# Pre-approved Learning and Assessment Plan

Stage 2 Digital Technologies

Pre-approved learning and assessment plans are for *school use only*.

* Teachers may make changes to the plan, retaining alignment with the subject outline.
* The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
* The plan does not need to be submitted to the SACE Board for approval.

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| School |  | Teacher(s) |  |

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| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **2** | **D** | **G** | **T** | **20** |  |

Addendum – changes made to the pre-approved learning and assessment plan

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| Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:  what changes have been made to the plan   * the rationale for making the changes * whether these changes have been made for all students, or for individuals within the student group. |

Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

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| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Digital Technologies – 20 credits

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

Assessment Type 1: Project Skills – weighting 50%

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| CT | DE | RE |
| Research and Ethics (Individual)  Students work independently to investigate the ethical considerations related to student behaviour tracking apps for teachers and parents. Students investigate the advantages and disadvantages of the technology, backed up by clear evidence. Students identify possible solutions and draw their own conclusions. |  |  | 1 | 3 weeks of class time and homework.  5-minute multimodal presentation. |
| Data Analytics (Collaboration)  Students work collaboratively to collect data on people’s experiences of audience behaviour at sporting fixtures. They will also collect data from authorities from a sporting club and/or school regarding the information that would be useful for this type of application, if available. Students analyse the collected data, draw conclusions and identify patterns and trends. They identify key information and summarise it in a form that will be useful in the development of an app or website, aimed at schools and sporting clubs, which provide the ability for spectators to ‘report’ poor behaviour. Students are required to consider ethical considerations regarding what data participants could enter and what data could ethically be stored or distributed for viewing by recipients. Students also need to consider how this data would be expected to be used. | 3 | 4 | 1 | 4 weeks of class time and homework.  5-minute multimodal presentation of the group work including what data could be stored, in what format and why it is ethically sound. |
| Programming Skills (Individual)  Students work individually and learn a variety of programming techniques across the GUI and data layers. The student’s final project outcome will highlight the techniques that they have acquired over the duration of this task. | 1, 4 | 3 |  | 5 weeks of class time and homework.  5-minute multimodal presentation, including design brief, flowcharts, design documents, coded solutions and explanation of any innovative features. |
| Iterative Project Development (Individual)  Students will use an iterative project development approach to design a prototype of a Graphical User Display (GUI) of the app or website, aimed at schools and sporting clubs, which provide the ability for spectators to ‘report’ poor behaviour. | 1, 4 | 1, 2, 3 |  | 4 weeks of class time and homework.  5-minute multimodal presentation including design brief, flowcharts, design documents, coded solutions and explanation of any innovative features, iterative development of ideas and evaluation of effectiveness of design. |

Assessment Type 2: Collaborative Project – weighting 20%

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| CT | DE | RE |
| Collaborative Project  Students work collaboratively to develop a digital solution using the analysed data from Project Skills task 2 and work conducted in Project Skills task 3 to create a software system that provides schools and sporting clubs with information regarding spectators who are behaving inappropriately. Students break the system into logical sections, which are developed independently. The software system should be coded in separate layers, according to good programming practices. | 1, 2, 3 | 1, 3, 4 |  | 6weeks of class time and homework.  Digital solution; and group presentation of solution. |

Assessment Type 3: Individual Digital Solution – weighting 30%

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| CT | DE | RE |
| Individual Digital Solution  Students apply iterative project techniques to independently identify, deconstruct, and solve a problem of interest by creating and evaluating a digital solution or prototype. Student individual products could:   * educate or inform a target audience of information on a particular issue; * educate a target audience of information on a particular subject of interest; * report an issue to an interest group; * bring awareness to a local issue.   Students will need to be mindful of any ethical considerations related to their project, if applicable. | 1, 2, 4 | 1, 2, 3 |  | 9 weeks of class time and homework.  Solution or prototype.  Designer’s statement.  Digital solution (1GB max); and individual digital evaluation (maximum 3 minutes if oral, 500 words if written, or equivalent if multimodal). |

*Six assessments.**Please refer to the Stage 2 Digital Technologies subject outline.*