

# National Assessment Program

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## ICT Literacy

Public demonstration test user guide

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# 1 Introduction

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The National Assessment Program (NAP) sample assessments monitor student achievement in science literacy, civics and citizenship, and information and communication technology through a 3-year cycle of tests. In doing so, they contribute to the measurement of student progress towards the goals outlined in the [Alice Springs \(Mparntwe\) Education Declaration 2019](#).

## 1.1 What is the NAP–ICT Literacy assessment?

The National Assessment Program Information and Communication Technology Literacy (NAP–ICT Literacy) sample assessment is a test for Year 6 and Year 10 students in information and communication technology literacy. It has been held every 3 years since 2005. In 2020, the assessment was postponed to 2022 due to the COVID-19 pandemic. During this time, it was revised to better reflect the Australian Curriculum ICT Capability and strand of Digital Technologies.

For the purposes of the NAP, ICT literacy is defined as the ability to:

- use ICT appropriately and safely to access, manage and evaluate information,
- develop new understandings,
- apply computational, design and systems thinking to create solutions,
- communicate and collaborate with others, and
- engage productively with emerging and future technologies.

ICT literacy is considered to be an essential skill across all learning areas.

## 1.2 What does NAP–ICT Literacy measure?

The NAP–ICT Literacy assessment requires students to apply their ICT knowledge within real-world contexts. This is represented in the 4 strands and integrated aspects set out in the [NAP–ICT Literacy Assessment Framework](#). These are:

- **Understanding ICT and digital systems**, which includes managing information and operating ICT (Aspect 1.1) and understanding digital systems (Aspect 1.2)
- **Investigating and planning solutions with ICT**, encompassing accessing and evaluating information (Aspect 2.1), collecting and representing data (Aspect 2.2), and formulating problems and planning solutions (Aspect 2.3)
- **Implementing and evaluating digital solutions**, which involves communicating with digital information products (Aspect 3.1) and developing algorithms, programs, and interfaces (Aspect 3.2)
- **Applying safe and ethical protocols and practices when using ICT**, focusing on safe and responsible information consumption with ICT (Aspect 4.1) and responsible digital solution and information production with ICT (Aspect 4.2).

## 1.3 How are the NAP–ICT Literacy results reported?

### 1.3.1 Public reporting

The NAP–ICT Literacy assessment is designed to provide comparable state and territory data and to identify overall trends. At the conclusion of each cycle, ACARA publishes a national report on student achievement. This report documents achievement in relation to defined proficiency levels, but do not identify individual schools or students.

The public report includes:

- an analysis of the performance of different groups of students – for example, differences by gender, state/territory, and metropolitan/ regional schools. The results of government and non-government schools are not compared.
- a comparison of ICT literacy across Year 6 and Year 10 students.
- changes or trends from 2005

### 1.3.2 School reporting

Schools that participate in the NAP–ICT Literacy assessment receive information on their students' ICT literacy achievement in the weeks after test administration. These school summary reports provide:

- details of which students were administered which test question.
- the level of credit students received for each question they were administered
- descriptions of the skill assessed by each test question, with references to the relevant Australian Curriculum code and Assessment Framework strand
- the national percentage of students that answered each question correctly.

The school and student-specific information contained in the school summary reports is not made publicly available. Key findings published in the public report reference de-identified, aggregated data.

## 1.4 How are the NAP–ICT Literacy data collected?

Students undertake the NAP–ICT Literacy assessment on a desktop, laptop or tablet device that is either provided by their school or by the student (in schools with a BYOD policy, for instance). These devices are connected to the internet via either a wired or wireless connection.

Each student that participates in the NAP–ICT Literacy assessment is assigned 4 modules. Each module:

- has a time limit of 20 minutes that is enforced by the testing software
- follows a linear narrative sequence designed to reflect students' typical, real-world use of ICT
- includes a range of school-based and out-of-school-based themes
- includes a large task that must be completed using purpose-built software applications.

After the test, students complete an online survey. The survey questions measure student behaviours and attitudes regarding the use of ICT, and also identify the contexts in which ICT education occurs, both inside and outside of school.

## 1.5 Who participates in NAP–ICT Literacy?

Approximately 650 schools are selected to participate in the NAP–ICT Literacy assessment program in each cycle. Schools were selected according to a rigorous sampling process, undertaken in consultation with state and territory authorities. This ensures that government, Catholic and independent schools from metropolitan, rural and remote locations are appropriately represented.

Twenty students from Year 6 or Year 10 are then selected at random from each sampled school. In schools with fewer than 20 students in the target year level, all students in that year level are selected.

