# Information and Communication Technology 2019 v1.0

## Unit 1 assessment instrument

### Project – Animated Storybook

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| **Purpose** |
| This technique assesses a response to a single task, situation and/or scenario in a module of work that provides students with authentic and/or real-world opportunities to demonstrate their learning. The student response will consist of a collection of at least two assessable components, demonstrated in different circumstances, places and times, and may be presented to different audiences, and through differing modes. |
| **Dimensions to be assessed** |
| This assessment technique is to be used to determine student achievement in objectives from all of the following dimensions:   * Knowing and understanding * Analysing and applying * Producing and evaluating.   All objectives from each dimension must be assessed. |

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| **Subject** | Information and Communication Technology |
| **Technique** | Project – Animated Storybook |
| **Unit number** | 1 |
| **Module number and name** | Module 2: Animation 1 |
| **Conditions** | |
| **Written Component** | 400-700 words |
| **Product Component** | Entire assets, source files and web ready versions of interactive animation |
| **Duration (including class time)** | 3 weeks |
| **Individual / group** | Individual |
| **Resources available** | * Laptop access |
| **Context** | |
| The local primary school caters for children aged 4-12 years, from grades P-6. They are interested in improving their reading literacy through a web based, interactive, animated story book, that utilises learning and teaching elements such as text, imagery and audio. For this task, you are a senior multimedia developer at a local, independent, education firm that specialises in creating digital teaching and learning resources. | |
| **Task** | |
| Plan, produce and evaluate a basic, animated storybook for the local primary school, that has simple interactive navigation controls and can be exported for web playback.  The animated storybook needs to meet the following requirements:  1. needs to include (at minimum) 3 scenes  2. needs to incorporate text, audio and moving / animated graphics  3. needs to be appropriate for the target audience  4. should follow the theme of a common children’s story or song  There are many children’s stories or songs that can be “brought to life” via a digital animation platform – such as “the three little pigs”, “hot cross buns”, “twinkle twinkle little star” etc.  Note: The focus of the subject matter for this unit is *elective context 1: Animation* (ICT Syllabus page 16), and that nowhere is *elective context 5: Digital imaging and modelling* (ICT syllabus page 23) covered throughout this course. As such, students are welcome to use pre-fabricated assets from animation tutorials covered in coursework, or utilise and adapt existing royalty free web assets. Students are not expected to create their own animation assets (such as characters, backgrounds or audio effects) from “scratch”.  The task includes two components. Upon successful completion of these components, you should have evidence for each of the syllabus descriptors:   * Component 1: Written   Write a document containing:   * + your background research, rationale, animation specifications and design storyboards   + an evaluation of the final animation and project lifecycle (following component 2 below), which includes supporting recommendations. * Component 2: Product   + Generate an animated storybook for the local primary school | |
| **To complete this task, you must:** | |
| * identify and explain the software and hardware requirements relevant to this task (K&U1) * identify and explain how the primary school can make use of this animated storybook in their teaching and learning (K&U2) * analyse the requirements, risks and problems with developing, deploying or maintaining this animated storybook, and identify potential solutions or alternatives (A&A1)   + *apply the suggested technique for analysis: mind-map* * synthesise concepts and ideas from your analysis to plan *storyboard / scene illustrations* for the animated storybook (P&E1)   + *communicate to the school the decisions made in the planned sequence and layout of the animated storybook, using colours and annotations* * produce the animated storybook that systematically addresses the school’s requirements (P&E2)   + *produce the elements required in the task description above*   + *apply learnt ActionScript and Animator techniques to develop simple animation controls*   + *apply asset management and file export techniques to deliver your animated storybook in an accepted format via the appropriate digital submission platform* * evaluate the project outcomes and lifecycle, and make recommendations or offer advice for future directions where feasible (P&E3) * submit the above written and product components, ensuring throughout both you:   + communicate ICT information to an audience using a considered selection of visual representations and language conventions and features (A&A2)   + apply software and hardware concepts, ideas and skills to complete the set of tasks listed within the range of ICT contexts included in this project (A&A3) | |
| **Checkpoints** | |
| □ Term [X] Week [X]: Discuss ideas with teacher | |
| □ Term [X] Week [X]: Complete draft submission | |
| □ Term [X] Week [X]: Final submission | |
| **Authentication strategies** Your teacher will use ways to check that the work you are assessed on is your own work. | |
| * Discuss with your teacher or provide documentation of your progress. | |
| * Take part in interviews or consultations with your teacher as you develop your response. | |
| * Submit drafts and respond to teacher feedback. | |

Instrument-specific standards matrix

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|  | **Standard A** | **Standard B** | **Standard C** | **Standard D** | **Standard E** |
| **Knowing and understanding** | The student work has the following characteristics: | | | | |
| * **accurate** identification and **comprehensive** explanation of software and hardware requirements related to ICT problems * **accurate** identification and **comprehensive** explanation of the use of ICT in society | * **accurate** identification and **detailed** explanation of software and hardware requirements related to ICT problems * **accurate** identification and **detailed** explanation of the use of ICT in society | * identification and explanation of software and hardware requirements related to ICT problems * identification and explanation of the use of ICT in society | * **partial** identification and **simple** description of software and hardware requirements related to ICT problems * **partial** identification and **simple** description of the use of ICT in society | * **minimal** identification and **superficial** description of software and hardware requirements * **minimal** identification and **superficial** description of the use of ICT in society |
| **Analysing and applying** | The student work has the following characteristics: | | | | |
| * **logical** analysis of ICT problems to identify solutions * **coherent** communication of ICT information to an audience using **a considered selection of** visual representations and language conventions and features * **proficient** application of software and hardware concepts, ideas and skills to complete tasks in a range of ICT contexts | * **considered** analysis of ICT problems to identify solutions * **clear** communication of ICT information to an audience using **relevant** visual representations and language conventions and features * **competent** application of software and hardware concepts, ideas and skills to complete tasks in a range of ICT contexts | * analysis of ICT problems to identify solutions * communication of ICT information to an audience using visual representations and language conventions and features * application of software and hardware concepts, ideas and skills to complete tasks in ICT contexts | * **description** of aspects of ICT problems * **vague** communication of ICT information to an audience using visual representations and language conventions and features inconsistently * **basic** application of software and hardware concepts, ideas and skills to complete tasks in ICT contexts | * **partial description** of aspects of ICT problems * **unclear** statements of ICT information * **use** of software and hardware concepts, ideas and skills in ICT contexts |
| **Producing and evaluating** | The student work has the following characteristics: | | | | |
| * **logical** synthesis of ICT concepts and ideas to **proficiently** plan solutions to given ICT problems * production of solutions that **systematically** address ICT problems * **reasoned** evaluation of problem-solving processes and solutions, and **logical** recommendations made. | * **effective** synthesis of ICT concepts and ideas to **successfully** plan solutions to given ICT problems * production of solutions that **effectively** address ICT problems * **considered** evaluation of problem-solving processes and solutions, and **plausible** recommendations made. | * synthesis of ICT concepts and ideas to plan solutions to given ICT problems * production of solutions that address ICT problems * evaluation of problem-solving processes and solutions, and recommendations made. | * listing of related ICT concepts and ideas to **partially** plan solutions to given ICT problems * production of responses that engage with ICT problems * description of problem-solving processes and solutions, and **basic** recommendations made. | * collection of information related to planning solutions to given ICT problems * production of partial responses that engage with aspects of ICT problems * fragmented description of problem-solving processes and solutions, and statements of opinion made. |

### Comments: