

ASSESSMENT

AS91906v1 Level 3 Credits 6

USE COMPLEX PROGRAMMING TECHNIQUES TO DEVELOP A COMPUTER PROGRAM

CANDIDATE TO FILL OUT

First and last name

NSN number

Date

Signature

ASSESSMENT RESULT (circle one)

Achieved

Merit

Excellence

Not Achieved

Resubmission requirements (if any)

Resubmission Date:

Assessor Name

Date Assessed

Signature



ASSESSOR NOTE:

Ensure you read all the information in this assessment before you hand it out to learners. The Assessment Schedule and important assessor information are found at the end of this assessment.

CANDIDATE DECLARATION

What you need to know

- There is one assessment task that consists of several items.
- You can use your classroom notes or any other relevant resources to help you complete this assessment.
- Make sure your answers are your own work.



YOUR DECLARATION

- I have read and understood the 'What you need to know' above.
- Anything I was unsure of has been explained to me by my assessor.
- I am aware of any requirements, such as health and safety, that I must follow.
- All work completed for this assessment is my own. I did not get help from anyone else.
- I know how to ask for a review of my assessment result.

Your Signature	Date

ASSESSMENT TASK ONE

Important: Read through all the instructions in this task before you start work on it.

In this assessment, you need to develop a computer program by using complex programming techniques. Your assessor will give you the brief for the computer program you need to develop.

What you will be assessed on

You will be assessed on how well you do the following.

- Write code for the program to allow it to perform the specified task
- Use complex techniques to develop the program
- Set out the program code
- Document the program
- Test and debug the program

Use the checklist below to ensure you meet all the requirements of the assessment. As you complete an item, tick it off in the 'Student to tick' column.

Item	Student to tick	Assessor to tick
1. Write code for a program to perform the task specified in the brief. The computer program needs to use/do the following.		
• Variables storing at least two different types of data (eg numeric, string/text, Boolean)		
• All of the following control structures: <input type="checkbox"/> Sequence <input type="checkbox"/> Selection <input type="checkbox"/> Iteration	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
• Get input from a user, file, sensors, or other external source		
• Produce output		

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Item	Student to tick	Assessor to tick
9. [MERIT GRADE] Test and debug the program in an organised way to make sure it works on both: <input type="checkbox"/> expected input <input type="checkbox"/> relevant boundary input.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
10. [EXCELLENCE GRADE] Test and debug the program comprehensively to ensure it works correctly for: <input type="checkbox"/> expected input <input type="checkbox"/> relevant boundary input <input type="checkbox"/> invalid input.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Evidence to be submitted

You need to submit the following to your assessor.

- The completed program – in electronic format.
- Records of how you tested and debugged the program. This could include a testing plan, annotated screenshots (eg showing the code you have tested and changes you made as a result of testing), a vlog showing how you conducted testing, etc.

Make sure the following are clearly indicated on all evidence you submit:

- Your name
- Your NSN number
- The Achievement Standard number (ie 91906v1).

.....**END OF ASSESSMENT**

ASSESSMENT SCHEDULE

AS91906 Level 3, Credits 6

USE COMPLEX PROGRAMMING TECHNIQUES TO DEVELOP A COMPUTER PROGRAM

IMPORTANT: Assessors need to refer to the **Assessment Sample Answers** document and **Efiles** for exemplars that provide an indication of the type and level of response expected for each grade.

Evidence/Judgements for Achievement	Evidence/Judgements for Achievements with Merit	Evidence/Judgements for Achievement with Excellence
The learner used complex programming techniques to develop a computer program. This included doing the following. <input type="checkbox"/> Writing code for a program that performs the task specified in the supplied brief [Item 1] Example: The learner has written a program that is able to perform the task specified in the brief. The program: <ul style="list-style-type: none">• is written in a procedural manner, consisting of sequence, selection, and iteration control structures• gets input from a user and external .txt file• uses variables storing different types of data (string – eg score text; numeric – eg values for monster's characteristics; Boolean – True/False; etc)• produces output (eg displays sprites on screen; display high score and player score; etc)	The learner used complex programming techniques to develop an informed computer program. This included doing the following. As for Achievement	The learner used complex programming techniques to develop a refined computer program. This included doing the following. As for Achievement

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Evidence/Judgements for Achievement	Evidence/Judgements for Achievements with Merit	Evidence/Judgements for Achievement with Excellence
<ul style="list-style-type: none"> uses the following complex programming techniques: <ul style="list-style-type: none"> Using a graphic user interface (GUI) that allows the user to interact with the program by inputting values, clicking a button, etc – Pygame used to create GUI Reading from, or writing to, files (used to save and retrieve high score) Using third party or non-core API, library, or framework - Use of Pygame library <p>There may be unnecessary or redundant code.</p>		
<p><input type="checkbox"/> Setting out the program code clearly [Item 2]</p> <p>Example:</p> <ul style="list-style-type: none"> The code is indented as appropriate and blank lines are used between blocks of related code and functions. 	<p>As for Achievement, PLUS:</p> <p><input type="checkbox"/> Ensuring that conventions for the chosen programming language are followed [Item 3]</p> <p>Example:</p> <p>The learner has followed most conventions for the language used for the program (Python).</p> <p>For example:</p> <ul style="list-style-type: none"> Variable names are consistently styled (eg lowercase with underscores). Line length is kept to a maximum of 79 characters for regular code, and 72 characters for block comments and docstrings. 	<p>As for Merit, PLUS:</p> <p><input type="checkbox"/> Ensuring the program is a well-structured, logical response to the task [Item 4]</p> <p>Example:</p> <p>The program is concise and easily readable, without redundant code.</p> <p>Functions are used rather than duplicating code.</p>

