

1.3 EXCHANGING DATA · 1.3.4

HTML & CSS — Mark scheme

30 marks · spec 1.3.4(a)

AO key: AO1 = knowledge & understanding · AO2 = application. Accept any valid alternative syntax; allow minor spelling slips in code if intent is clear. Do not award the same point twice.

Q	ANSWER	AO	MARKS
1(a)	HTML defines the structure/content of the page (1); CSS defines the appearance/style (1). (2)	AO1	2
1(b)	<code></code> and <code></code> present (1); three <code>...</code> items (1); correct content Gold/Silver/Bronze (1). e.g. <code>GoldSilverBronze</code> (3)	AO2	3
1(c)	<code></code> (accept with alt attribute). (1)	AO2	1

Q	ANSWER	AO	MARKS
2(a)	Correct selector + braces <code>h2 { }</code> (1); <code>color darkred</code> (1); <code>font-size: 20px;</code> and <code>text-align: center;</code> (1). e.g. <code>h2 { color: darkred; font-size: 20px; text-align: center; }</code> (3)	AO2	3
2(b)	<code><link rel="stylesheet" (1); href="main.css"></code> (1). e.g. <code><link rel="stylesheet" type="text/css" href="main.css"></code> (2)	AO2	2
2(c)	One file styles every page (1) so it can be changed once for site-wide consistency / keeps HTML uncluttered (1). (2)	AO1	2

Q	ANSWER	AO	MARKS
3(a)	An id is unique to one element (1); a class can be applied to many elements (1). (2)	AO1	2
3(b)	<code>#menu</code> (1)	AO2	1
3(c)	<code>.warning</code> (1)	AO2	1

Q	ANSWER	AO	MARKS
4(a)	The list items must be wrapped in a <code></code> (or <code></code>) element (1); opening before the first <code></code> and closing <code></code> after the last (1). (2)	AO2	2
4(b)	Any one: the <code><p></code> is not closed (<code></p></code> missing) · no <code><html>/<head></code> structure shown. (1)	AO2	1
4(c)	CSS. (1)	AO1	1

Q	LEVELS-OF-RESPONSE MARK SCHEME	AO	MARKS										
5	Mark using the levels descriptors below. AO1 (knowledge of HTML/CSS roles), AO2 (application to building/maintaining the site). <table><tr><th>LEVEL</th><th>DESCRIPTOR</th></tr><tr><td>Level 3 (7–9)</td><td>Accurately explains the role of HTML and CSS and the importance of each, clearly applied to building and maintaining the multi-page site, including how storing CSS externally affects maintenance. Well structured.</td></tr><tr><td>Level 2 (4–6)</td><td>Describes HTML and CSS roles with some application to the site and partial discussion of maintenance.</td></tr><tr><td>Level 1 (1–3)</td><td>Basic points about HTML and/or CSS with little application or development.</td></tr><tr><td>0</td><td>Nothing creditworthy.</td></tr></table> Indicative content (credit any valid point): • HTML structures the content of each page — headings, paragraphs, lists, links, images. • CSS styles the appearance — colours, fonts, layout — separating presentation from content. • An external stylesheet linked to every page gives a consistent look across the multi-page site. • Storing CSS externally means a single edit restyles the whole site, making maintenance far easier than editing each page. • (JavaScript could be mentioned for interactivity, but the focus is HTML and CSS.)	LEVEL	DESCRIPTOR	Level 3 (7–9)	Accurately explains the role of HTML and CSS and the importance of each, clearly applied to building and maintaining the multi-page site, including how storing CSS externally affects maintenance. Well structured.	Level 2 (4–6)	Describes HTML and CSS roles with some application to the site and partial discussion of maintenance.	Level 1 (1–3)	Basic points about HTML and/or CSS with little application or development.	0	Nothing creditworthy.	AO1 ×4 AO2 ×5	9
LEVEL	DESCRIPTOR												
Level 3 (7–9)	Accurately explains the role of HTML and CSS and the importance of each, clearly applied to building and maintaining the multi-page site, including how storing CSS externally affects maintenance. Well structured.												
Level 2 (4–6)	Describes HTML and CSS roles with some application to the site and partial discussion of maintenance.												
Level 1 (1–3)	Basic points about HTML and/or CSS with little application or development.												
0	Nothing creditworthy.												

Total for paper: 30 marks