Task

You have been tasked with constructing Learning Stations on the basic operating system commands for the Linux platform. The shape of your Learning Stations is solving a number of problems on Bandit at OverTheWire (OTW).

## Your learning station must include at the minimum:

* Evidence that you have solved up to bandit 10 for year 11 students and 15 for year 12 students who’ve done the previous 10 before 😊
* Material for learning stations that covers at least 5 from the following commands:
  + file
  + find
  + du
  + grep
  + sort
  + uniq
  + strings
  + base64
* Note, you are not writing man articles on the commands. Rather you are teaching someone how to solve a bandit problem that may require multiple commands.

## Learning Stations

What is a learning station? In education Learning Stations are points of interest in a classroom that provides learners the opportunity to step through a problem, teaching them to identify the different steps and highlighting how to solve them.

Our version of Learning Stations will consists of [markdown documents](https://www.markdownguide.org/cheat-sheet/). Markdown Documents are similar to web pages but come with a very lightweight formatting guide. Check the cheat sheet above or the style guide below for more information.

Use the template markdown provided with this assignment to help frame your work. Also, look at the cookbook articles on our GitHub for examples of how things have been broken down.

In essence, you must provide a

* Introduction to the problem being solved
* An explanation of the solution
* An explanation of the different commands and how they work
* (extension) An analysis/evaluation/comparison of different commands that may also solve the problem.

# OverTheWire

OverTheWire (OTW) is a CTF lite training tool to help people new to Linux Administration to learn basic and useful tools.

<https://overthewire.org/wargames/bandit/bandit0.html>

Each level sets the goals required for completing the level including some valuable commands.

Text

Description automatically generated

You will see that they suggest commands that you may need to solve this level. In this case, it is ssh. How can we use this?

Open terminator and in the prompt type man ssh

If you can’t use man for some reason, you could search for it on google:

<https://linux.die.net/man/1/ssh>

Learning how to read man files is an important skill. However, don’t be afraid to supplement your knowledge by abusing google.

## Submission Guide

### Learning tasks

At the minimum:

* A specification document
* Feel free to add anything else you want

### Learning deliverables

* A short description of your project.
* A description of the indented audience and use
* Sketches/Process diagramming
* Story Cards

## Rubric

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Knowledge, Comprehension & Application** |  |  |  |  |  |
| **CRITERIA** | **EXPECTATIONS** | **POSS** | **STUDENT** | **GIVEN** | **MULTI** | **TOTAL** |
| **Bandit Levels** | You have provided **appropriate evidence of completing Bandit levels** on OverTheWire.  Students doing Networking for the first time:   * Bandit 0 * Bandit 1 – 5 * Bandit 6 – 10   Students doing Networking for the second time:   * Bandit 0 – 5 * Bandit 6 – 10 * Bandit 11 - 15   Evidence for knowledge, comprehension, and application may include:   * **Knowledge**: Your evidence highlights that you recall and list relevant terms in your learning. It may tell a story to the reader (the teacher) or state the conditions of your learning. * **Comprehension**: Your evidence highlights that you can identify critical aspects of your learning or explain what you've done to the author. * **Application**: It is clear from your evidence that you constructed a complete submission | 2  2  2 | \_\_/2  \_\_/2  \_\_/2 | \_\_/2  \_\_/2  \_\_/2 | A x2  T x 1 | \_\_/ 6  \_\_/12 |
| **Learning Stations**  (individual) | You have **submitted 3 learning stations** in **markdown format**. Your learning stations **appear to adequately explain how to solve the problems** using known tools and techniques.   * Modelling/prototyping of how your system will be put together * Modelling/prototype of how your system will be used * Modelling/prototyping which provides a high-level overview of your system   Evidence for knowledge, comprehension, and application may include:   * **Knowledge**: Your evidence highlights that you recall and list relevant terms in your learning. It may tell a story to the reader (the teacher) or state the conditions of your learning. * **Comprehension**: Your evidence highlights that you can identify critical aspects of your learning or explain what you've done to the author. * **Application**: It is clear from your evidence that you constructed a complete submission   e  Note: the assessor may use their discretion to source other evidence from this assessment to judge the activity if required. | 2  2  2 | \_\_/2  \_\_/2  \_\_/2 | \_\_/2  \_\_/2  \_\_/2 | A x2  T x1 | A \_\_/ 12 T \_\_/ 6 |
| **OS commands** | You have submitted evidence that you address at least 5 Linux commands in the problems that you have solved.  Evidence for knowledge, comprehension, and application may include:   * **Knowledge**: Your evidence highlights that you recall and list relevant terms in your learning. It may tell a story to the reader (the teacher) or state the conditions of your learning. * **Comprehension**: Your evidence highlights that you can identify critical aspects of your learning or explain what you've done to the author.   **Application**: It is clear from your evidence that you constructed a complete submission | 2 | \_\_/ 2 | \_\_/ 2 | A x2  T x1 | \_\_/4  \_\_/2 |
|  | **Analysis, Synthesis & Evaluation** |  | | **SUB TOTAL** | | **A \_ / 28**  **T \_ / 24** |
| **Learning Station A** | You have submitted evidence of learning station on a Bandit problem on OverTheWire.  The evidence highlights your ability to communicate and explain to people with a growing understanding of technology.  The written material highlights your understanding of the underlying technology.  Each of your questions will be marked against the following aspects of your ability to:   * your understanding of technology concepts and principles and how it relates to projects * your ability to communicate ideas appropriately in the selected medium   Evidence for higher-order learning may include:   * **Analysis**: Your evidence shows a reasoned understanding of what you did and why. For example, you may have explained how you did X, Y, and Z, but you continue to explain why you did them the way you did. * **Evaluative**: your evidence makes a judgement of something or between multiple things. This judgement may be the value of one thing over another or highlighting the significant differences between two things. * **Transferal**: your evidence highlights when you apply information, strategies, or skills that you have learnt to a new situation or context.   Note: the assessor may use their discretion to source other evidence from this assessment to judge the activity if required. | 4  4 | \_\_/4 \_\_/4 | \_\_/4 \_\_/4 | - | \_\_/ 8 |
| **Learning Station B** | You have submitted evidence of learning station on a Bandit problem on OverTheWire.  The evidence highlights your ability to communicate and explain to people with a growing understanding of technology.  The written material highlights your understanding of the underlying technology.  Each of your questions will be marked against the following aspects of your ability to:   * your understanding of technology concepts and principles and how it relates to projects * your ability to communicate ideas appropriately in the selected medium   Evidence for higher-order learning may include:   * **Analysis**: Your evidence shows a reasoned understanding of what you did and why. For example, you may have explained how you did X, Y, and Z, but you continue to explain why you did them the way you did. * **Evaluative**: your evidence makes a judgement of something or between multiple things. This judgement may be the value of one thing over another or highlighting the significant differences between two things. * **Transferal**: your evidence highlights when you apply information, strategies, or skills that you have learnt to a new situation or context.   Note: the assessor may use their discretion to source other evidence from this assessment to judge the activity if required. | 4  4 | \_\_/4 \_\_/4 | \_\_/4 \_\_/4 | - | \_\_/ 8 |
| **Learning Station C** | You have submitted evidence of learning station on a Bandit problem on OverTheWire.  The evidence highlights your ability to communicate and explain to people with a growing understanding of technology.  The written material highlights your understanding of the underlying technology.  Each of your questions will be marked against the following aspects of your ability to:   * your understanding of technology concepts and principles and how it relates to projects * your ability to communicate ideas appropriately in the selected medium   Evidence for higher-order learning may include:   * **Analysis**: Your evidence shows a reasoned understanding of what you did and why. For example, you may have explained how you did X, Y, and Z, but you continue to explain why you did them the way you did. * **Evaluative**: your evidence makes a judgement of something or between multiple things. This judgement may be the value of one thing over another or highlighting the significant differences between two things. * **Transferal**: your evidence highlights when you apply information, strategies, or skills that you have learnt to a new situation or context.   Note: the assessor may use their discretion to source other evidence from this assessment to judge the activity if required. | 4  4 | \_\_/4 \_\_/4 | \_\_/4 \_\_/4 | - | \_\_/ 8 |
|  | **Submission Guidelines** |  | | **SUB TOTAL** | | **\_\_/24** |
| **Quality of Submission** | **Assessment submission is ordered** and has a definite pattern to its construction. **The reader is not confused about the content in any given section and can follow the submission flow** easily. | 4 | \_\_/4 | \_\_/4 | X1 | \_\_ / 4 |
| **Formatting** | **Students have** **followed the formatting instructions,** including any provided templates and guides **or have created their own** legible formatting guide **and applied it constantly**. | 2 | \_\_/2 | \_\_/2 | - | \_\_ / 2 |
|  |  |  | | **SUB TOTAL** | | **\_\_ /6** |
|  | DAYS LATE \_\_\_/7 = \_\_\_% |  |  | **FINAL** | | **A \_\_/XX T \_\_/XX** |