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Evidence/Judgements for Achievement	Evidence/Judgements for Achievements with Merit	Evidence/Judgements for Achievement with Excellence
	<ul style="list-style-type: none"> <input type="checkbox"/> Block comments are used for blocks of code, rather than an inline comment on the first line of the block. <input type="checkbox"/> Block comments are indented to the same level as the block of code they describe. <input type="checkbox"/> Comments are written as full sentences beginning with a capital letter. <input type="checkbox"/> Docstrings are included for each function. These are added after the function definition, are indented, and clearly describe the purpose of the function. 	<p><input type="checkbox"/> Ensuring the program is flexible and robust [Item 5]</p> <p>Examples:</p> <ul style="list-style-type: none"> • Functions, conditions, methods, and control structures are used effectively, with redundant code or unnecessary repetition avoided. • The program includes input validity checks to ensure the program correctly handles expected, boundary, and invalid values. • Where possible, the program uses constants, variables, and derived values, rather than literals. These are set out at the start of the program or relevant functions so that they can be easily found and changed if necessary. • The learner has used objects and classes to improve the flexibility and robustness of the code, and to make the structure of the code clearer. [Note: The use of objects and classes is optional. Learners may be able to ensure a flexible program without the use of objects and classes.]

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Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p><input type="checkbox"/> Documenting the program with comments [Item 6]</p> <p>Example:</p> <p>The learner has included some comments. However, these are not always meaningful and descriptive. Some comments are added to code that is self-explanatory. For example:</p> <pre>def update_high_score(score, high_score): """updates scores""" if(int(score) > int(high_score)): return score else: return high_score</pre>	<p>As for Achievement, PLUS:</p> <p><input type="checkbox"/> Ensuring names are appropriate and comments clearly describe the code function and behaviour [Item 7]</p> <p>Example:</p> <p>The learner has used meaningful variable names which clearly indicate the data held and function names are relevant and appropriate to the purpose of the function.</p> <p>The comments in the program are clear and meaningful. These comments help to describe the purpose (function) of the code and the code's behaviour. For example:</p> <pre>def update_high_score(score, high_score): """Checks whether current score is greater than high score and, if so, updates high score. Otherwise, high score is returned as updated high score.""" if(int(score) > int(high_score)): return score else: return high_score</pre>	<p>As for Achievement with Merit</p>

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<p><input type="checkbox"/> Testing and debugging the program to ensure it works on a sample of expected cases [Item 8]</p> <p>Example:</p> <p><input type="checkbox"/> The learner has provided evidence that they have tested the program using expected user input. This was not done in a systematic manner, and the recording of this testing was minimal (eg annotated screenshots of some tests completed, teacher observing the learner as they do testing, etc).</p>	<p>As for Achievement, PLUS:</p> <p><input type="checkbox"/> Testing and debugging the program in an <u>organised manner</u> to ensure it works on a sample of <u>expected</u> and <u>relevant boundary</u> cases [Item 9]</p> <p>Example:</p> <p>The learner has used a test plan or some other appropriate method(s) to plan their testing beforehand, and to record the results of this testing. The testing is done in a systematic manner, testing one block of related code (eg a function) for expected and boundary cases (if relevant), before moving on to the next block of code.</p>	<p>As for Achievement with Merit, PLUS:</p> <p><input type="checkbox"/> Testing and debugging the program <u>comprehensively</u> to ensure it works on <u>expected</u>, <u>boundary</u>, and <u>invalid</u> cases [Item 10]</p> <p>Example:</p> <p>The learner has systematically tested all input cases, including expected, boundary, and invalid cases. They have methodically conducted and recorded their testing and results.</p>
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IMPORTANT ASSESSOR INFORMATION



Refer to the standard specification at www.nzqa.govt.nz.

1. A sample brief for this assessment is provided in the **Assessment Resources** folder. You may need to adjust the brief to ensure it is appropriate for your specific students and context. **IMPORTANT:** Any changes you make to the brief **must** still allow for learners to have sufficient opportunity to meet all requirements of the standard, up to Excellence grade.
2. Sample answers are supplied separately in the **Assessment Sample Answers** document.
3. **This document**, the **assessment sample answers** and any supporting documents (eg brief, resource files, electronic sample answers, etc) must be supplied for external moderation when required.
4. Learner **privacy** and **confidentiality** must be respected always, including for external moderation.
5. **Recording media** (eg video, audio) can be used for verbal responses or as required by the assessment. For more information refer to the NZQA website.