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| **Assessment task**Project | **Task title:** Esports Player Websites**Purpose:** Students will work collaboratively in groups to evaluate, design and generate user interfaces that meet student-chosen criteria. They will consider user stories in their designs and manage their digital footprint..  |
| **Achievement standard**By the end of Year 8 students develop and modify creative digital solutions, decompose real-world problems, and evaluate alternative solutions against user stories and design criteria. Students acquire, interpret and model data with spreadsheets and represent data with integers and binary. They design and trace algorithms and implement them in a general-purpose programming language. Students select appropriate hardware for particular tasks, explain how data is transmitted and secured in networks, and identify cyber security threats. They 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. Students manage their digital footprint. |

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| **Relevant aspects of the Achievement standard** | **Relevant content descriptions** | **Australian Curriculum Elaborations** | **Alignment to the task**  |
| **Processes and Production Skills** | evaluate alternative solutions against user stories and design criteria | **AC9TDI8P08**generate, modify, communicate and evaluate alternative designs | * reviewing and modifying a preferred design as part of the iterative development approach, for example making changes to overcome limitations of the design or better satisfy the user stories
 | * Evaluate the provided Esports Player Profile webpage design against the stimulus user profile and your own design criteria.
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| develop and modify creative digital solutions, decompose real-world problems | **AC9TDI8P04**define and decompose real-world problems with design criteria and by creating user stories | * framing a problem in terms of what we know, why it is important and the outcome we want, for example matching the items in your fridge to possible recipes to reduce food waste
* asking a series of questions and sub-questions to understand the problem and breaking it down into manageable parts, for example “How do we keep track of what items are in the pantry? Are there any dietary requirements that need to be considered?”
 | * Re-design the Esports Player Profile webpage to address your evaluation and ensure it matches the user story
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| 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. | **AC9TDI8P11**select and use a range of digital tools efficiently, including unfamiliar features, to create, locate and communicate content, consistently applying common conventions**AC9TDI8P12**select and use a range of digital tools efficiently and responsibly to share content online, and plan and manage individual and collaborative agile projects | * selecting and using appropriate digital tools, for example when participating in online lessons or planning sessions using a common video conferencing tool
* applying common conventions consistently when creating content, for example organising content in paragraphs and within a heading hierarchy, writing captions to describe images and using gender-inclusive pronouns, where appropriate
* collaborating effectively online using cloud storage, for example setting up and managing a shared space in an online repository to co-develop content for an app which presents and checks safety aspects of working in a specific setting such as a kitchen, lab, workshop or greenhouse
* displaying empathy for diverse cultural expectations when participating in teams and in online communities, for example showing sensitivity around images or names of deceased people, and valuing the intellectual property and perspectives of others
 | * Work together, selecting an appropriate digital technology (Adobe, Paint, Canva), to plan, design and develop cohesive Player Profile webpages for your team.
	+ Your webpage is to be your own work and specific to you, however, it must work cohesively with your group colours, logo etc.
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| Manage their digital footprint | **AC9TDI8P14**investigate and manage the digital footprint existing systems and student solutions collect and assess if the data is essential to their purpose | * reviewing and managing their digital footprint across online digital tools that they use, for example selecting their default privacy and sharing settings on social media accounts
* assessing the appropriateness and relevance of data collected by surveys from other students and organisations they complete online, for example identifying that providing your address data is not necessary for a survey asking about your food preferences but providing the address for the Census would be appropriate.
 | * Ensure your Player Profile webpage presents a positive digital footprint of yourself.
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