## Rubric sections

##### Section 1: Knowledge Comprehension and Application

This section of the rubric consists of the required elements of the assignment. Students should take special care to include ALL these elements as they are often extended in the following sections

##### Section 2: Analysis, Synthesis, and Evaluation.

This section will evaluate your ability to include critical thinking and justification elements into your work. Often the requirements for extension are not explicitly given, so it will be up to you to decide how best to demonstrate what you have learned beyond the required unit goals and curriculum. Items such as 3D models, pictures, drawings, diagrammatic responses, notes, evidence of problem-solving, advanced programming concepts, elegant responses, media, etc., are all available options.

##### Section 3: Submission Guidelines

Students are expected to provide a submission that fulfils the requirements listed in style guides while also submitting at an appropriate quality. Be aware that points in this section could be 2- or 4-point items. Treat them accordingly.

## Submission

All submission items should be stored in an appropriate format. For example, code must be stored in a programmatical format so it can be evaluated (**images of code or code copied and pasted into a document may not be marked**)

Evidence of working material must be recorded where appropriate. For example, to show how your robot meets a requirement, you must submit a recording of it completing that requirement. Similarly, if you need to show how your program can download a file from the internet and crack a password, you must submit a recording of it doing that.

Ask the teacher if you are unsure if an element needs to be recorded**.**

All materials must be submitted to Google Classroom.

Students are responsible for keeping backups/master copies.

## **Scoring Notes**

Formatting for all typed/written assessments should be as follows:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Google Doc** | 11-12 Pt | 1.15-1.5 Line Spacing | 1 Space between paragraphs | Spelling and Grammar “Soft Limit” | In-Text Citations with footnotes | Title Page/Slide:   * Name * Date * Class * Aim * Assessment title |
| **Slides** | 10-12 pt. font text  14-24 pt. font titles | 1.0 1.15 Line Spacing | Bullet Points Preferred | Word Count per slide >100-110 “Soft Limit.” | Approved Templates and Themes |
| **Python** | We apply the following style guide to Python files. However, in general, most programs follow this overall layout.    [PEP 8: The Style Guide for Python Code](https://pep8.org/) | | | | | |
| **Arduino**  **C/C++** | We apply the following style guide to C/C++ files. However, in general most programs follow this broad layout.    I accept both K&R and K&R alternative bracing format. As long as it is consistent in your file.  [Arduino Style Guide for Creating Libraries | Arduino Documentation | Arduino Documentation](https://docs.arduino.cc/learn/contributions/arduino-library-style-guide) | | | | | |
| **Markdown** | We apply the following style guide to markdown documents. However, in general, most documents follow some variation of the following layout:    <https://github.com/google/styleguide/blob/gh-pages/docguide/style.md> | | | | | |

“Soft Limits” are not rigidly defined limits and will be assessed on a case-by-case basis. Ask for clarification on specific tasks

