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| Esports Player Websites |

[Enter school name.]

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| Unit | Esports Website UI Design | Year | Year 8 | Term | 1 |

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| Student | [Enter student name.] | Teacher | [Enter teacher name.] |
| Learning area | Technologies | Subject | Digital Technologies |
| Technique | Project | | |
| Conditions | * Multimodal * Group Project (2 – 3 students) * 6 weeks * 300 – 400 words * Submitted via OneDrive | | |
| Task description | | | |
| ​​In todays digital world, everyone seems to have an online presence. Whether it is an Instagram page, a Youtube account or other social platforms, most people have a digital footprint out there, forever online. You have been asked, as a group of 2 or 3 students, to consider the provided Esports Player Profile website and, using the stimulus user story, make recommendations about how the user can modify their page to ensure it best reflects their user story and gives them a positive digital footprint. You will then need to work in a group to plan, design and develop your own mock Player Profile webpages for yourself, ensuring a positive digital footprint. | | | |
| Task instructions | | | |
| To complete this task, you must:   * Evaluate the provided Esports Player Profile webpage design against the stimulus user profile and your own design criteria. * Re-design the Esports Player Profile webpage to address your evaluation and ensure it matches the user story. * 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. * Ensure your Player Profile webpage presents a positive digital footprint of yourself. | | | |
| Checkpoints | | | |
| Week 5: Initial formative feedback on progress, given verbally in class | | | |
| Week 7: Draft due | | | |
| Week 9: Final due | | | |
| Due date | | | |
| [Enter a date from the dropdown calendar.] | | | |
| Authentication strategies | | | |
|  | | | |
| * Your teacher will give you class time to work on the task. | | | |
| * Your teacher will observe you completing work in class. | | | |
| * Submit drafts to your teacher for feedback. | | | |
| * Your teacher will check your submitted work is your own, e.g. using academic integrity software. | | | |

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**Task:** Esports Player Websites

**Purpose of assessment:** 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.

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|  |  | **A** | **B** | **C** | **D** | **E** |
| Processes and Production Skills | Evaluating | * Discerning evaluation of alternative solutions against user stories and design criteria | * Plausible evaluation of alternative solutions against user stories and design criteria | * evaluation of alternative solutions against user stories and design criteria | * description of alternative solutions against user stories and design criteria | * identification of features and solutions |
| Investigating  and defining | * Reasoned decomposition of real-world problems | * Logical decomposition of real-world problems | * decomposition of real-world problems | * Partial decomposition of real-world problems | * Statements about real-world problems |
| Generating and Designing | * Considered development and modification of creative digital solutions | * Effective development and modification of creative digital solutions | * development and modification of creative digital solutions | * partial development and modification of creative digital solutions | * fragmented development and/or modification of creative digital solutions |
| Collaborating and  managing | * Proficient selection and use of a range of digital tools to efficiently and responsibly:   • create, locate and share  content  • plan, collaborate on and manage projects | * Effective selection and use of a range of digital tools to efficiently and responsibly:   • create, locate and share  content  • plan, collaborate on and manage projects | * selection and use of a range of digital tools to efficiently and responsibly:   • create, locate and share  content  • plan, collaborate on and  manage projects | * variable selection and use of a range of digital tools to partially:   • create, locate and/or share  content  • plan, collaborate on and/or manage projects | * directed selection and use of a range of digital tools. |
|  | Privacy and  security | * Justified management of their digital footprint | * Informed management of their digital footprint | * management of their digital footprint | * management of aspects of their digital footprint | * Directed management of their digital footprint |

Feedback: [Insert feedback about the quality of evidence the student response demonstrates in relation to aspects of the achievement standard being assessed]

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