

Assignment 2	
Title	Designing a Unit of Work for Senior Secondary (7~10)
Value	50%
Week Due	Sunday 31 October 2021 by midnight (End of Week 11)
Length	Approximately 2000 words or equivalent.
Learning Outcomes	Unit Outcomes 1,2,3,4,5 AITSL 2.1, 2.3, 2.6, 3.1, 3.4, 5.1, 5.2, 5.3, 5.4
<p>TASK:</p> <p>Students prepare a unit of work (in outline) that will take their own students through a cycle of digital technologies design contributing towards realisation of a pre-identified complex need</p> <ul style="list-style-type: none"> • Prepare a unit of work from senior Information Technology topics (such as Relational Databases, website programming, Visual basic, Networks) and design a project that will take your students through a cycle of digital technologies design contributing towards realisation of a pre-identified ACARA goal. • Design an assessment activity on the said topic, which allows the teacher to provide timely feedback , and through which the student can demonstrate their ability to: <ol style="list-style-type: none"> 1) apply their skills to manipulate data to generate an outcome 2) apply information technology knowledge, skills, and recommended practices and techniques to an existing system • Analyse and use problem-solving methods to design, develop, and validate a reliable and accurate system. • Create a checklist on the bases of which your students base their solution. 	

ASSIGNMENT 2 MARKING CRITERIA

	Assessment attributes	Levels of attainment				
		Fail	Pass	Credit	Distinction	High Distinction
Teaching Philosophy	<p>A brief Introduction that describe the choice of the topic and philosophy of teaching that describes current beliefs about a variety of aspects of teaching senior Information technology and its relevance to bring positive change.</p> <p>Teaching philosophy and reflection are included and of an appropriate length</p>	<p>Very little or superficial introduction</p> <p>No teaching philosophy discussed</p>	<p>Some introduction that describe the choice of topic and discusses teaching philosophy in regard to senior information technologies' relevance to bring change</p>	<p>A concise introduction that describe the choice of topic and discusses teaching philosophy in regard to senior information technologies' relevance to bring a positive change</p>	<p>A concise and focused introduction that describe the choice of topic and discusses teaching philosophy in regard to senior information technologies' relevance to bring positive change.</p> <p>It Investigated and looks critically and in depth at the topic from several angles introduction.</p>	<p>A concise and comprehensive introduction that describe the choice of topic and discusses teaching philosophy in regard to senior information technologies' relevance to bring positive change in society and for self.</p> <p>It Investigated and looks critically and in depth at the topic from several angles introduction.</p>
Rationale	<p>The unit of work meets the needs of the student learning and is connected to the senior IT curriculum</p>	<p>Unit of work that is not linked with ACARA senior technology outcomes</p> <p>Content outcomes are not specified.</p> <p>Content outcomes are not aligned</p>	<p>Unit of work that is linked with ACARA senior technology outcomes/or linked with too many outcomes</p> <p>There are too few OR too many content outcomes</p>	<p>Unit of work that is closely linked with relevant ACARA senior technology outcomes</p> <p>There are few OR many content outcomes</p> <p>The project also touches the additional standards that students do not</p>	<p>Unit of work that is closely aligned and linked with relevant ACARA senior technology outcomes</p> <p>There are specific content outcomes the content of the task is linked to.</p>	<p>Unit of work that is aligned and totally linked with relevant ACARA senior technology outcomes</p> <p>Specific content outcomes are aligned with key national, state, or district standards, and represent essential skills and understandings needed to</p>

		with national, state, or district standards.	The project emphasizes additional standards that students do not need to know to complete project tasks.	need to know to complete project tasks.		successfully complete the project.
Learning Management Plan	Identification of a teaching and learning strategy that is appropriate for use	No teaching strategy or model is specified No consideration	At least one teaching strategy or model is specified Some	More than one teaching strategy or model is specified and one is selected. Consideration is given	A strong emphasis on different teaching strategies and one is identified for use with some justification	A strong and focussed emphasis on teaching strategies one is identified for use with some justification and reflection
	Student's prior knowledge is addressed by linking students' knowledge, skills and understandings directly to the learning outcomes	of students previous knowledge No indicators of Learning outcomes	consideration is given to students previous knowledge Few indicators of Learning outcomes=	to students previous knowledge Some indicators of Learning outcomes are clearly defined	Consideration is given to students' previous knowledge and strategies are identified to know about this. Many indicators for Learning outcomes are clearly defined	Consideration is given to students previous knowledge and strategies are identified and put in place to know Many and different indicators for Learning outcomes are clearly defined
	The Indicators of the learning outcome are clearly defined					
Unit of Work	The unit of work meets the needs of the student learning and works in harmony to the	Unit of work does not meet the needs of specified group The project is like an activity or applied learning	Unit of work does links to the needs of specified group The project has focus	Inquiry for the Unit of Work is satisfactory: Student develop & Evaluate solutions or build evidence for answers.	Inquiry for the Unit of Work is academically sound: students gather & interpret data, and develop & Evaluate solutions or build	Inquiry for the Unit of Work is academically rigorous: students pose questions, gather & interpret data, ask further questions, and develop & evaluate solutions or build evidence for answers.

