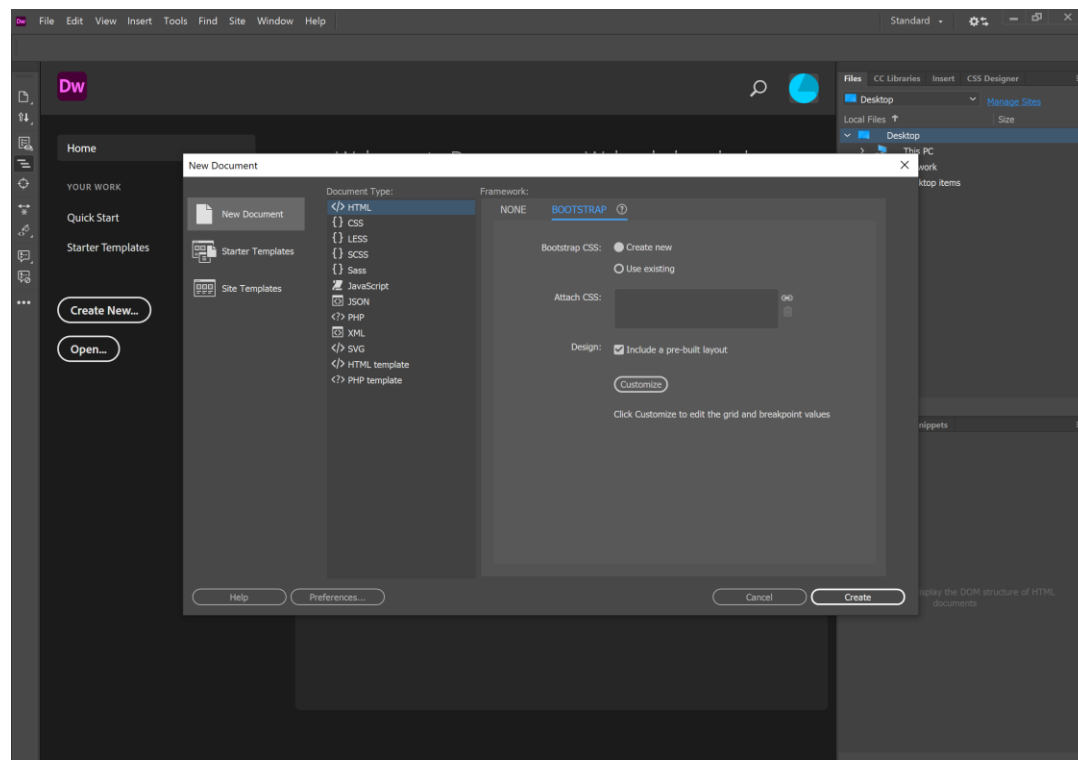
- annotated screen shots.

Interactive media product:

- web page
- mobile app.

#### Experiments

I tried out both Bootstrap and basic starter templates in Dreamweaver. I decided to use the basic one but have included the screengrabs of some of my work as I had looked at the navbar.

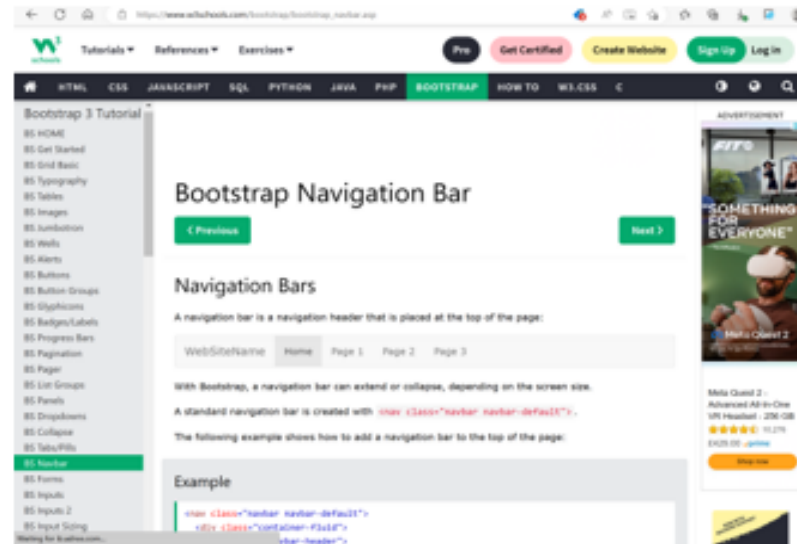
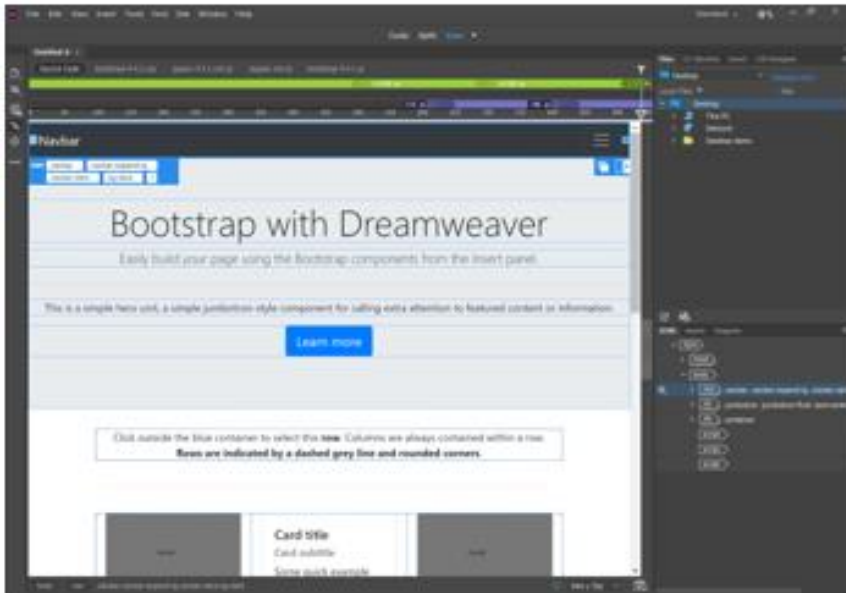


#### Assessor comments:

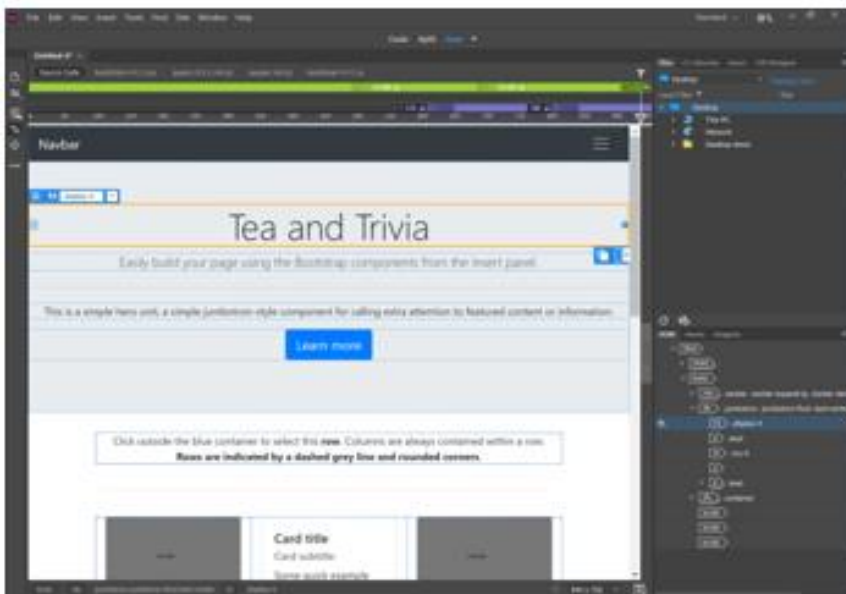
The learner shows they looked at different options for their website coding and what they learnt from this. This shows the ability to make highly reasoned and appropriate choices. The learner took what they had used and incorporated this into their work. Thereby showing an excellent use of both technical skills and self-management.

The learner created a site map and the final website fully worked with all links, interactive elements and pages loading and working to an excellent degree on several different browsers. This was not appropriate to show in the sample but is included within the grade they achieved and would be expected.

Note: not all work is included in this task to hide the learner's identity



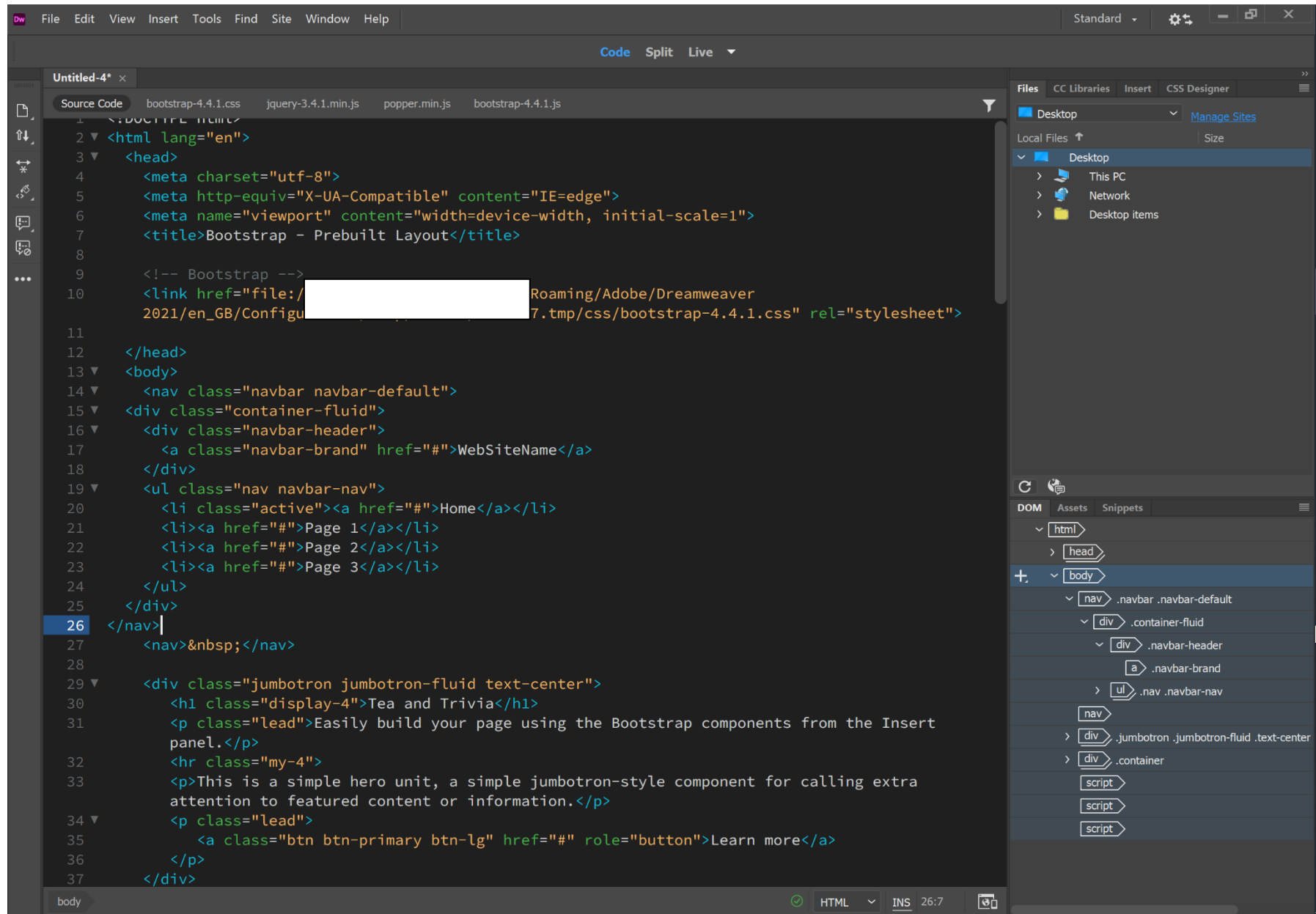
This is the website I used and below is the code:

