Year 9 2021 Esports Plan

Digital Technologies - Year 9/10 Level Description

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.

By the end of Year 10, students will have had opportunities to analyse problems and design, implement and evaluate a range of digital solutions, such as database-driven websites and artificial intelligence engines and simulations.

In Year 9 and 10, students consider how human interaction with networked systems introduces complexities surrounding access to, and the security and privacy of, data of various types. They interrogate security practices and techniques used to compress data, and learn about the importance of separating content, presentation and behavioural elements for data integrity and maintenance purposes.

Students explore how bias can impact the results and value of data collection methods and they use structured data to analyse, visualise, model and evaluate objects and events.

They learn how to develop multilevel abstractions, identify standard elements such as searching and sorting in algorithms, and explore the trade-offs between the simplicity of a model and the faithfulness of its representation.

When defining problems students consider the functional and non-functional requirements of a solution through interacting with clients and regularly reviewing processes. They consolidate their algorithmic design skills to incorporate testing and review, and further develop their understanding of the user experience to incorporate a wider variety of user needs. Students develop modular solutions to complex problems using an object-oriented programming language where appropriate, and evaluate their solutions and existing information systems based on a broad set of criteria including connections to existing policies and their enterprise potential. They consider the privacy and security implications of how data are used and controlled, and suggest how policies and practices can be improved to ensure the sustainability and safety of information systems.

Students progressively become more skilled at identifying the steps involved in planning solutions and developing detailed plans that are mindful of risks and sustainability requirements. When creating solutions, both individually and collaboratively, students comply with legal obligations, particularly with respect to the ownership of information, and when creating interactive solutions for sharing in online environments.

Digital Technologies 9/10 Achievement Standards

By the end of Year 10, students explain the control and management of networked digital systems and the security implications of the interaction between hardware, software and users. They explain simple data compression, and why content data are separated from presentation.

Students plan and manage digital projects using an iterative approach. They define and decompose complex problems in terms of functional and non-functional requirements. Students design and evaluate user experiences and algorithms. They design and implement modular programs, including an object-oriented program, using algorithms and data structures involving modular functions that reflect the relationships of real-world data and data entities. They take account of privacy and security requirements when selecting and validating data. Students test and predict results and implement digital solutions. They evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise. They share and collaborate online, establishing protocols for the use, transmission and maintenance of data and projects.

Unit 1: Network Security for Esports	**Unit 2: Gaming as a Professional**
Achievement Standards – Assessable Standards	Achievement Standards – Assessable Standards
*Students explain the control and management of networked digital systems and the security implications of the interaction between hardware, software and users. *They define and decompose complex problems in terms of functional and non-functional requirements. *They take account of privacy and security requirements when selecting and validating data.	*They design and implement modular programs, ~~including an object-oriented program~~, using algorithms and data structures involving modular functions that reflect the relationships of real-world data and data entities. (Note: OOP not assessed but is taught. Assessed in year 10 as a component of the banded curriculum. However, it is taught in DIG09). *They evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise.
Assessment Type	Assessment Type
• Project • See Assessment Alignment Planner (AAP) for full details and mapping	• Project • See Assessment Alignment Planner (AAP) for full details and mapping
Link to Senior Cognitive Verbs	Link to Senior Cognitive Verbs
• symbolise and explain • analyse • generate • evaluate • make decisions	• recognise and describe • symbolise and explain • determine • synthesise • generate
Write That Essay - Embedded	*Write That Essay - Embedded*
Sentence Types: Short Sentence, Red White Blue. *Paragraph Types: Hammer*	*Sentence Types: Power Sentence, Em Dash* *Paragraph Types: Compare and Contrast*

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Unit 3: Tournament Design	Unit 4: Casting and Character Animation
Achievement Standards – Assessable Standards	Achievement Standards – Assessable Standards
*Students plan and manage digital projects using an iterative approach. *Students design and evaluate user experiences and algorithms	*They explain simple data compression, and why content data are separated from presentation. *Students test and predict results and implement digital solutions *They share and collaborate online, establishing protocols for the use, transmission and maintenance of data and projects.
Assessment Type	Assessment Type
• Project: See Assessment Alignment Planner (AAP) for full details and mapping	• Project: See Assessment Alignment Planner (AAP) for full details and mapping
Link to Senior Cognitive Verbs	Link to Senior Cognitive Verbs
• symbolise and explain • Generate • Evaluation • determine	• symbolise and explain • generate • make decisions • determine • evaluate
Exemplar	Exemplar
Ideas for context: *Setup a tournament for profit* • *SWOT analysis of setting up tourney* • *Security of players (Discord, servers, recordings, hashing)* • *What player info do you need, what is critical info* • *Group project – setup tournament for students within the school – Year 7 & 8 involvement* • *Survey / 5 minute multimodal analysis of success*	*Ideas for context:* *Feedback loop for promotion of future tournaments* • *Reflect on tournament design* • *Traits of champions and skills required to succeed (built into algorithms)* • *Data compression and casting* • *PMI*
Write That Essay - Embedded	*Write That Essay - Embedded*
Sentence Types: Adverb Start *Paragraph Types: Robust Conclusion*	*Sentence Types: -ing Start, -ed Start* *Paragraph Types: The Lawyer*