## 1.6 What are the NAP–ICT Literacy Demonstration tests?

Demonstration tests have been made available using a sub-set of the test modules from 2022 cycle of NAP–ICT Literacy. One intact module has been selected for each of the Year 6 and Year 10 demonstration tests, as follows:

- the 'Park Design' module comprises the Year 6 demonstration test
- the 'Interactive Story' module comprises the Year 10 demonstration test

Chapters 3 and 4 of this user guide provide details about each question that appears in demonstration test modules. They provide a short commentary on the skills assessed by each question, together with the correct answer in each instance. For extended response or interactive questions, a marking guide is provided which shows how student responses to the questions should be marked.

## 1.7 Where can I find out more about NAP–ICT Literacy?

Further information about the NAP–ICT Literacy program is available from the NAP website:

**National reports:**

<https://www.nap.edu.au/nap-sample-assessments/results-and-reports>

**Technical reports:**

<https://www.nap.edu.au/nap-sample-assessments/results-and-reports>

**Assessment framework:**

<https://www.nap.edu.au/nap-sample-assessments/assessment-frameworks>

## 2 Navigating the demonstration test interface

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### 2.1 Introduction to the test delivery platform

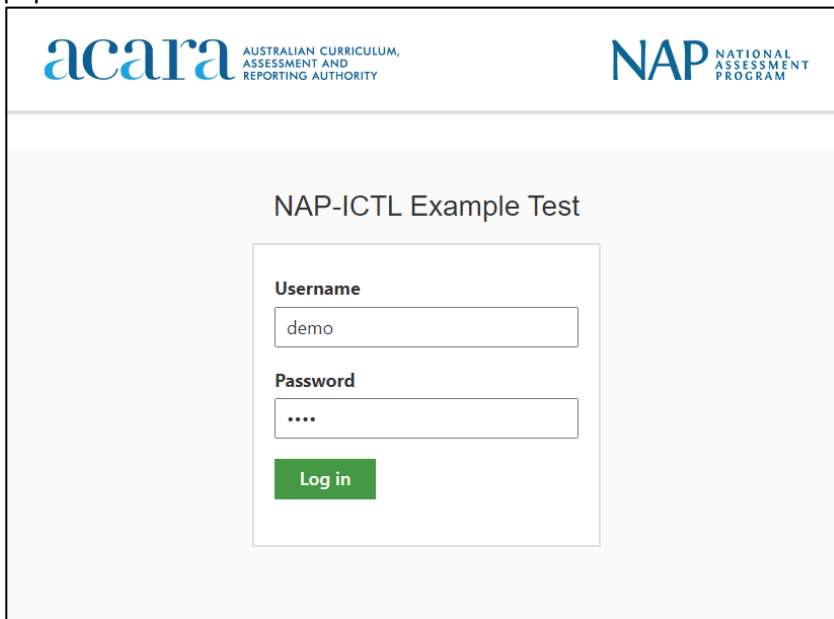
The NAP–ICT Literacy assessment seeks to replicate a student’s real-world experience of information and communication technology. Students are asked to complete a range of tasks, of varying levels of difficulty, using purpose-built software.

The tests have been designed to engage students and encourage full participation. Test items are presented in various formats, including:

- multiple choice
- drag and drop
- software commands (for instance, saving a file to a location)
- short constructed responses
- larger, multi-component tasks (the construction of artefacts).

### 2.2 Starting the demonstration test

When you start the NAP–ICT Literacy demonstration test you will be presented with a screen showing how your username and password are entered. These details will be automatically generated and populated for the demonstration test.

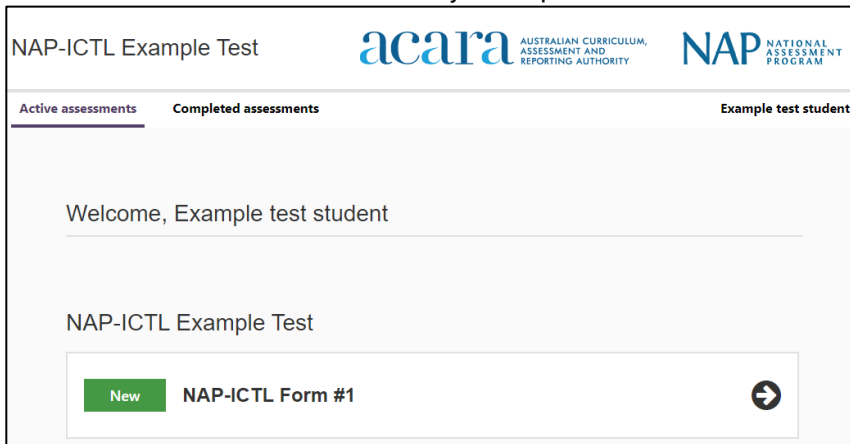


The screenshot shows a web interface for the NAP-ICTL Example Test. At the top left is the 'acara' logo with the text 'AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY'. At the top right is the 'NAP' logo with the text 'NATIONAL ASSESSMENT PROGRAM'. The main heading is 'NAP-ICTL Example Test'. Below this is a login form with two input fields: 'Username' containing 'demo' and 'Password' containing '\*\*\*\*'. A green 'Log in' button is positioned below the password field.

#### Identity confirmation screen

The confirmation screen will then appear. This screen is to help students in a real assessment check that they have used their own student code and not that of another student.

For the demonstration test this will say 'Example test student'.

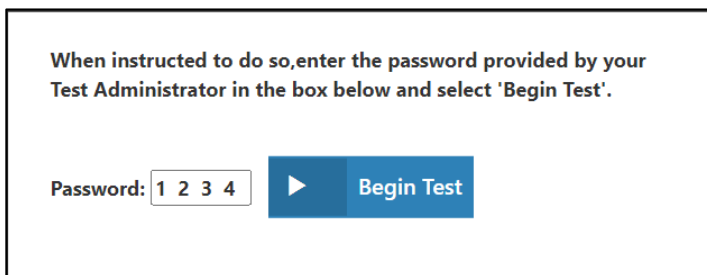


Click 'New' to continue.

## Module login screen

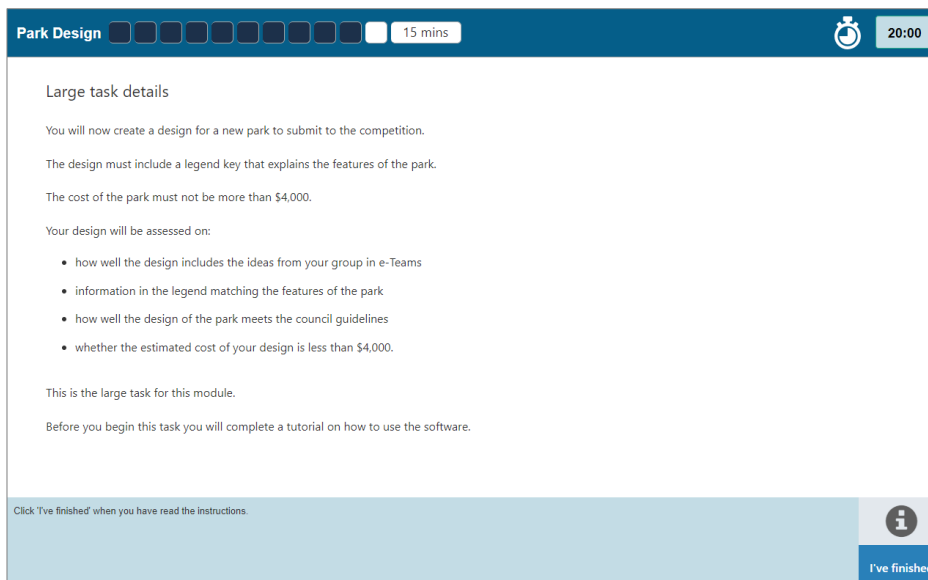
The Module login screen will be presented with a screen showing how module password are entered. These details will be automatically generated and populated for the demonstration test.

**To start the test, click 'Begin Test'.**




During the real NAP-ICT Literacy test, students are given a 5-minute break after each module. The test administrator then provides a 4-digit password to begin the next module.

At the end of each module there is a large task. These large tasks take longer to complete than the tasks in the modules. Before the large tasks there is a *large task details* screen and short video which will show students how the task works. It is important that students watch each video carefully. Students can pause the video by clicking it. When doing a large task, the *large task details* screen will show students important reminders about what they need to do to complete the task.

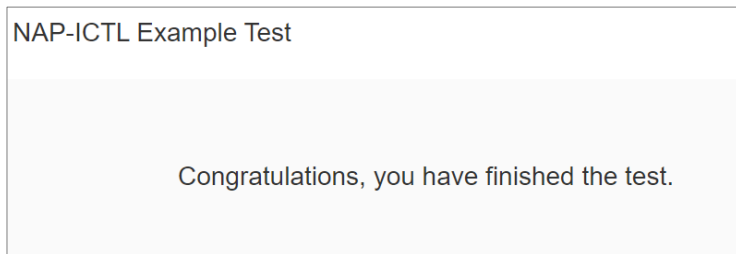




Students can view the *large task details* at any time by clicking on the (  ) button in the bottom right-hand corner of the screen.