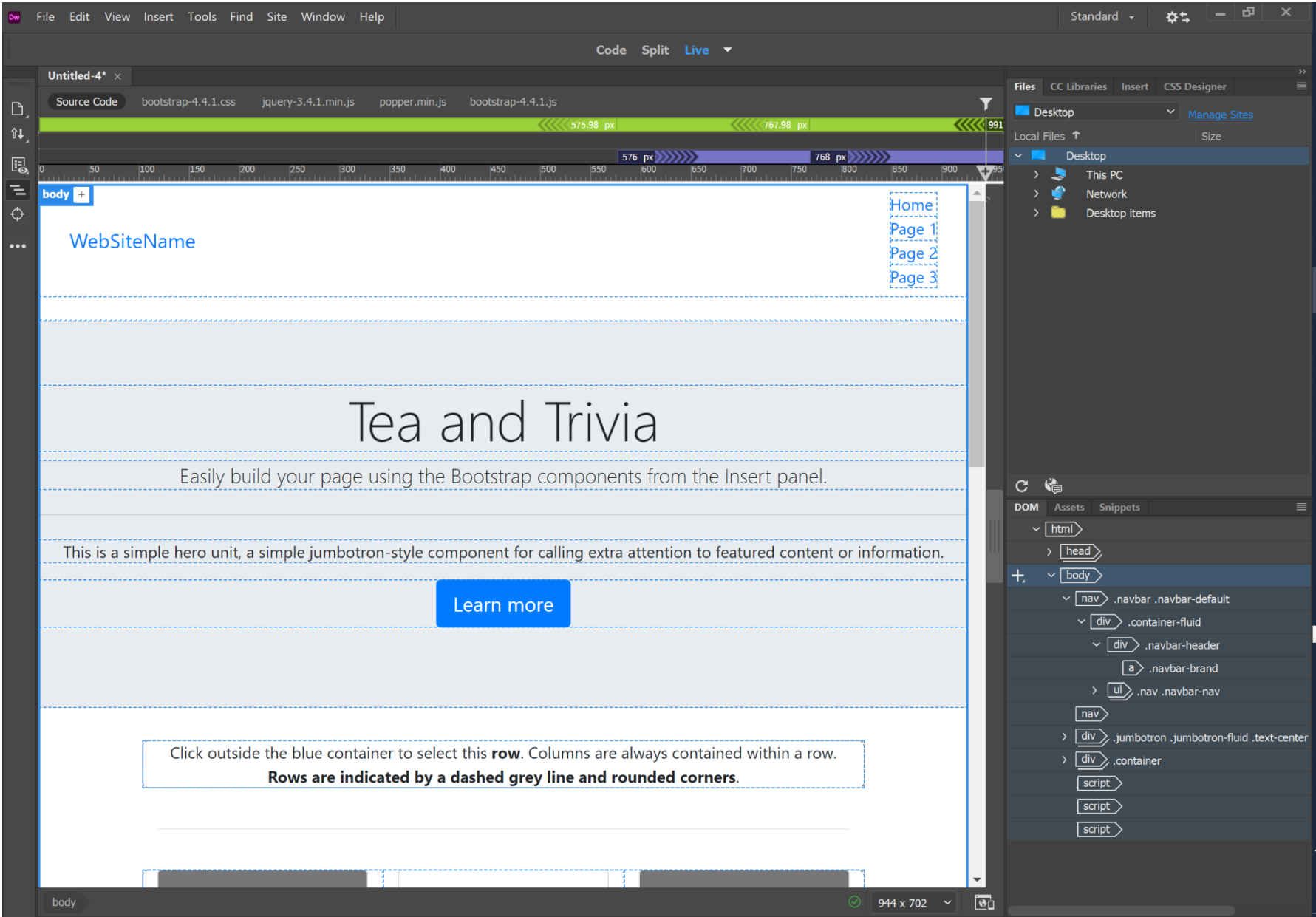


```
<nav class="navbar navbar-default">
  <div class="container-fluid">
    <div class="navbar-header">
      <a class="navbar-brand" href="#">WebSiteName</a>
    </div>
    <ul class="nav navbar-nav">
      <li class="active"><a href="#">Home</a></li>
      <li><a href="#">Page 1</a></li>
      <li><a href="#">Page 2</a></li>
      <li><a href="#">Page 3</a></li>
    </ul>
  </div>
</nav>
```

**Assessor comments:**  
The nav bar coding and how this relates to a page shows a high level of skills. The learner incorporated this knowledge into their own website.

NCFE Level 1/2 Technical Award in Interactive Media (603/7005/1)





← ↻ 🏠 🔒 https://www.w3schools.com/bootstrap/bootstrap\_navbar.asp

🏠 HTML CSS JAVASCRIPT SQL PYTHON JAVA PHP **BOOTSTRAP** HOW TO W3.CSS C ⓘ 🌐 🔍

Bootstrap 3 Tutorial


- BS HOME
- BS Get Started
- BS Grid Basic
- BS Typography
- BS Tables
- BS Images
- BS Jumbotron
- BS Wells
- BS Alerts
- BS Buttons
- BS Button Groups
- BS Glyphicons
- BS Badges/Labels
- BS Progress Bars
- BS Pagination
- BS Pager
- BS List Groups
- BS Panels
- BS Dropdowns
- BS Collapse
- BS Tabs/Pills
- BS Navbar**
- BS Forms
- BS Inputs
- BS Inputs 2
- BS Input Sizing
- BS Media Objects
- BS Carousel
- BS Modal
- BS Tooltin

### Example

```
<nav class="navbar navbar-inverse">
  <div class="container-fluid">
    <div class="navbar-header">
      <button type="button" class="navbar-toggle" data-toggle="collapse" data-
target="#myNavbar">
        <span class="icon-bar"></span>
        <span class="icon-bar"></span>
        <span class="icon-bar"></span>
      </button>
      <a class="navbar-brand" href="#">WebSiteName</a>
    </div>
    <div class="collapse navbar-collapse" id="myNavbar">
      <ul class="nav navbar-nav">
        <li class="active"><a href="#">Home</a></li>
        <li><a href="#">Page 1</a></li>
        <li><a href="#">Page 2</a></li>
        <li><a href="#">Page 3</a></li>
      </ul>
      <ul class="nav navbar-nav navbar-right">
        <li><a href="#"><span class="glyphicon glyphicon-user"></span> Sign Up</a></li>
        <li><a href="#"><span class="glyphicon glyphicon-log-in"></span> Login</a></li>
      </ul>
    </div>
  </div>
</nav>
```

[Try it Yourself »](#)

ADVERTISEMENT




**HANG IN VR**

Meta Quest 2  
For ages 13 and up.

Meta Quest 2 - Advanced All-In-One VR Headset - 256 GB

★★★★☆ 10,276

£429.00  prime

[Shop now](#)

The image shows the Adobe Dreamweaver interface with a code editor and a DOM tree view. The code editor displays HTML code for a Bootstrap navbar. The DOM tree view shows the structure of the rendered page, with the selected element being an `h1` tag with the class `.display-4`.

```
1 <!DOCTYPE html>
2 <html lang="en">
3 <head>
4 <meta charset="utf-8">
5 <meta http-equiv="X-UA-Compatible" content="IE=edge">
6 <meta name="viewport" content="width=device-width, initial-scale=1">
7 <title>Bootstrap - Prebuilt Layout</title>
8
9 <!-- Bootstrap -->
10 <link href="file:///C:/Users/.../Library/Application Support/Adobe/Dreamweaver
2021/en_GB/Configura.../tmp/css/bootstrap-4.4.1.css" rel="stylesheet">
11
12 </head>
13 <body>
14 <nav class="navbar navbar-expand-lg navbar-dark bg-dark">
15 <a class="navbar-brand" href="#">Navbar</a>
16 <button class="navbar-toggler" type="button" data-toggle="collapse" data-
target="#navbarSupportedContent" aria-controls="navbarSupportedContent" aria-
expanded="false" aria-label="Toggle navigation">
17 <span class="navbar-toggler-icon"></span>
18 </button>
19 <div class="collapse navbar-collapse" id="navbarSupportedContent">
20 <ul class="navbar-nav mr-auto">
21 <li class="nav-item active">
22 <a class="nav-link" href="#">Home <span class="sr-only">(current)</span></a>
23 </li>
24 <li class="nav-item">
25 <a class="nav-link" href="#">Link</a>
26 </li>
27 <li class="nav-item dropdown">
28 <a class="nav-link dropdown-toggle" href="#" id="navbarDropdown" role="button"
data-toggle="dropdown" aria-haspopup="true" aria-expanded="false">
Dropdown
29 </a>
30 <div class="dropdown-menu" aria-labelledby="navbarDropdown">
31 <a class="dropdown-item" href="#">Action</a>
32 <a class="dropdown-item" href="#">Another action</a>
33 <div class="dropdown-divider"></div>
34 <a class="dropdown-item" href="#">Something else here</a>
35 </div>
36 </li>
37 </ul>
38 </div>
39 </nav>
40 </body>
41 </html>
```

DOM Tree View:

- html
  - head
  - body
    - nav .navbar .navbar-expand-lg .navbar-da
      - a .navbar-brand
      - button .navbar-toggler
        - span .navbar-toggler-icon
      - div #navbarSupportedContent .collapsi
        - div .jumbotron .jumbotron-fluid .text-cent
          - h1 .display-4
          - p .lead
          - hr .my-4
          - p
          - p .lead
          - div .container
            - script
            - script

https://www.w3schools.com/bootstrap/tryit.asp?filename=trybs\_navbar\_collapse

Microsoft Azure Build the right cost-effective solution for your business. Pay only for what you use beyond free amounts.

Result Size: 615 x 686 Get your own website

```

toggle="collapse" data-target="#myNavbar">
  <span class="icon-bar"></span>
  <span class="icon-bar"></span>
  <span class="icon-bar"></span>
</button>
<a class="navbar-brand" href="#">WebSiteName</a>
</div>
<div class="collapse navbar-collapse" id="myNavbar">
  <ul class="nav navbar-nav">
    <li class="active"><a href="#">Home</a></li>
    <li class="dropdown">
      <a class="dropdown-toggle" data-toggle="dropdown"
href="#">Page 1 <span class="caret"></span></a>
      <ul class="dropdown-menu">
        <li><a href="#">Page 1-1</a></li>
        <li><a href="#">Page 1-2</a></li>
        <li><a href="#">Page 1-3</a></li>
      </ul>
    </li>
    <li><a href="#">Page 2</a></li>
    <li><a href="#">Page 3</a></li>
  </ul>
  <ul class="nav navbar-nav navbar-right">
    <li><a href="#"><span class="glyphicon glyphicon-user"></span>
Sign Up</a></li>
    <li><a href="#"><span class="glyphicon glyphicon-log-in">
Login</a></li>
  </ul>
</div>
</nav>

<div class="container">
  <h3>Collapsible Navbar</h3>
  <p>In this example, the navigation bar is hidden on small screens
and replaced by a button in the top right corner (try to re-size this
window).
  <p>Only when the button is clicked, the navigation bar will be

```

WebSiteName

### Collapsible Navbar

In this example, the navigation bar is hidden on small screens and replaced by a button in the top right corner (try to re-size this window).

Only when the button is clicked, the navigation bar will be displayed.

The screenshot shows a web browser window with the address bar containing 'Documents/home.html#'. The page has a navigation menu on the left with links: Home, Page 1, Page 2, Page 3, Sign Up, and Login. The main content area features a large grey hero unit with the title 'Tea and Trivia' and the text 'Easily build your page using the Bootstrap components from the Insert panel.' Below this is a blue button labeled 'Learn more'. A dashed grey line separates the hero unit from the rest of the page. Below the line, there is a text block: 'Click outside the blue container to select this row. Columns are always contained within a row. Rows are indicated by a dashed grey line and rounded corners.' At the bottom, there is a row of three items: a dark grey rectangle, a white card with the text 'Card title', and another dark grey rectangle.



Here is the page in a browser with the navbar I had practiced with.

[Navbar · Bootstrap \(getbootstrap.com\)](https://getbootstrap.com/docs/4.0/components/navbar/)

The screenshot shows the Bootstrap 4.0 documentation page for the navbar component. The page is displayed in a browser window with the URL <https://getbootstrap.com/docs/4.0/components/navbar/>. The page features a dark purple header with the Bootstrap logo and navigation links: Home, Documentation, Examples, Themes, Expo, Blog. The version is v4.0, and there is a Download button. A search bar is located in the top left. The main content area includes a list of sub-components: 

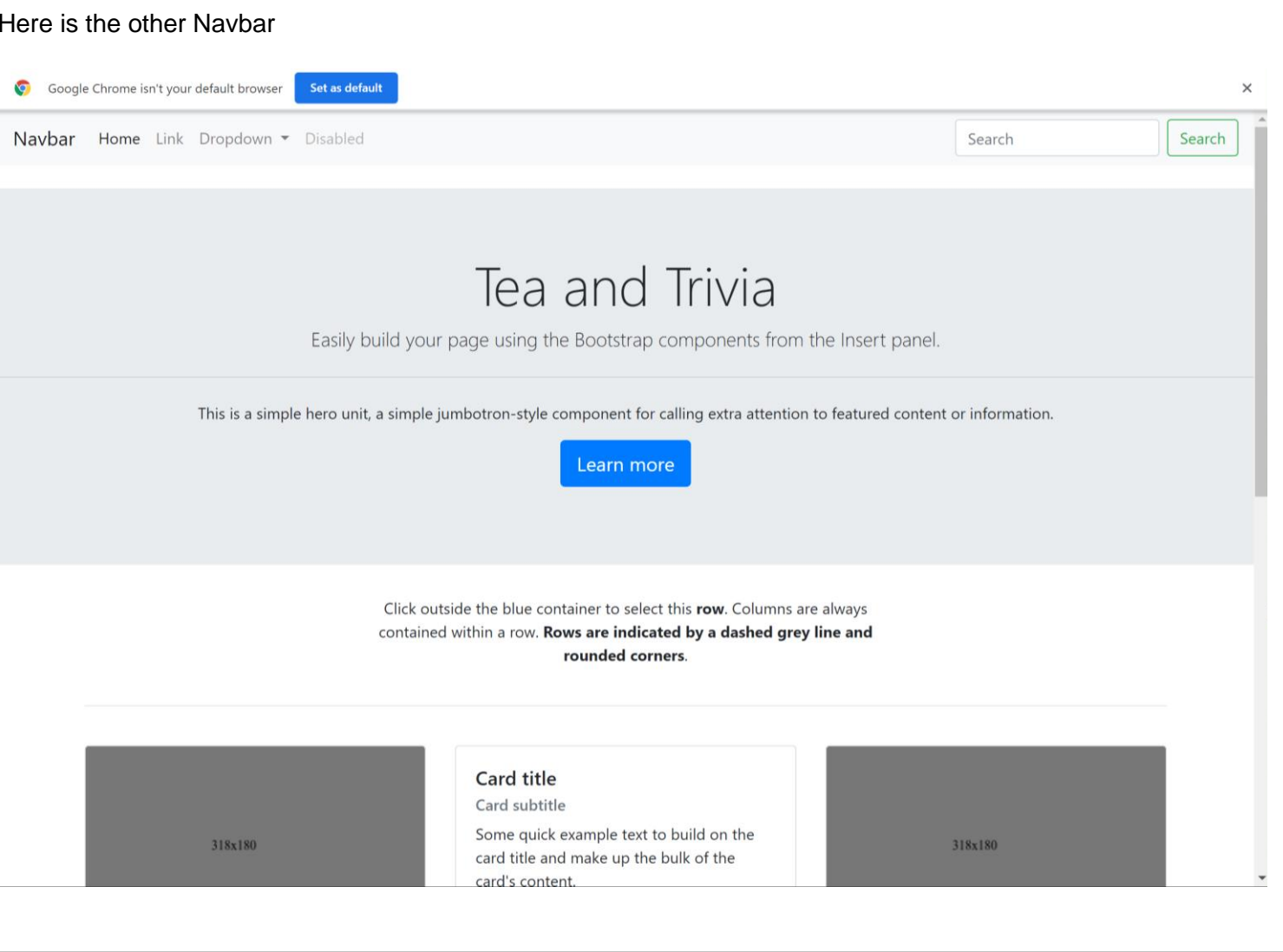
- `.navbar-text` for adding vertically centered strings of text.
- `.collapse.navbar-collapse` for grouping and hiding navbar contents by a parent breakpoint.

Below this is an example of a responsive light-themed navbar that automatically collapses at the `lg` (large) breakpoint. The example shows a navbar with the following structure: `Navbar`, `Home`, `Link`, `Dropdown`, `Disabled`, a search input, and a `Search` button. The code block below the example shows the HTML for the navbar: 

```
<nav class="navbar navbar-expand-lg navbar-light bg-light">
  <a class="navbar-brand" href="#">Navbar</a>
  <button class="navbar-toggler" type="button" data-toggle="collapse" data-target="#navbarSup"
    <span class="navbar-toggler-icon"></span>
</button>

<div class="collapse navbar-collapse" id="navbarSupportedContent">
  <ul class="navbar-nav mr-auto">
    <li class="nav-item active">
      <a class="nav-link" href="#">Home <span class="sr-only">(current)</span></a>
    </li>
    <li class="nav-item">
      <a class="nav-link" href="#">Link</a>
    </li>
    <li class="nav-item dropdown">
      <a class="nav-link dropdown-toggle" href="#" id="navbarDropdown" role="button" data-t
        Dropdown
      </a>
      <div class="dropdown-menu" aria-labelledby="navbarDropdown">
        <a class="dropdown-item" href="#">Action</a>
        <a class="dropdown-item" href="#">Another action</a>
        <div class="dropdown-divider"></div>
        <a class="dropdown-item" href="#">Something else here</a>
      </div>
    </li>
  </ul>
</div>
</nav>
```

Here is the other Navbar



The screenshot shows a web browser window with a Bootstrap navbar at the top. The navbar includes a search bar and a 'Search' button. Below the navbar is a hero section with a large heading 'Tea and Trivia' and a subheading 'Easily build your page using the Bootstrap components from the Insert panel.' A blue button labeled 'Learn more' is centered below the subheading. A dashed grey line separates the hero section from a row of three cards below. The middle card is highlighted with rounded corners and contains the text: 'Card title', 'Card subtitle', and 'Some quick example text to build on the card title and make up the bulk of the card's content.' The two side cards are grey rectangles with the text '318x180' centered inside them.

Google Chrome isn't your default browser [Set as default](#)

Navbar Home Link Dropdown Disabled Search Search

# Tea and Trivia

Easily build your page using the Bootstrap components from the Insert panel.

This is a simple hero unit, a simple jumbotron-style component for calling extra attention to featured content or information.

[Learn more](#)

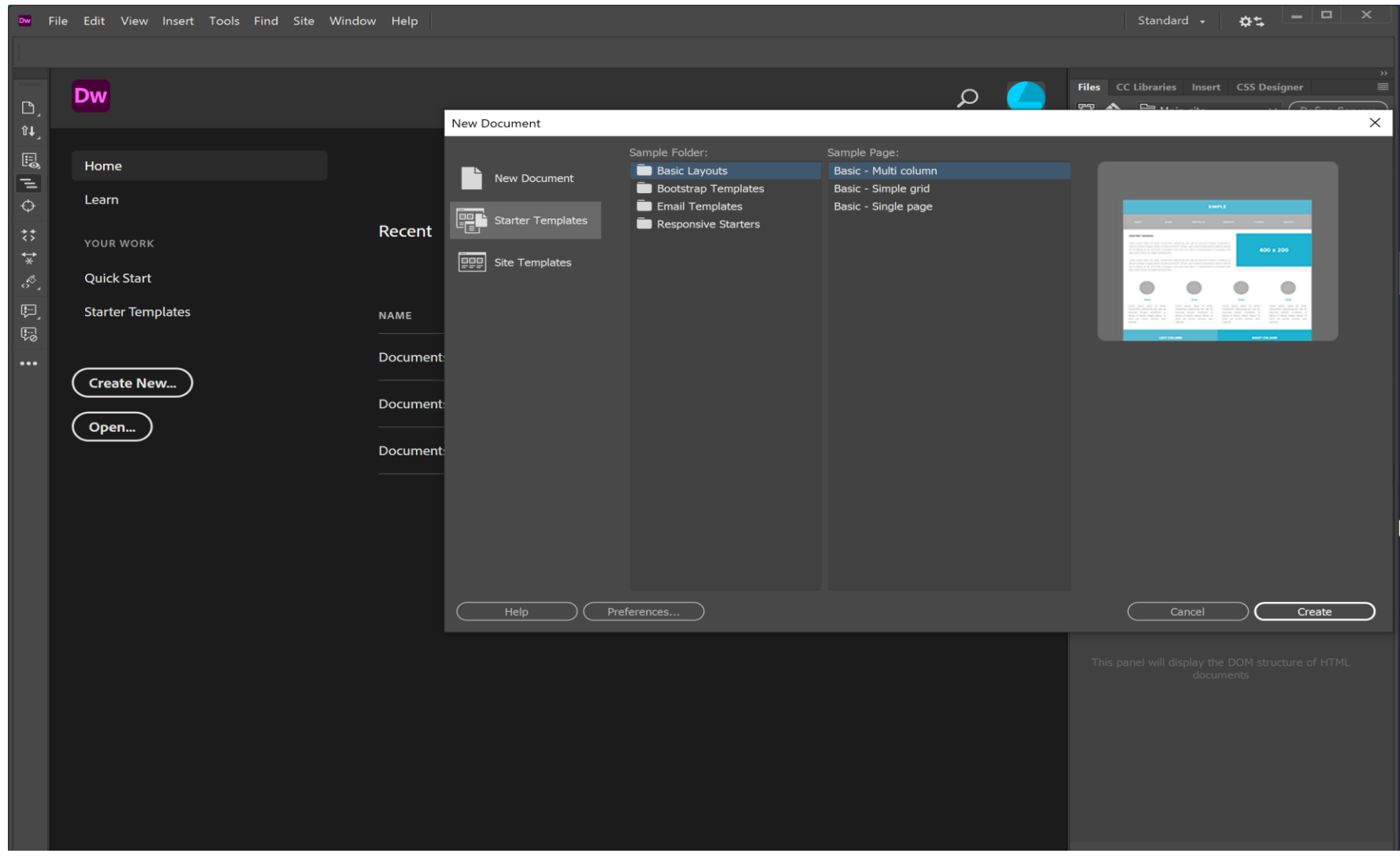
Click outside the blue container to select this **row**. Columns are always contained within a row. **Rows are indicated by a dashed grey line and rounded corners.**

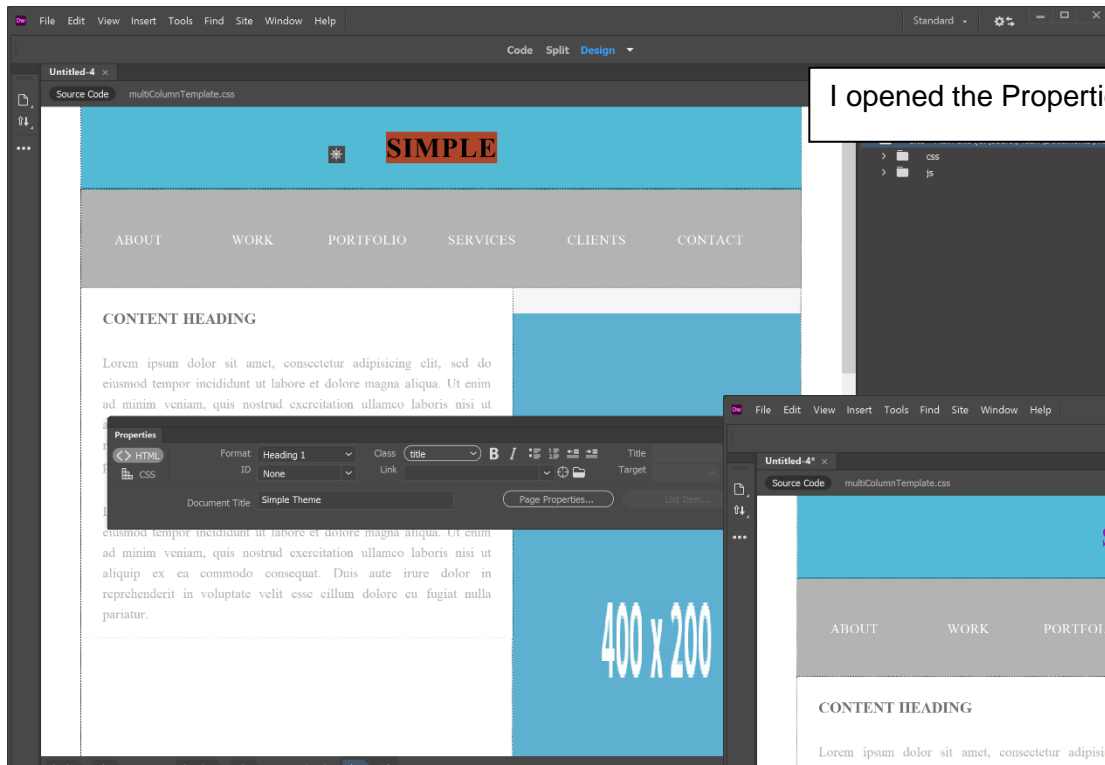
318x180

**Card title**  
Card subtitle  
Some quick example text to build on the card title and make up the bulk of the card's content.

318x180

My final website - I have defined my site which meant files are in the same place and have an appropriate file structure, I then created a new file using Dreamweaver basic template. I am going to replace all the material but it is a good way to start with a layout for the page based on what I found out by researching.

