# Australian Curriculum Version 9: Technologies — Digital Technologies

## Years 7 and 8 Band plan

The *[P–12 Curriculum, assessment and reporting framework](https://education.qld.gov.au/curriculum/stages-of-schooling/p-12)* (P–12 Framework) requires schools to document, retain, and monitor or review their [three levels of planning](https://learningplace.eq.edu.au/cx/resources/file/76fcf9c5-4485-4fa1-9981-19073ca3865b/1/curriculum/develop-planning.html). This template provides an overview of the curriculum and assessment coverage. Teachers may modify this template to suit their school context and the decisions about the provision of the curriculum.

## Year 7

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| --- | --- | --- |
| Sequence of units | Unit 1 | Unit 2 |
| Unit name | **Esports Network Security** | **Esports Tournament Data** |
| Unit description | In this unit, students will be introduced to the world of Esports through the lens of a network engineer. Students will be exposed to the wide-ranging careers in the industry and then the unit will focus on the Information Technology discipline and specifically network architecture and security. Through the assessment, students will produce a network risk assessment document, detailing the computer and network hardware required for a PC Rocket League tournament and exploring the data transmission requirements of the tournament. They will also produce a threat-assessment and detail methods of preventing cyber-security attacks on the tournament. | In this unit, students will be able to develop an understanding of spreadsheets and data collection, visualisation and analysis. They will do this through the lens of Esports tournaments and recording player tournament data. Students will also explore how computers represent data in integers and binary and will use binary, hexadecimal and RGB representations to create and visualise data in creative ways. Students will learn Excel skills including conditional formatting, long-form IF statements and chart creation. Through the assessment, students will produce an Excel document to be used to record Mario Kart esports data. They will use features of Excel such as conditional formatting and IF statements to visualise the data in creative ways. |

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| Assessment | | Unit | Unit |
| Assessment task | Assessment task |
| Range and balance of assessment conventions[[1]](#footnote-1) | Technique | Investigation | Project |
| Type of text | Description | Data representation |
| Mode | Multimodal | Other |
| Conditions | Access to resources: Internet, Word, Lesson Resources  Individual task  Open  Word length / time limit: 300-400 words  Due dates: Due Week 9  Timeframes: 4 Weeks  Have you considered:  Teacher feedback: Formative and summative drafting  Submission processes: OneDrive document  Accessibility for all students: Individual needs to be documented and accounted for in unit planning | Access to resources: Internet, Excel, Lesson resources  Individual task  Open  Word length / time limit: 2 – 4 A3 pages  Due dates: Due Week 9  Timeframes: 5 Weeks  Have you considered:  Teacher feedback: Formative and summative drafting  Submission processes: OneDrive Excel Document  Accessibility for all students: Individual needs to be documented and accounted for in unit planning |
| Aspects of the achievement standard | | Shade the cells to indicate aspects covered in the assessment | |
|  | | | |
| develop and modify creative digital solutions, decompose real-world problems, and evaluate alternative solutions against user stories and design criteria | |  |  |
| acquire, interpret and model data with spreadsheets and represent data with integers and binary | |  |  |
| design and trace algorithms and implement them in a general-purpose programming language | |  |  |
| select appropriate hardware for particular tasks, explain how data is transmitted and secured in networks, and identify cyber security threats | |  |  |
| select and use a range of digital tools efficiently and responsibly to create, locate and share content; and to plan, collaborate on and manage projects | |  |  |
| manage their digital footprint | |  |  |

# Australian Curriculum Version 9: Technologies — Digital Technologies

## Years 7 and 8 Band plan

The [*P–12 Curriculum, assessment and reporting framework*](https://education.qld.gov.au/curriculum/stages-of-schooling/p-12) (P–12 Framework) requires schools to document, retain, and monitor or review their [three levels of planning](https://learningplace.eq.edu.au/cx/resources/file/76fcf9c5-4485-4fa1-9981-19073ca3865b/1/curriculum/develop-planning.html). This template provides an overview of the curriculum and assessment coverage. Teachers may modify this template to suit their school context and the decisions about the provision of the curriculum  
**Year 8**

|  |  |  |
| --- | --- | --- |
| Sequence of units | Unit 3 | Unit 4 |
| Unit name | **Esports Website UI Design** | **Esports Game Coding** |
| Unit description | In this unit, students will learn about User Experience design and User Interface design decisions. They will evaluate designs against criteria and user stories and explore a range of design decisions based on user stories. Students will work collaboratively to plan, design and create digital solutions to website design problems. They will explore esports through the social media/public relations lens and create personal esports team website designs, taking account of their own digital footprint. | In this unit, students will be introduced to Javascript as a general-purpose programming language through the Esports lens of a game programmer; the people behind the curtain who produce the Esports games we know and love. They will use Javascript through Code.org’s online game editor to create some basic gameplay loops. Students will understand programming principles such as conditionals, loops and functions. They will trace algorithms before implementing them in games through teacher-led programming challenges. In the assessment, an exam, they will be given algorithms to trace and some coding snippets to modify and build-on. |

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| Assessment | | Unit | Unit |
| Assessment task | Assessment task |
| Range and balance of assessment conventions[[2]](#footnote-2) | Technique | Project | Test |
| Type of text | Drawing  Description | Description |
| Mode | Multimodal | Written |
| Conditions | Access to resources: Internet, Word, Lesson Resources, DreamWeaver, Canva.com  Group project  Open  Word length / time limit: 300-400 words  Due dates: Due Week 9  Timeframes: 6 Weeks  Have you considered:  Teacher feedback: Formative and summative drafting  Submission processes: OneDrive document  Accessibility for all students: Individual needs to be documented and accounted for in unit planning | Individual task  Supervised  Word length / time limit: 60 minutes  Due dates: Week 8  Timeframes: 1 lesson  Have you considered:  Accessibility for all students: Individual needs to be documented and accounted for in unit planning |
| Aspects of the achievement standard | | Shade the cells to indicate aspects covered in the assessment | |
|  | | | |
| develop and modify creative digital solutions, decompose real-world problems, and evaluate alternative solutions against user stories and design criteria | |  |  |
| acquire, interpret and model data with spreadsheets and represent data with integers and binary | |  |  |
| design and trace algorithms and implement them in a general-purpose programming language | |  |  |
| select appropriate hardware for particular tasks, explain how data is transmitted and secured in networks, and identify cyber security threats | |  |  |
| select and use a range of digital tools efficiently and responsibly to create, locate and share content; and to plan, collaborate on and manage projects | |  |  |
| manage their digital footprint | |  |  |

1. Information about assessment conventions, including assessment techniques and conditions in Prep to Year 10 identified for each Australian Curriculum learning area aligns with advice developed by Queensland Curriculum and Assessment Authority (QCAA). For more information, see <https://www.qcaa.qld.edu.au/p-10/aciq/frequently-used-resources/techniques-and-conditions>. [↑](#footnote-ref-1)
2. Information about assessment conventions, including assessment techniques and conditions in Prep to Year 10 identified for each Australian Curriculum learning area aligns with advice developed by Queensland Curriculum and Assessment Authority (QCAA). For more information, see <https://www.qcaa.qld.edu.au/p-10/aciq/frequently-used-resources/techniques-and-conditions>. [↑](#footnote-ref-2)