## Finishing the test

After completing the modules in the demonstration test, students will be taken to the exit screen.



In the main NAP-ICT Literacy assessment there will be a questionnaire for students to answer, followed by a set of logout screens.

## 3 Year 6 test content

### 3.1 Park Design module

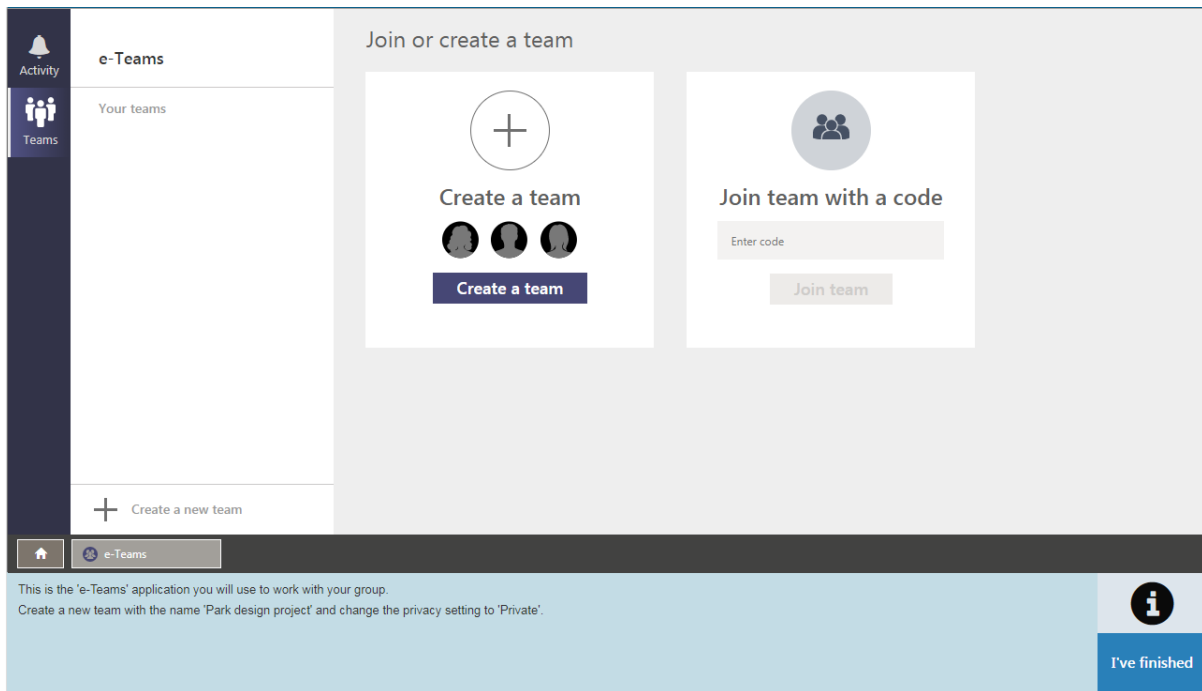
The Park Design module was one of 5 modules assessing ICT Capability. In this module, students were asked to design a park for a competition, adhering to a \$4,000 budget and incorporating group ideas while following council guidelines. Students formed teams within a collaboration app, addressed user editing concerns, and added members. They engaged in team communication, welcomed new members, and shared resources such as webpages and documents to effectively edit documents based on team input.

The following pages show the complete list of questions in the Park Design module, along with the correct response and the relationship to the NAP-ICT Literacy Assessment Framework.

Below is a brief description of the contents of each of the fields shown.

<b>Descriptor</b>	A brief description of what students need to do in order to complete a task.
<b>Strand</b>	Refers to one of the four NAP-ICT Literacy Assessment Framework strands assessed by each task.
<b>Framework Aspect</b>	Refers to the NAP-ICT Literacy Assessment Framework content assessed by each task.
<b>ICT General Capability Element</b>	Refers to the Australian Curriculum: ICT General Capability organising elements.
<b>Digital Technology summary statement</b>	Refers to the Australian Curriculum: Digital Technology summary statements presented in the NAP-ICT Literacy Assessment Framework. References are included only for those tasks that overlap with Australian Curriculum: Digital Technology content.
<b>Correct response</b>	A brief description of what students need to do to correctly answer a task.