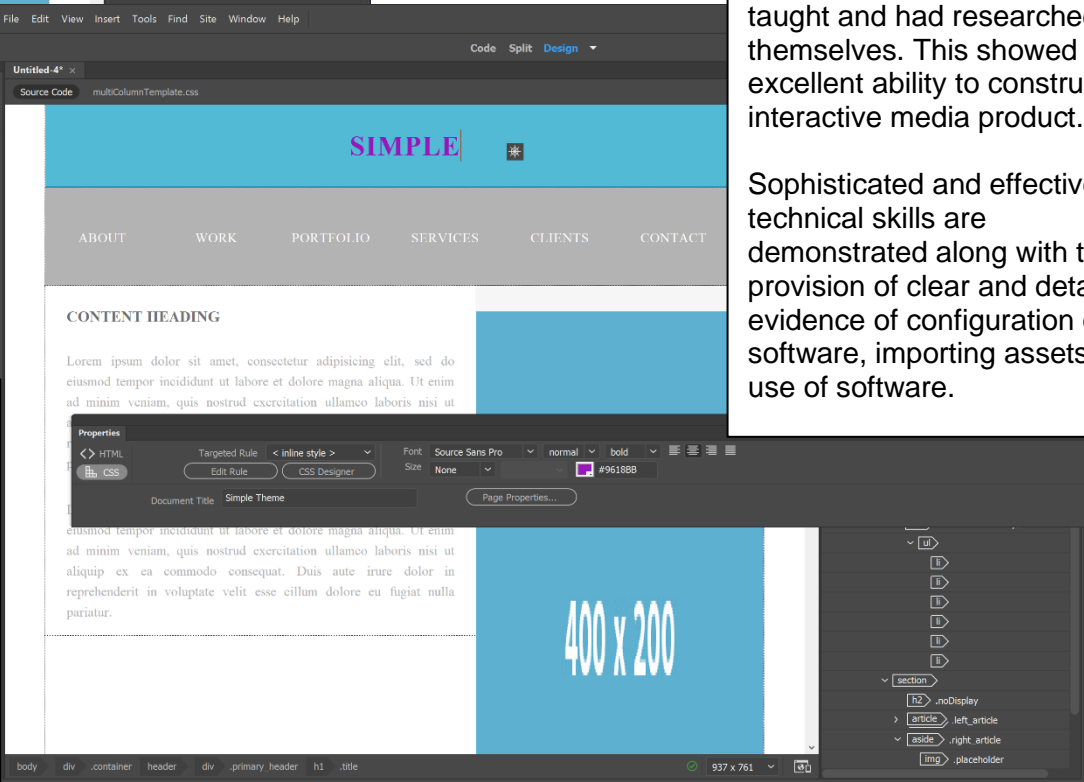




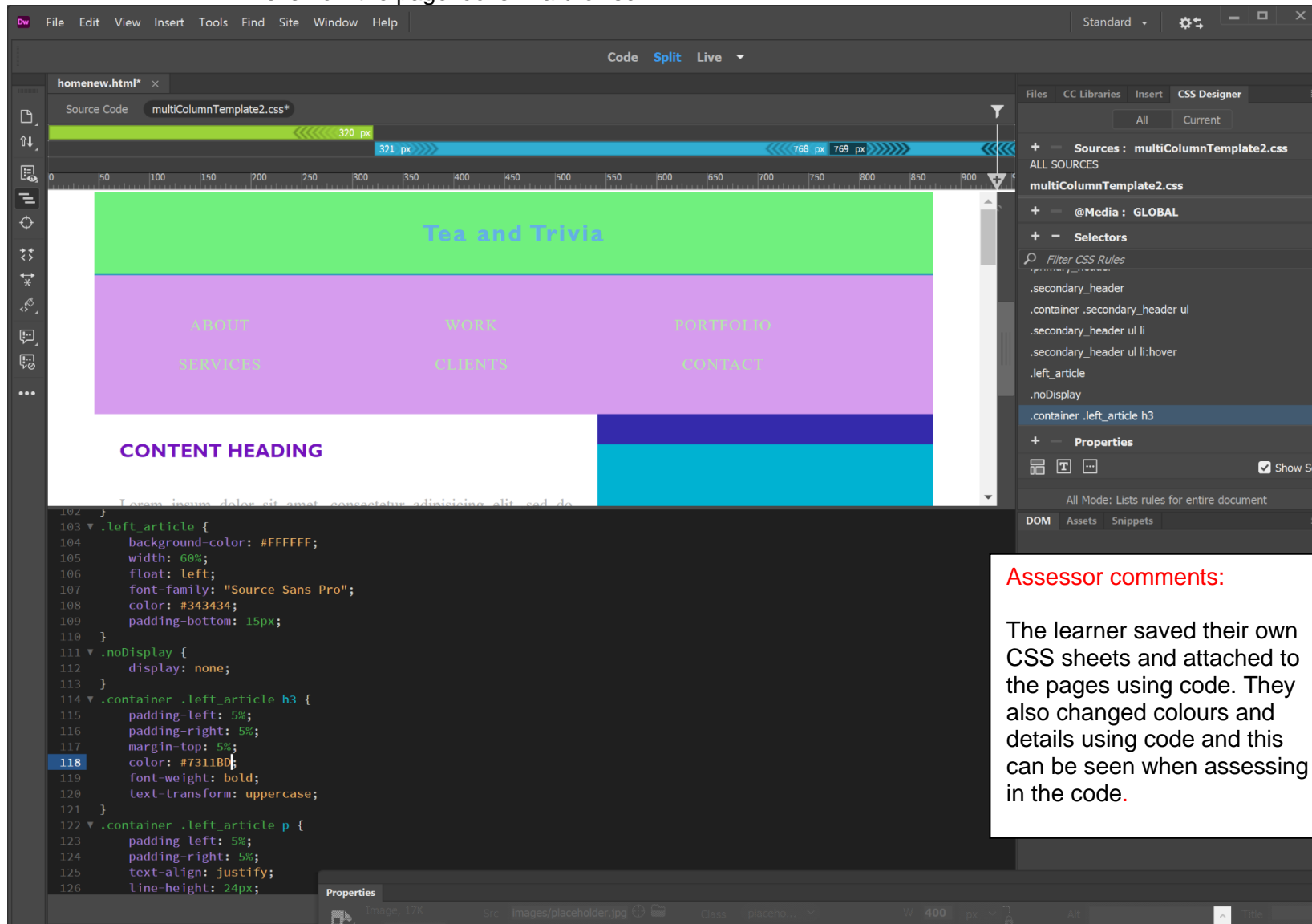
I opened the Properties section under Windows.

**Assessor comments:**  
The learner showed how they used what they had both been taught and had researched themselves. This showed an excellent ability to construct an interactive media product.  
Sophisticated and effective technical skills are demonstrated along with the provision of clear and detailed evidence of configuration of software, importing assets and use of software.

I opened the CSS template and made my changes that then had to be saved to work on the main document. I saved as another name, so it didn't affect the original template and then imported this new template to my page. I could then alter the pages so that they had what I wanted on them. I named this first page 'homenew' so that makes it the main page. I used the colour scheme I had planned and made sure the colours did not clash. (note the blue item at the bottom right is an image holder and will be replaced by an image). I changed the page name to index later but waited until I had decided on my final page.



This is how the page looks in a browser:



**Assessor comments:**

The learner saved their own CSS sheets and attached to the pages using code. They also changed colours and details using code and this can be seen when assessing in the code.

# Tea and Trivia

- ABOUT
- WORK
- PORTFOLIO
- SERVICES
- CLIENTS
- CONTACT

### CONTENT HEADING

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TITLE

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TITLE

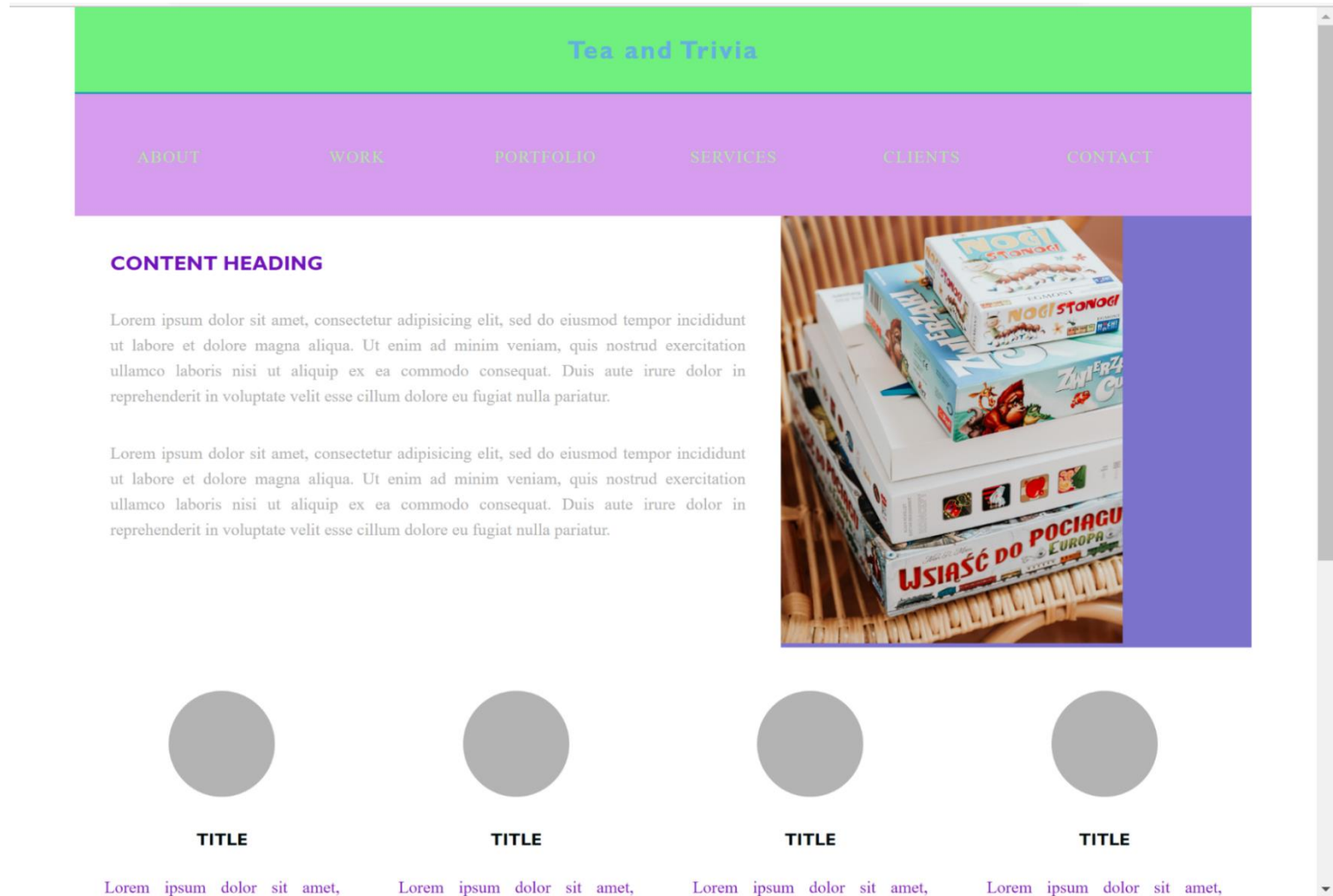
Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut

The screenshot displays the Adobe Dreamweaver interface. The main workspace shows a web page with a green header containing the text "Tea and Trivia". Below the header is a purple navigation bar with links: ABOUT, SERVICES, WORK, CLIENTS, PORTFOLIO, and CONTACT. The main content area features a section titled "CONTENT HEADING" followed by two paragraphs of Lorem ipsum text. To the right of the text is an image of a stack of colorful tea boxes, including one labeled "WSIASC DO POCIAGU EUROPA". The CSS Designer panel on the right shows the "Sources" list with "multiColumnTemplate2.css" selected. The "Selectors" list includes ".container", ".row", ".row.blockDisplay", ".column\_half", ".columns", ".row .columns p", and ".container .columns h4". The "Properties" panel shows "All Mode: Lists rules for entire document". The "DOM" panel shows the document structure, with the selected element being an tag within a 

with class ".row".

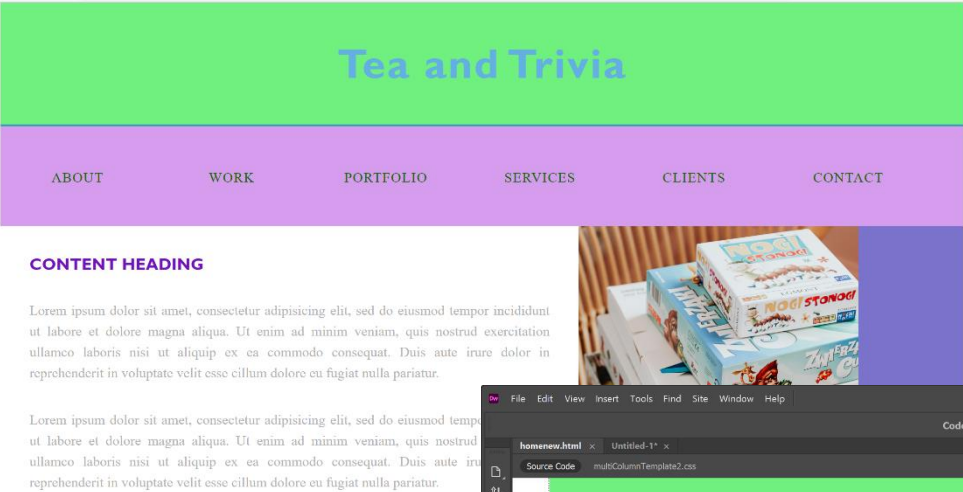
The text in the purple section is too light so I will be changing it. I read about white space and how it is important to add to any design, I think if the rest is colourful and has images it will still look good. The text column is the only bit that really needs to be a white background. The page overall should really be colourful font but white makes sense for my website as it is clearer and easier to read.