	current classroom practices. The Learning journey comprises of a learning outcome, clearly	task. The unit of work lack focus is	and serve an identified need Inquiry is superficial, e.g., information	The project has clear focus and serve an identified complex need	evidence for answers. The project has clear focus and serves an	The project has a strong focus and serves an identified complex need.
	scaffolded into two complimentary and logical stages/lessons The activities are relevant to learning outcome Sequence of Learning is evident Progression of learning within the lesson is carefully developed Lessons engage and develop the learners' interest through careful selection of resources and	more like a unit with several tasks than one project. The activities do not reflect learning outcomes Tasks & products do not resemble the kind of work done in the world outside of the classroom. Sequence of Learning is not evident Lessons does not care for learners' interest	gathering is the main task. The activities reflect learning outcomes Inquiry focuses on only one too- narrow topic, OR it tries to include too many issues, side topics, or tasks. The topic & Design brief do not completely reflect authentic issues or challenges that concern students, their communities, and/or Society Tasks & products resemble (rather than replicate) the	The activities are linked to reflect learning outcomes The topic & Design Brief reflect authentic issues or challenges that concern students, their communities, and/or society Tasks & products showcase the kind of work done in the world outside of the classroom, or are actually used for a real purpose beyond the classroom. Sequence of Learning is clearly evident Lessons develop the learners' interest	identified complex need. The activities are linked to reflect learning outcomes The topic & Design Brief reflect real life and authentic issues taken from the world around us and its needs. The world around us and its needs. Tasks & products reflect the kind of work done in the world outside of the classroom, or are actually used for a real purpose beyond the classroom. Sequence of Learning is clearly evident Lessons develop the learners' interest	The activities are linked to reflect learning outcomes The topic & Design Brief closely aligned with real life and authentic issues taken from the world around us and its needs. Sequence of Learning is clearly evident and is specifically addressed Lessons engage and develop the learners' interest throughout by careful selection of resources and activities

	activities					
			<p>kind of work done in the world outside of the classroom.</p> <p>Sequence of Learning is evident</p> <p>Lessons care for learners' interest through selection of resources and activities</p>	through selection of engaging activities	through selection of interesting, useful resources and engaging activities	
Presentation	<p>An easy to read, professional proofread presentation Learning Management Plan and lesson plans are complete (including: subject, topic, age group, learning outcomes, resources, logistics and assessment)</p> <p>The APA referencing</p>	<p>A not too easy to read, presentation Learning Management Plan and lesson plans are incomplete</p> <p>The APA referencing system is not used consistently or correctly. Curriculum document and other sources are not acknowledged</p>	<p>An easy to read presentation. Learning Management Plan and lesson plans are nearly complete.</p> <p>The APA referencing system is used consistently. Some Curriculum document and other sources are acknowledged</p>	<p>An easy to read and proofread presentation; Learning Management Plan and lesson plans are approximately complete</p> <p>The APA referencing system is mostly used consistently and correctly. All Curriculum document and some other sources are clearly acknowledged</p>	<p>An easy to read, professional proofread presentation. Learning Management Plan and lesson plans are complete</p> <p>The APA referencing system is used consistently and correctly with no significant errors. All Curriculum document and other all sources are clearly acknowledged</p>	<p>An easy to read, professional proofread aesthetically pleasing presentation. Learning Management Plan and lesson plans are complete (including: subject, topic, age group, learning outcomes, resources, logistics and assessment)</p> <p>The APA referencing system is used consistently and correctly with no errors. All Curriculum document and all other sources are acknowledged and referred to</p>

	<p>system is used consistently and correctly.</p> <p>Curriculum document and other sources are clearly acknowledged</p>					
Assessment	<p>The assessment directly relates to the attainment of the learning outcomes</p> <p>Assessment activity is well defined.</p> <p>Addresses student's ability to apply their skills to manipulate data to generate an outcome</p> <p>apply information technology knowledge, skills, and recommended practices and techniques to an existing system</p> <p>Analyse and use problem-solving</p>	<p>Teaching and assessment strategies not suitable for promoting and evaluating student learning.</p> <p>Does not addresses student's ability to apply their skills to manipulate data</p>	<p>Teaching strategies provide students with some opportunities to develop understanding of senior technology concepts and assessment strategies</p> <p>offer limited suitability for evaluating student learning.</p> <p>Addresses student's ability to apply their skills to manipulate some data to generate an outcome</p> <p>apply information technology knowledge and techniques to an</p>	<p>Teaching strategies provide students with opportunities to develop understanding of senior technology concepts and assessment strategies suitable for evaluating student learning.</p> <p>Addresses student's ability to apply their skills to manipulate data to generate an outcome</p> <p>Analyse Some problem-solving methods</p>	<p>Teaching strategies suitable for developing understanding of senior technology concepts and assessment strategies very suitable for promoting and evaluating student learning.</p> <p>Addresses strongly student's ability to Apply their skills to manipulate data to generate an outcome.</p> <p>Apply information technology knowledge, skills, and recommended practices and techniques to an existing system</p> <p>Analyse and use problem-solving methods</p>	<p>Teaching strategies highly suitable for developing understanding of senior technology concepts and assessment strategies highly suitable for promoting and evaluating student learning.</p> <p>Addresses extensively and strongly student's ability to apply their skills to manipulate data to generate an outcome.</p> <p>Apply information technology knowledge, skills, and recommended practices and techniques to an existing system</p> <p>Analyse and use problem-solving methods extensively</p>

	methods		existing system			
Checklist	<p>Checklist is well defined and easier to follow</p> <p>Addresses all the major criteria</p> <p>Easy for the students to understand</p>	No Checklist is provided	<p>Checklist easier to understand</p> <p>Addresses most of the criteria but misses important points</p>	<p>Checklist is well defined</p> <p>Addresses some major criteria</p> <p>Easy for the students to understand but may not be easy to follow</p>	<p>Checklist is well defined and easier to understand</p> <p>Addresses all the major criteria</p> <p>Easy for the students to understand and follow</p>	<p>Checklist is well defined, comprehensive and easier to understand and follow</p> <p>Addresses all the major criteria and do not miss any important one.</p> <p>Small steps that progressively connect to all major milestones</p>