## Questions 1a and 1b



1a

<b>Descriptor</b>	Create a team name in a collaboration application
<b>Strand</b>	Understanding ICT and digital systems
<b>Framework Aspect</b>	Managing information and operating ICT
<b>ICT General Capability Element</b>	Understand ICT systems
<b>Digital Technology summary statement</b>	N/A
<b>Correct response</b>	To correctly answer this question, students must create a new team by clicking the 'Create a team' button and entering the text "Park design project" in the team name field.  (1 mark)

1b

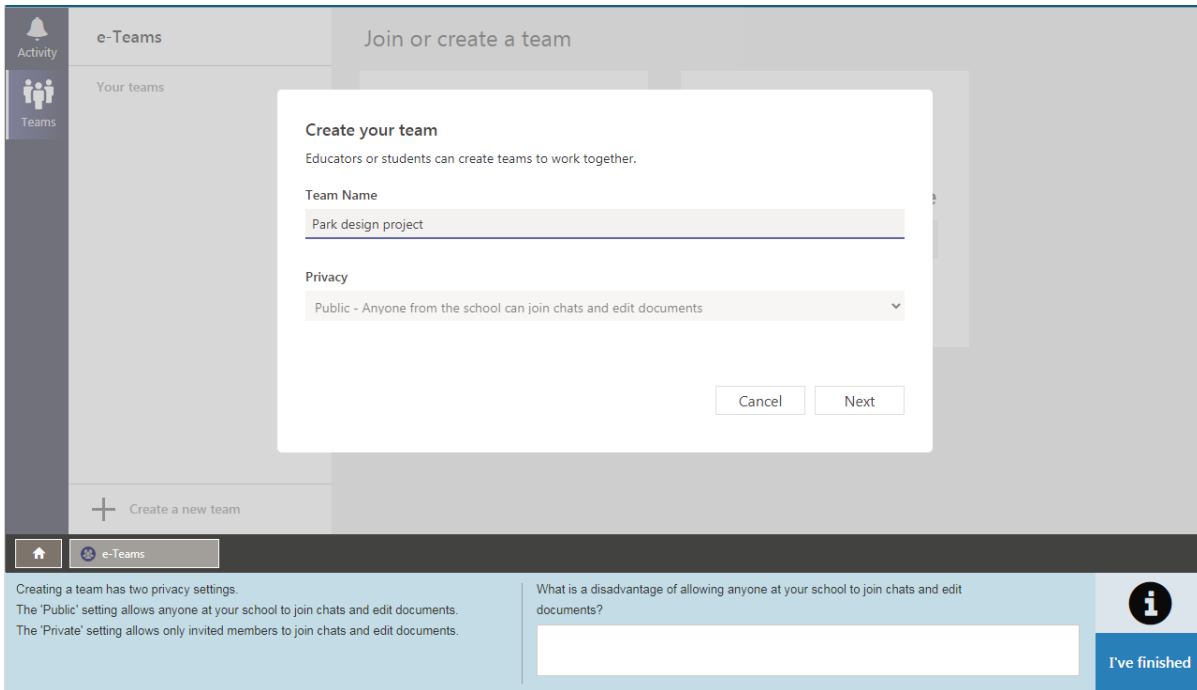
<b>Descriptor</b>	Change the privacy setting in a collaboration application
<b>Strand</b>	Understanding ICT and digital systems
<b>Framework Aspect</b>	Managing information and operating ICT
<b>ICT General Capability Element</b>	Understand ICT systems
<b>Digital Technology summary statement</b>	N/A

**Correct response**

To correctly answer this question , student Students must change the privacy setting in drop down menu to 'Private' when creating the new team.

(1 mark)

**Question 2**



**Descriptor**

Identify a disadvantage of allowing any user to edit documents in a collaboration application

**Strand**

Applying safe and ethical protocols and practices when using ICT

**Framework Aspect**

Safe and responsible information consumption with ICT

**ICT GC Element**

Apply digital information security practices

**Digital Technology summary statement**

Applying social, ethical, and technical protocols

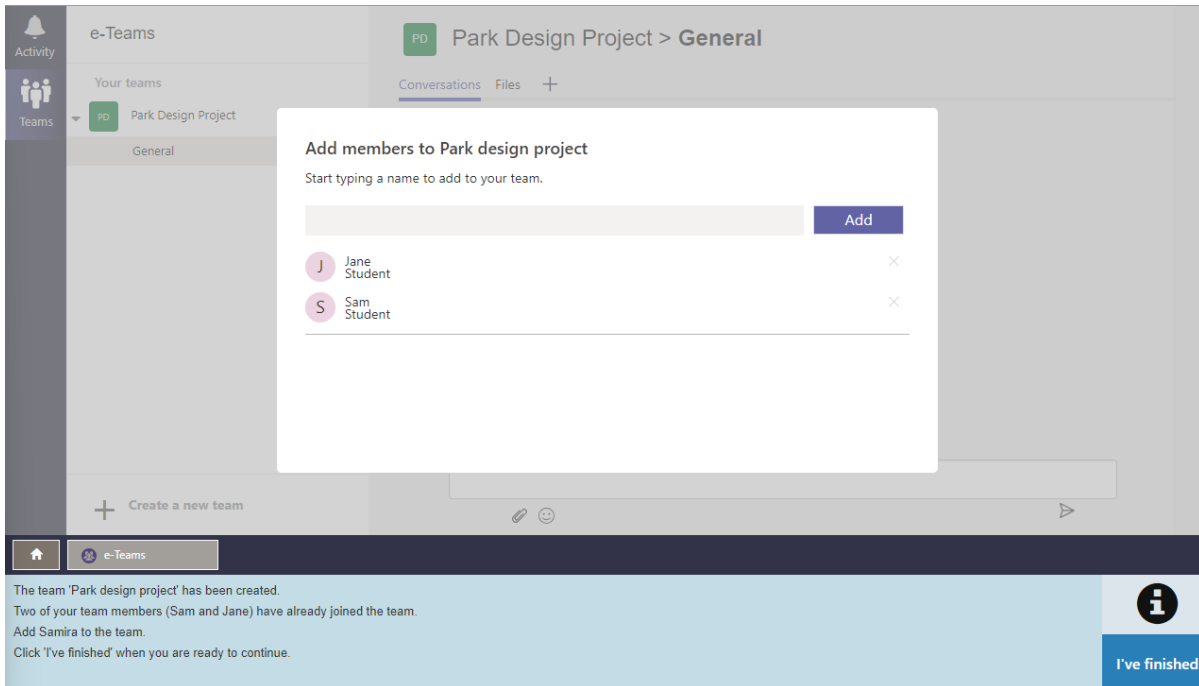
**Correct response**

Students answered this question correctly if they referred explicitly or implicitly to one of the following disadvantages:

- damage to documents (including deletion or changes)
- intentional disruptive behaviour
- privacy

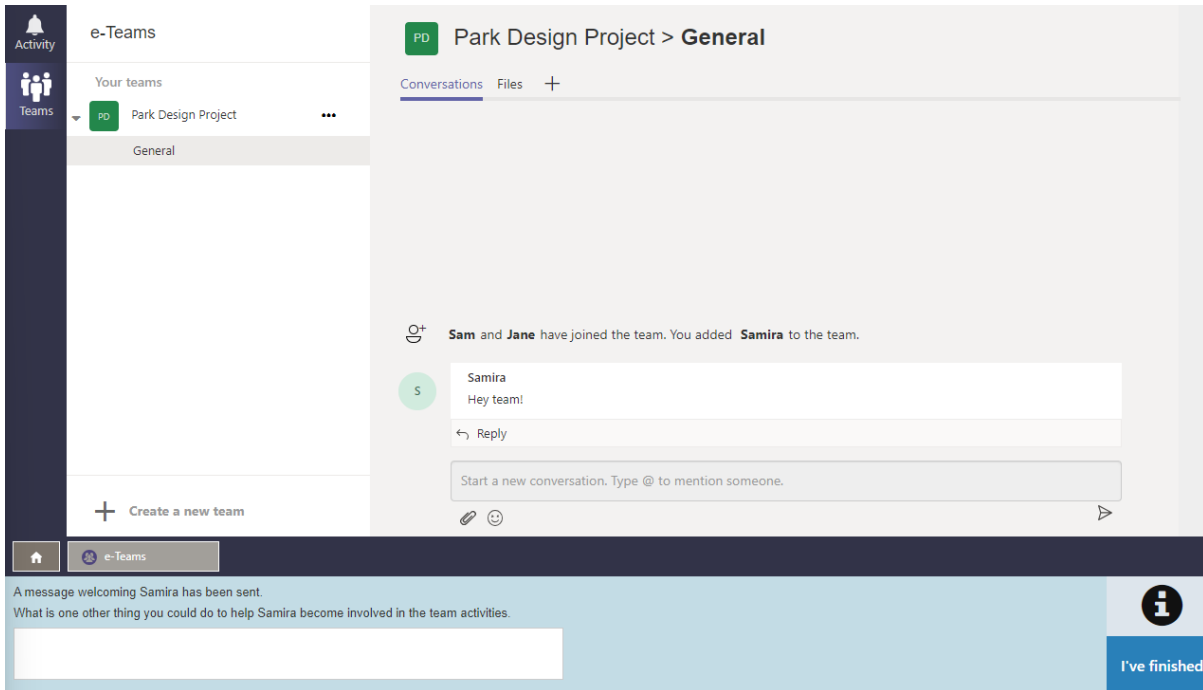
(1 mark)

### Question 3



<b>Descriptor</b>	Add a specified person as a member to a team in a collaboration application
<b>Strand</b>	Understanding ICT and digital systems
<b>Framework Aspect</b>	Managing information and operating ICT
<b>ICT GC Element</b>	Understand ICT systems
<b>Digital Technology summary statement</b>	N/A
<b>Correct response</b>	Students correctly answered this question by searching for Samira in the add members search bar, and then adding her to the team.  (1 mark)

## Question 4



<b>Descriptor</b>	Explain how to use the features of a collaboration application to make another member feel welcome
<b>Strand</b>	Applying safe and ethical protocols and practices when using ICT
<b>Framework Aspect</b>	Safe and responsible information consumption with ICT
<b>ICT GC Element</b>	Identify the impacts of ICT in society
<b>Digital Technology summary statement</b>	Applying social, ethical, and technical protocols
<b>Correct response</b>	<p>To correctly answer this question ,students must refer to one of the categories below in their response:</p> <ul style="list-style-type: none"> <li>- Send message to the whole team to introduce/involve Samira</li> <li>- Send some information about the project to Samira/tell her where she can find information.</li> <li>- Outline tasks of the project the team are involved in, ask which tasks she would like to be involved in or what she thinks of the project so far</li> </ul> <p>(1 mark)</p>

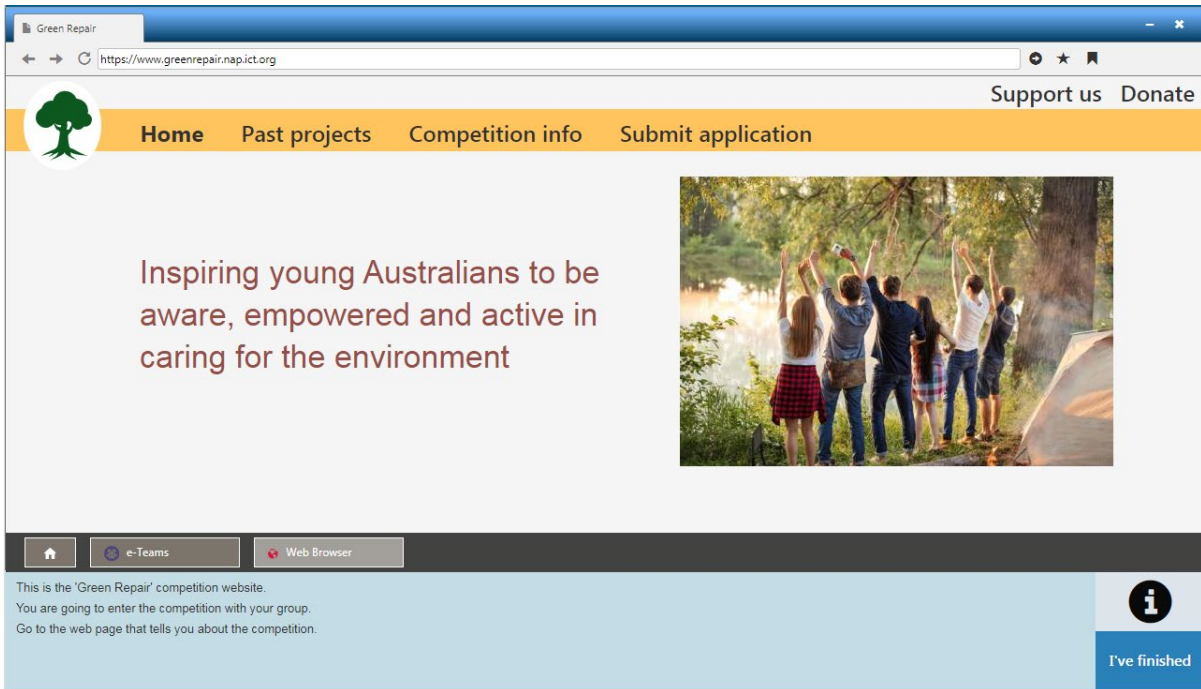
## Question 5

Sam has sent a link to the 'Green Repair' competition website. Go to the 'Green Repair' website.