Link-  
<https://xd.adobe.com/ideas/principles/web-design/what-is-white-space-in-design/#:~:text=White%20space%2C%20also%20known%20as%20E2%80%9Cnegative%20space%2C%20E2%80%9D%20is,this%20space%20does%20not%20literally%20need%20to%20be%20white.>

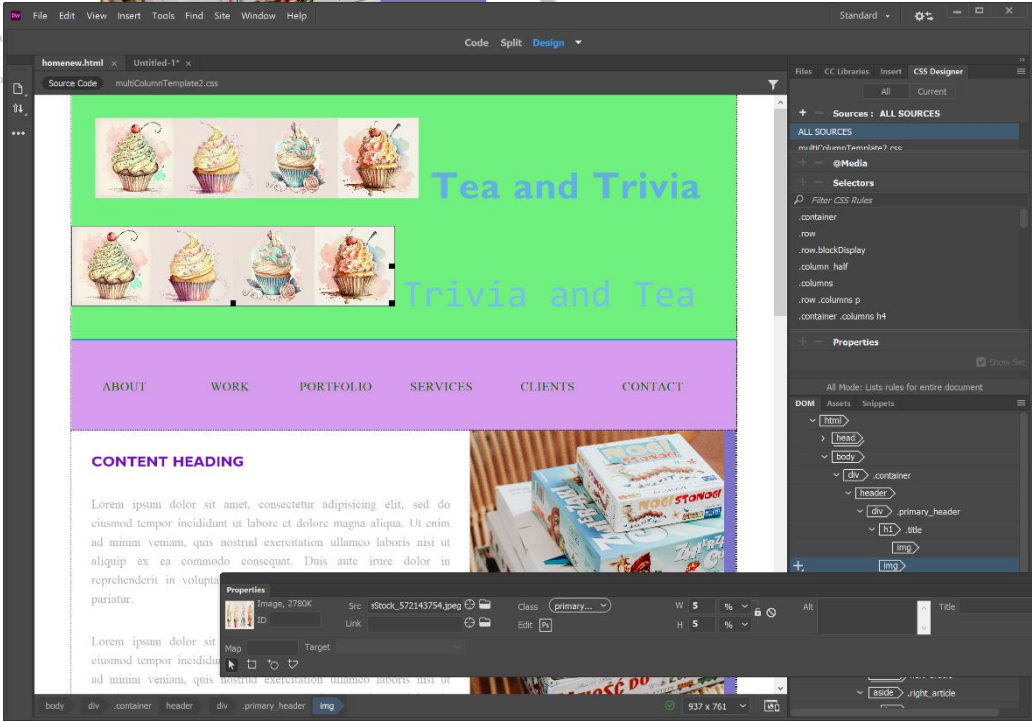


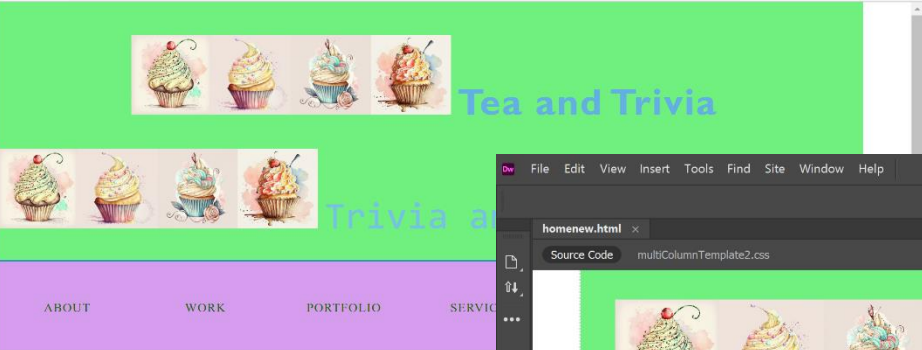






This looks much more professional while also having the homely feel of a café.

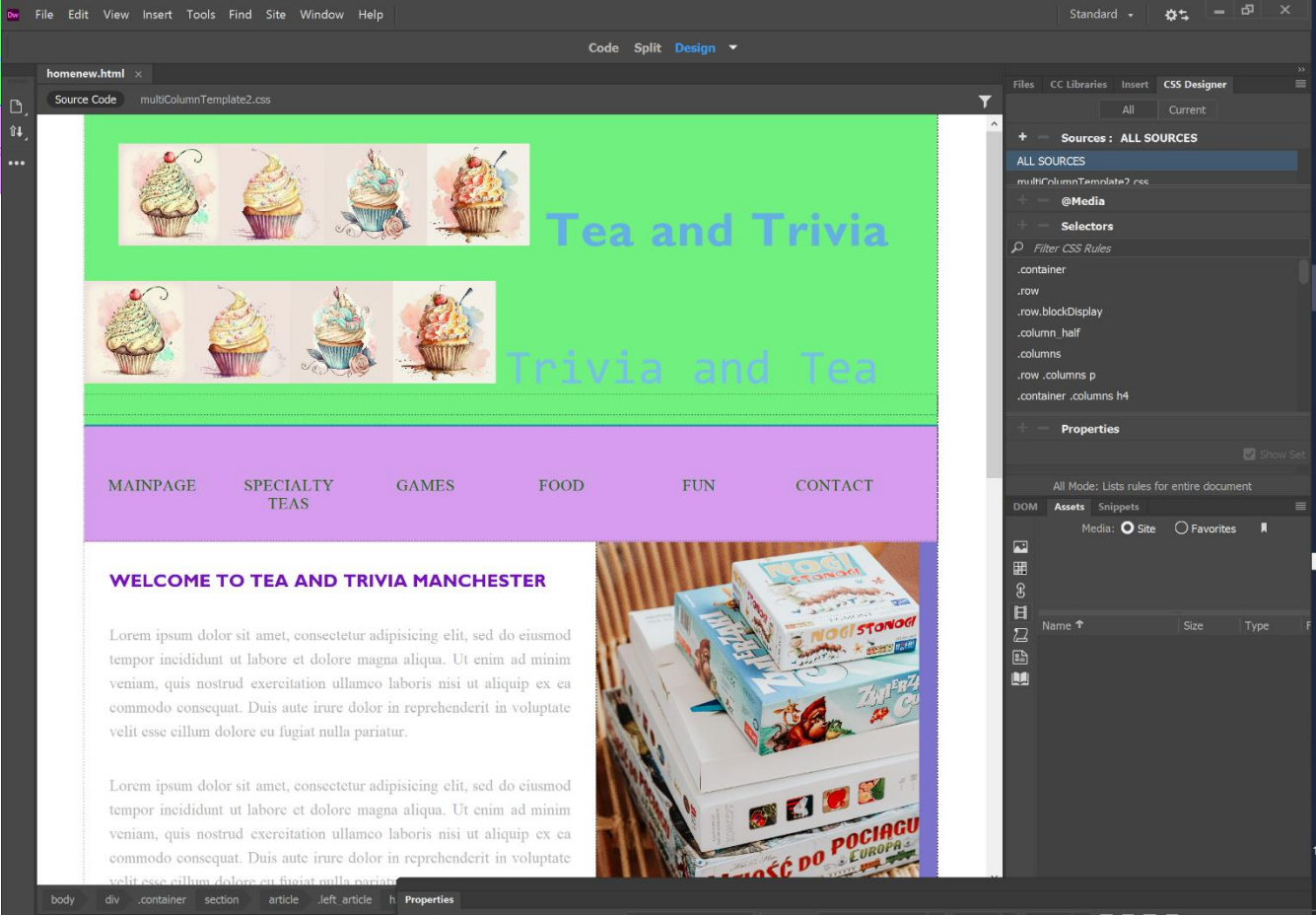


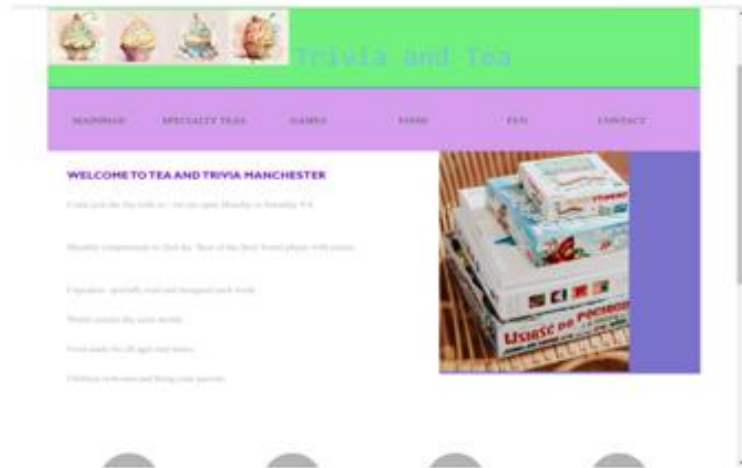


**CONTENT HEADING**

Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

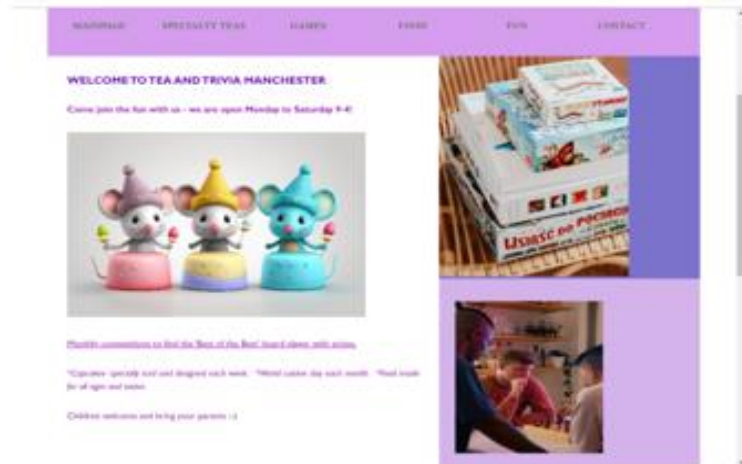




The font for the text needs to be brighter and larger. Need to add an animation. There will also be videos at the bottom of the page. Between the videos is a video of cupcakes moving.



Updated with purple for the Navbar so it matches the homepage well. This page is for adults so more text is appropriate.

