PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 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) |
|  |  |  |  | **1** | **D** | **G** | **T** | **10** | **A** |

**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 |  |

Stage 1 Digital Technologies (10-credit)

Assessment Overview

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 and Weighting** | **Focus areas: Data Analytics / Programming**  **Details of assessment** | **Assessment Design Criteria** | | | **Assessment conditions**  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| **Computational Thinking** | **Development and Evaluation** | **Research and Ethics** |
| **Assessment Type 1: Project Skills**  **Weighting 70%** | **Data Analytics** (Collaborative) – Success of *Dob in a Litterer* App  In groups of 2 or 3, students analyse the effectiveness of the *Dob in a Litterer* app and website, launched by the EPA to assist in reducing rubbish in South Australia. They analyse data extracted from the use of the app by creating different summaries and visualisations. They evaluate the effectiveness of the app and explore the ethical implications of both the data collected and its use, and how this impacts on the app’s acceptance. Students make recommendations to improve the app’s success. | CT3 | DE2  DE3 | RE1 | 2 weeks of class time.  Students summarise findings, ethical considerations and recommendations, and present their findings in a suitable format. |
| **Data Analytics** (Collaborative) – Investigating a Local Problem  Students propose an idea for digital solution to solve an issue identified in the local area or community. They identify an issue and collect data to investigate the extent of the issue. They analyse the data by creating different summaries and visualisations. Students then propose an idea for a digital solution to solve the problem identified. Proposed ideas could include solutions such as creating a website or a game to raise awareness of the issue itself, or it could include a solution similar to the *Dob in a Litterer* app. | CT1  CT3 | DE1  DE3 |  | 2 weeks of class time.  Multimodal report (maximum 5 minutes) that summarise the issue identified, the extent of the issue, and one or more potential digital solutions. |
| **Assessment Type 2: Digital Solutions**  **Weighting**  **30%** | **Programming** (Individual) – *Don’t be a Litterer* Game  Individually, students design and create a *Don’t be a Litterer* game that will draw attention to the issue of littering and encourages people not to litter. They develop an idea for a game and create a design brief. They use deconstruction, abstraction and algorithmic design to identify the necessary features and components of the game and create a design plan. Students use the design plan to create their game, adapting the design as issues or new ideas arise. | CT1  CT2 | DE1  DE2 |  | 3 weeks of class time.  Design plan and *Don’t be a Litterer* game.  Video presentation (maximum 3 minutes) that demonstrates the game and how it aims to reduce littering. |
| **Programming** (Individual) – Solving a Local Issue  Students design and create a digital solution to solve an issue in the local area or community. They create a design brief and use deconstruction, abstraction and algorithmic design to identify the necessary features and components of the game, and create a design plan. Students review the project plan as the digital solution as it is developed, adding or removing features as new ideas arise and update their plan as, and if, required. Students evaluate the effectiveness of the digital solution in solving the problem and identify any ethical considerations of their solution. | CT2 | DE1  DE2 | RE1 | 4 weeks of class time.   1. Design plan, including design changes. 2. Digital solution.   Presentation of digital solution, including an evaluation of the digital solution and outline of ethical considerations (maximum 3 minutes). |

***Four assessments.*** *Please refer to the Stage 1 Digital Technologies subject outline.*