## Possible Scoring Groups are out of 2 or 4 Points.

##### 2-Point Criteria - Knowledge and Understanding

Criteria assessed as 2-Points are classified as Knowledge and Understanding criteria. These will examine and evaluate a student’s ability to effectively state facts and define terms and concepts. Analysis and synthesis of the information will not be assessed through these criteria.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **0 Points** | **1 Point** | **2 Points** |
| **2 Point Criteria** | **Not present** or **not able to be assessed** as the required criteria | Item is presented but **does not meet expectations** for quality, rigour, or detail. | Item is presented and **does meet expectations** for quality, rigour, or detail |

##### 4-Point Criteria - Analysis and Synthesis and Expert Review

To show true mastery of your developing skills, students must show that they can go beyond simple repetition of the given tasks or an explanation of processes. Students will demonstrate their ability to show higher-order thinking through analysis, evaluation, or linking multiple fields of learning to solve problems in novel ways.

## Analysis and Synthesis

Analysis and Synthesis components evaluate a student’s ability to effectively review data and understandings and develop these into a coherent and relevant statement. Analysis refers to the generating of thoughts from interpreting the data. In contrast, synthesis combines experience from one area with other pertinent knowledge to develop an original and compelling solution.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **0 Points** | **1 Point** | **2 Points** | **3 Points** | **4 Points** |
| **4 Point Criteria** | **Not present** or **not able to be assessed** as the required criteria | Evidence is presented and explained. However, it **does not show appropriate evidence of higher-order thinking** such as analysis, evaluation, or synthesis. | Evidence is presented and **shows appropriate evidence of higher-order thinking** such as analysis, evaluation, or synthesis. | Evidence is presented and **exceeds expectations for evidence of higher-order thinking** such as analysis, evaluation, or synthesis.  **-or-**  Item is presented and shows appropriate evidence of higher-order thinking such as analysis, evaluation, or synthesis and **exceeds expectations for quality or rigour** of understanding of the selected mastery. | Evidence is presented and **exceeds expectations for evidence of higher-order thinking** such as analysis, evaluation, or synthesis. **Additionally, this item exceeds expectations for quality or rigour** of understanding of the selected mastery. |

##### Expert Review

Expert Reviews evaluate a student’s ability to build solutions using the skills taught during the semester. Criteria assessed as 4-Points are classified as Analysis and Synthesis criteria. These will examine and evaluate a student’s ability to effectively review data and understandings and develop these into a coherent and relevant statement. Analysis refers to the generating of thoughts from interpreting the data. In contrast, synthesis combines experience from one area with other pertinent knowledge to develop an original and compelling solution.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **0 Points** | **1 Point** | **2 Points** | **3 Points** | **4 Points** |
| **4 Point Criteria** | **Not present** or **not able to be assessed** as the required criteria | Evidence is presented and broadly solves the problem. However**, the evidence does not show appropriate mastery** upon review. | Evidence is presented and broadly solves the problem. On review, it **does show appropriate evidence** of mastery. | Evidence is presented and solves the specific problem. On review, the evidence **shows understanding beyond expected mastery**.  **-or-**  Item is presented and broadly solves the problem. On review, it does show appropriate evidence of mastery and is **done so in a well-constructed or design method** that clearly shows higher levels of understanding**.** | Evidence is presented and solves the specific problem. On review, **the evidence shows understanding well beyond expected mastery** and is **done so in a well-constructed or designed method** that clearly indicates higher levels of understanding. |

##### Multiplier

Criteria will be combined with a **Multiplier**. While each criterion will be scored on the 0-1-2-4 scale, the multiplier will attach relevant worth to each criterion. Be aware of these multipliers and dedicate appropriate time to ensure you achieve your best result.

## Achievement Standards:

## Evidence of higher-order learning:

What is it that I mean by “higher-order thinking”?

It means I want you to go beyond replicating what we do in class. I want you to dig into your brain and understand why you did something, what about it was great, and what could be improved.

Why is this important? Reflective thinkers can go beyond what they are taught and can customise their learning to ben