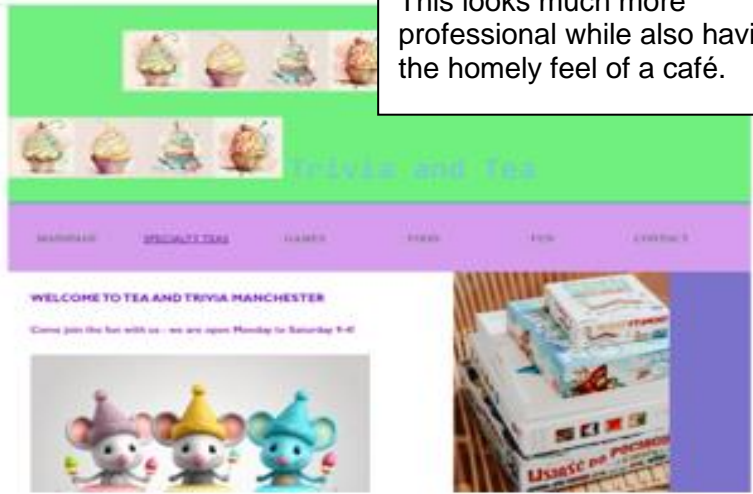


I had edited the picture on the bottom right in this image but preferred the original so this is the unedited version.



This was the best way to add the Nav Bar. It is a little cramped up. If I have time, I will look up how to correct this.

This looks much more professional while also having the homely feel of a café.



This is my first link when I was trying it out.

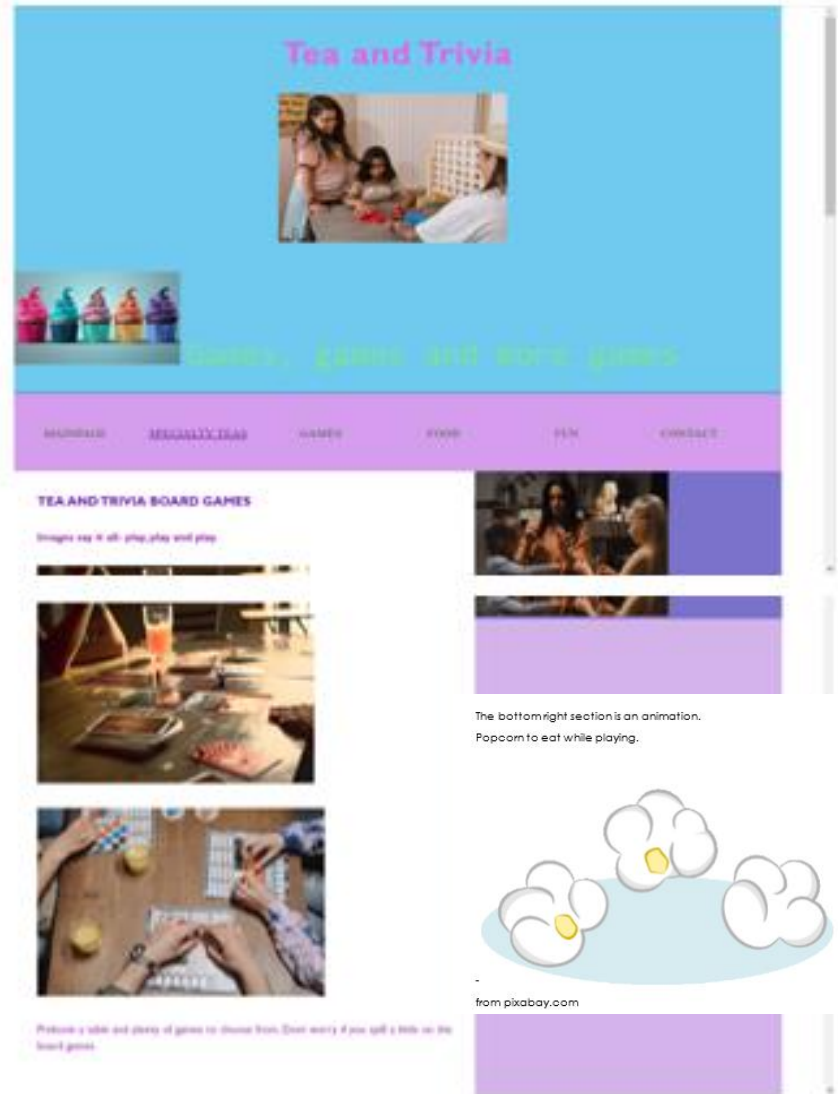
Other pages- The website shows more details, but I have included screenshots which show an overview of the pages.

**Assessor comments:**

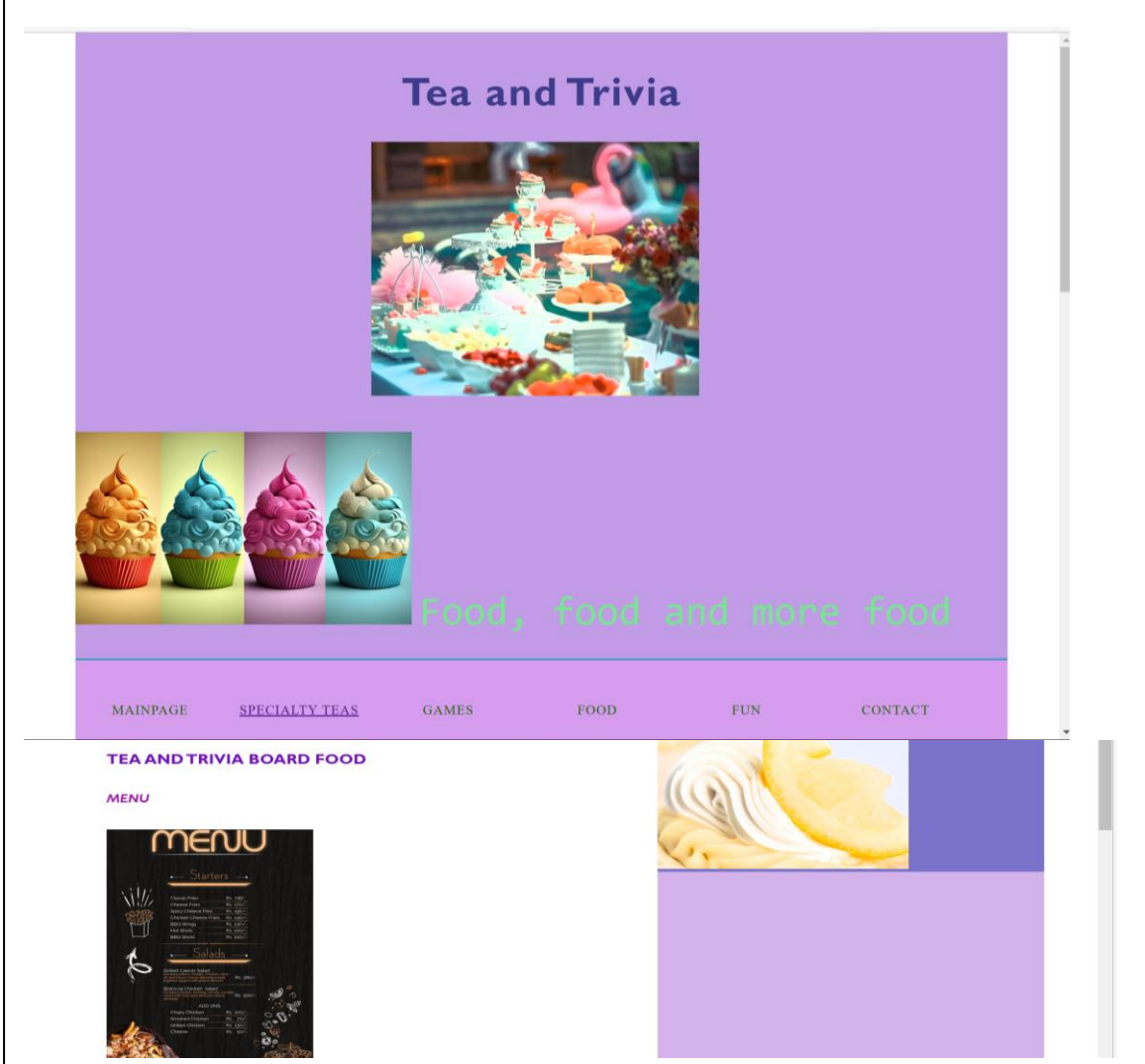
The website itself showed much more details and the animations and all of the videos worked. The screenshots were taken while testing the pages so do not show the full page but an idea of how the process worked. When marking the work an assessor would use the website itself for arriving at the marking band and marks.

The learner created versions of, and a final, fully working interactive media product with excellent functionality.

Page 3 - Games, games and more games. Shows a variety of board game and basic text on the page.



Page 4 – Food, food and more food. Cupcakes, cakes, sandwiches, on a 3 layered serving tray. This is for kids and parents, so need to be colourful and edible. I did not create my own menu. I got the menu from <https://www.restaurantmenu.pk/caf e-bistrovia/> and this would need to be replaced.



From Pixabay – food to go with the food page.

**Assessor comments:**

The learner added a place marker menu and this would be appropriate.

This page had other moving elements that did not show on the screenshot, including the animation above.

There was accessibility text that showed replacement text for images.

Page 5 - Fun, fun and more fun

Info: Quiz...

Choose the correct words from the list below and write them under the correct pictures

- bread
- rice
- fish
- soup
- chicken

- meat
- salad
- spaghetti
- pizza
- fries

- onion rings
- water
- sandwich
- hamburger
- taco

- hotdog
- orange juice
- shrimp
- sushi
- kebab



Something like this but with purple background and more of a quiz, like snakes and ladders and not copyright. Link -

[https://www.printablee.com/post\\_printable-food-trivia-questions\\_200791/](https://www.printablee.com/post_printable-food-trivia-questions_200791/)

I have included the example quiz but will write my own if I have time as I couldn't find a one that is perfect and that I'm allowed to use.

Images on page are cutesy - for boys and girls 7-12. Quiz is downloadable as print in pdf but shows as image on site. Wanted animations but they didn't work. If had more time would research how to include these.

Board Game Player of the Month Page



This was image from MS Word, it had no reference to add.

Page from browser - The images in the header are centred in design but go left in the browser. This is something I will look at if I have time.



