# School-developed Learning and Assessment Plan form

Stage 2 Digital Technologies

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| School |  | | Teacher(s) |  |
| Other schools using this plan | |  | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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** |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| School use only   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Approved |  | Not approved |  |  |      |  |  |  |  | | --- | --- | --- | --- | | Signature of Principal/delegate |  | Date |  | |

Addendum

Please only use this section for any changes made after the learning and assessment plan has been approved.

Changes made to the learning and assessment plan

|  |
| --- |
| 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 of changes

The changes made to the learning and assessment plan support student achievement of the performance standards and retain alignment with the subject outline.

|  |  |  |  |
| --- | --- | --- | --- |
| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Digital Technologies – 20 credits

Complete the table below to show details of the planned tasks. Use numbers to show where students will have the opportunity to provide evidence for each of the specific features for all assessment design criteria.

Assessment Type 1: Project Skills – weighting 50%

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 look at the ethical issue of Artificial Intelligence. Students identify possible solutions to the issue and draw their own conclusions. |  |  | 1 | 3 weeks of class time and homework time  5 min multimodal presentation |
| **Data Analytics (Collaboration)**  Working collaboratively, students will analyse, draw conclusions and identify patterns and trends in given data sets. They identify key information and summarise it in a form that will be useful for the target audience. Students are required to consider ethical considerations regarding what data could ethically be stored or distributed for viewing by users. | 3 | 4 |  | 4 weeks of class time and homework  5-min multimodal presentation of the group work |
| **Programming Skills (Individual)**  Students work individually and learn a variety of programming techniques in order to create a digital solution that shows these new skills. | 1, 2, 4 | 1, 3 |  | 3 weeks of class time and homework  5-min 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 and create a digital solution or improve the digital solution they created in the previous Programming Skills Task. | 4 | 1, 2, 3 |  | 4 weeks of class time and homework  5-min 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%

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 (prototype) on a problem of choice. Students break the system into logical sections, which are developed independently. | 1, 2, 4 | 1, 3, 4 |  | 6 weeks of class time and homework  Digital solution and group presentation of solution. |

Assessment Type 3: Individual Digital Solution – weighting 30%

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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; * education a target audience of information on a particular subject of interest; * 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 |  | Digital 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.*