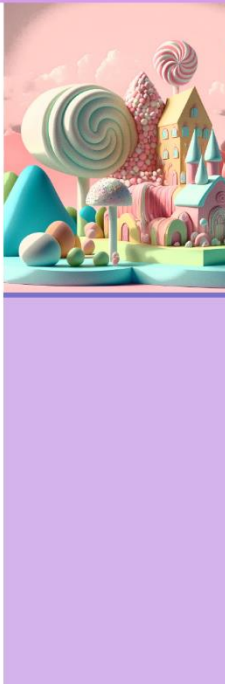
TEA AND TRIVIA FUN TIME

Quiz- from <https://www.printablee.com>



Monthly Board Games of the Month Winner!

JOE BLOGGS

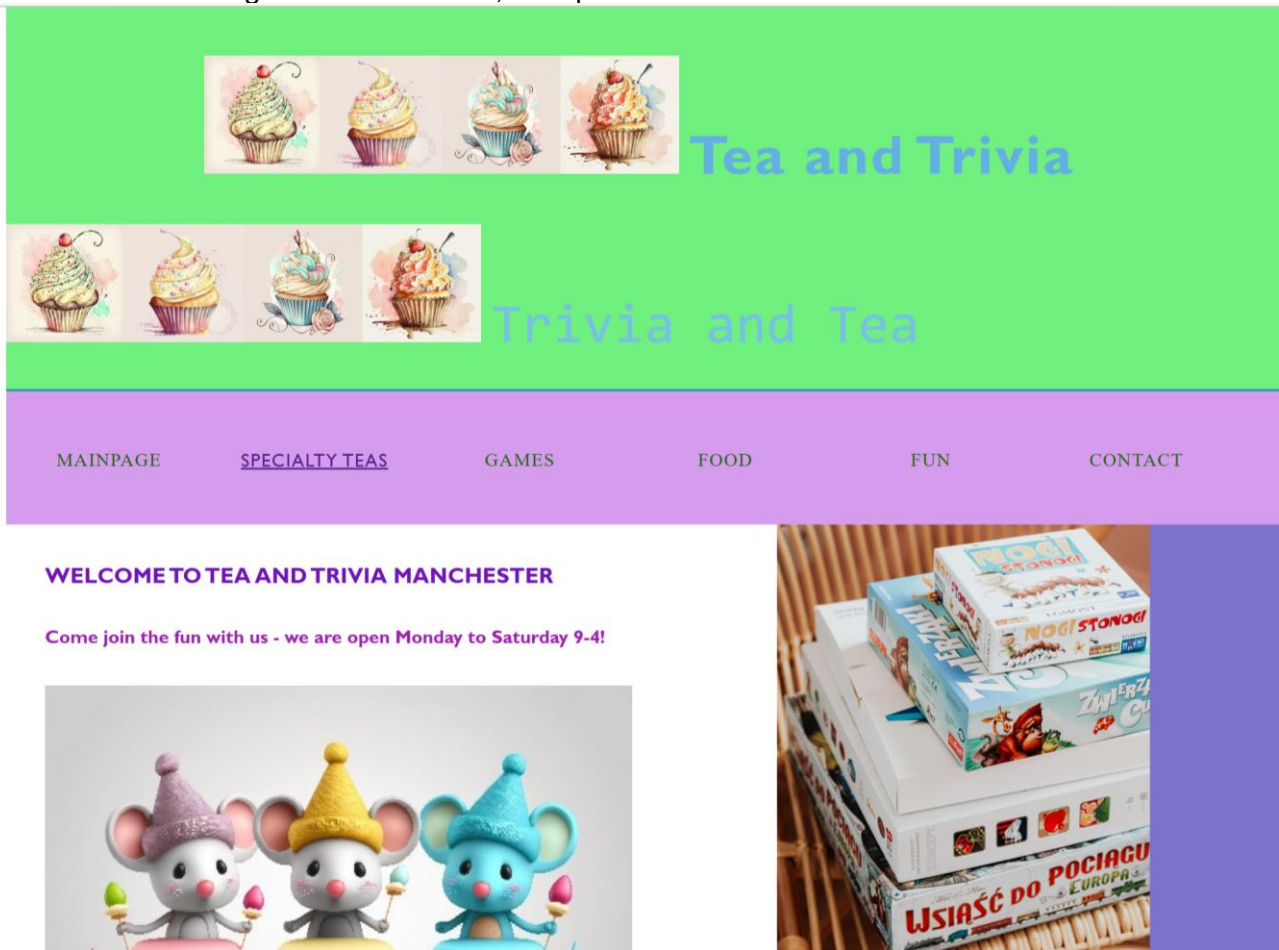


The bottom right section is an animation from Pixabay.

This pizza image looks almost mathematical to go with the quiz and 'Fun' page.



Page 6 - Contact Us Page. To book a table, ask questions etc.



I then completed all the links to each other and the other pages. The website is available in the work folder\*

\*Not included in the sample work but for assessment purposes taken that the website worked with all links.

**Assessor comments:**

It is important to remember that the making band was based on the working website, the use of code and CSS sheets. Several screenshots were removed such as ones showing setting site and linked to the website as the identity of the learner was in the images. The images give an example of what evidence would be expected in the log alongside the website work itself.

The assessment decision here is based on marking the website, looking at all the images and the code itself. Based on this the learner achieved Band 4. The learner showed an effective use of software and ability to add coding as well as assets. A few minor errors based on extra coding from the learner showed the learner was working at a high level and so while corrections could be made later (which they noted), the learner was working at an appropriate level.

The final site was named appropriately and tested in a number of browsers. Which showed product testing is fully appropriate, highly detailed and comprehensive. The final product is named and exported entirely appropriately.

Task 6: summative evaluation of the product

**Evidence**

- your evaluation.

Your evidence must be provided in any **one** of the following formats:

- written responses
- video with commentary.

I chose to use Adobe Dreamweaver - there were pros and cons. If I had used Wix then it would have been much quicker, no coding and much easier. With Dreamweaver I had more control and could choose what I wanted - from colours to layout. I was limited with how much I could code as it needs a certain level of coding but understood enough to change colours in the code and to add a nav bar in a page without one (though it was a bit cramped and think this was due to the column) as I had looked into this and knew how to copy the code and where to put it. I think with the time I had I did a very good job and one of the key things is that with more time I could look up the code and complete more tutorials in Dreamweaver. 5 hours is not much time though and I believe my time management was generally very good except I spent too much time on my main home page but when I realised this I made sure I kept to time for my other pages. I was able to create a stylesheet though which I then used on my other pages and feel this was a very good achievement and skill. I chose the colour scheme I wanted and font which were accessible and very readable.

Compared to the wireframes my final pages were very similar and changes were only, for example, adding or removing an image or video if it looked better in the final layout. I wasn't able to complete a contacts page as I wanted it, as it would need coding I didn't know how. The other pages were as I planned and looked attractive and I believe would persuade customers to want to visit the café.

I noted in my log what I wanted to correct if I had more time. I did not have that time but showed I understand where there were things that were not as good as I would have liked. For example the title for page 5. The design in Dreamweaver showed it was centred images but the browser kept going to the left. I made the decision that it was better to focus the time on all the site and not get over focused on one page or issue. It would have been silly to not complete most and only fix a single issue.

**Assessor comments:**

The learner showed an extremely thoughtful and honest evaluation. Which did not hide from flaws but suggested ways to improve, not simply making excuses. This showed an excellent evaluation and demonstration of the essential technical skills, processes, tools and techniques used to create their interactive media product, and the success of the final interactive media product in relation to the client brief that is comprehensive and highly detailed and highly relevant.

The learner considered the brief and whether it achieved what it was made for and where they would want extra time to develop their work and correct a mistake. This evaluation showed the success of the functionality, accessibility for the target audience, aesthetics and usability in a highly detailed and thoughtful way.

While it took time I feel my experimentation was worth it as it gave me two pieces of key information - 1) that I didn't want to use bootstrap without more lessons on it and 2) how the code for the nav bar worked. I would have liked more classes on Dreamweaver but the level I want to be would need more time than could be given in class. I am going to look online. The ww3 website for schools looks good and I want to further my skills as I think I might want to do websites as a career. I know this was a project with limited time and I completed a good project based on this but still keep thinking what I could now do. My teacher has said for other work that I need to look forward and not get caught up with a finished project eg take what I can forward and not get fixed in the past. I think she's right so here goes - I can take the positives that I can plan and complete a project. That I can change things where possible but also realise where things need to wait due to time. That I can realise where I made a mistake such as too much time on page 1 and solve the issue not simply panic. It has given me confidence that I have skills and that I can choose the path which is best for the project not which is easier.

I liked taking my own images and was lucky that there was a cooking special happening with guest experts so I could photograph bakery items that were professional looking. If I could not I might have asked a local bakery if I could photograph their products and give the images back in return. I didn't get a consent form as I didn't see the cooks themselves and was at school but would have if I had gone to a bakery business.

I think the colour theory was very good idea as I followed what I found out and it worked. I didn't know how important colours were until then. It's made me think about how I use colour in other work and everyday life.

I wanted to make the website accessible and planned to add alternate text but did not have time. I did make sure the font was sans serif and readable and did not use red as found out this is a bad colour to use. I would research more into accessible websites and make sure I included as much as I could if I had more time to work on this project but was limited by time as I realised when creating that knowing what you want is not the same as being able to achieve it. I had to understand my limits re coding as I am not a professional and had limits of time as well.

I think I achieved the target audience well as it is made for young children 7-12 and adults. I included colours and images as well as a quiz to appeal to children and information and a special tea page for their parents. I chose where the café would be and added a variety of assets, sources and created images and videos. I would look more into plugins for videos in the future as though it worked, it sometimes got stuck during playing. The animations would not work sometimes and were fine others. They were basic gifs and I don't know why but it is something I will look up for future websites.

**Assessor comments:**

The learner understood where their limits were and knew they could only do so much with time and knowledge but realised they could also get too focused on issues. The evaluation suggests thoughtful and creative ways to improve the interactive media product.

The learner went through each element of the project and showed a highly detailed evaluation for task 6 which achieved Band 4.

The quiz is not a pdf but I only placed to give an example as I couldn't find a quiz I felt was appropriate. I would create my own quiz with more time. I feel the links in the tea page are good as they reference the information and so show I am not claiming I wrote it unlike the other pages where I wrote the text. But I think I should have created links that open in a new page, so 2 pages at once, as it meant that the user would have to keep going backwards to my site. I only realised this at the end when I tested the links to make sure they all worked which they did and that everything played.