**I've finished**

<b>Descriptor</b>	Locate and click a link to a website embedded in a post in a collaboration application
<b>Strand</b>	Understanding ICT and digital systems
<b>Framework Aspect</b>	Managing information and operating ICT
<b>ICT GC Element</b>	Locate data and information
<b>Digital Technology summary statement</b>	N/A
<b>Correct response</b>	To correctly answer this question, students must identify the hyperlink to the "Green Repair" website and click it.  (1 mark)

**Question 6**



<b>Descriptor</b>	Navigate to a specified webpage in a website
<b>Strand</b>	Investigating and planning solutions with ICT
<b>Framework Aspect</b>	Accessing and evaluating information
<b>ICT GC Element</b>	Locate data and information
<b>Digital Technology summary statement</b>	N/A
<b>Correct response</b>	To correctly answer this question, students must click the "Competition info" link in the navigation bar.  (1 mark)

## Question 7

The screenshot shows a web browser window with the address bar displaying <https://www.greenrepair.nap.ict.org>. The page has a navigation menu with 'Home', 'Past projects', 'Competition info', and 'Submit application'. The 'Competition info' page contains the following text:

**Competition information**

- (1) Design a new park to restore some unused land.
- (2) Your design must follow the council's park design guidelines.
- (3) Your design must not exceed a total cost of \$4,000.

Designs must be created using the application provided by us.

There is a 'Download as pdf' button with a PDF icon.

At the bottom of the browser window, there is a toolbar with 'Home', 'e-Teams', and 'Web Browser' buttons. Below the toolbar, a message reads: "This is the 'Competition info' web page. You can switch between 'e-Teams' and the 'Web Browser' to help you answer the question." To the right, a question is posed: "What are two ways you could share the information from this web page with your team in the 'e-Teams' application?" There are two input fields labeled '1:' and '2:'. An information icon (i) and a blue 'I've finished' button are also visible.

<b>Descriptor</b>	Explain how to share information from a webpage with a team in a collaboration application
<b>Strand</b>	Understanding ICT and digital systems
<b>Framework Aspect</b>	Managing information and operating ICT
<b>ICT GC Element</b>	Understand ICT systems
<b>Digital Technology summary statement</b>	N/A
<b>Correct response</b>	<p>To receive 2 marks, students must provide two examples of ways to share the information, e.g.</p> <ul style="list-style-type: none"> <li>- Send PDF file as message / attachment in message</li> <li>- Save PDF to the file section of eTeams</li> <li>- Send Screen shot of web page via eTeams</li> <li>- Copy the content into eTeams</li> <li>- Send URL of page</li> <li>- Send URL of PDF</li> <li>- Type content into eTeams</li> </ul> <p>Students received 1 mark for providing one example.</p>



## Question 8

Green Repair

https://www.greenrepair.nap.ict.org

Support us Donate

Home Past projects **Competition info** Submit application

Competition information

(1) Design a new park to restore some unused land.

(2) Your design must follow the council's park design guidelines.

(3) Your design must not exceed a total cost of \$4,000.

Designs must be created using the application provided by us.

Home e-Teams Web Browser

Send the text from the web page to your team in 'e-Teams' as a new conversation.

I've finished

<b>Descriptor</b>	Posts text from a webpage as a conversation thread in a collaboration application
<b>Strand</b>	Understanding ICT and digital systems
<b>Framework Aspect</b>	Managing information and operating ICT
<b>ICT GC Element</b>	Understand ICT systems
<b>Digital Technology summary statement</b>	N/A
<b>Correct response</b>	To correctly answer this question, students must copy the Competition information text from the website, navigate to the e-Teams application, and post the text as a new conversation.  (1 mark)

## Question 9

The screenshot shows a Microsoft Teams interface. On the left, the 'e-Teams' sidebar is visible with a team named 'Park Design Project'. The main chat area shows a conversation in the 'General' channel. Sam has posted a message with a link to 'Green Repair - Local park design competition'. Jane has posted a document titled 'Park design ideas'. A notification bar at the bottom of the chat area provides instructions: 'The competition information has been copied and pasted into 'e-Teams' as a new conversation. Jane created a document in 'e-Teams' named 'Park design ideas'. Open the document.' An 'I've finished' button is located in the bottom right corner of the notification area.

<b>Descriptor</b>	Opens a document embedded in a conversation thread in a collaboration application
<b>Strand</b>	Understanding ICT and digital systems
<b>Framework Aspect</b>	Managing information and operating ICT
<b>ICT GC Element</b>	Understand ICT systems
<b>Digital Technology summary statement</b>	N/A
<b>Correct response</b>	To correctly answer this question , students must click the 'Park design ideas' document link in the e-Teams post from Jane.  (1 mark)

## Question 10

**Activity**  
Teams

Park design ideas

File Edit Insert View Format

Verdana

**Park design ideas**

- Plant tall trees around facilities to give people shade
- Choose trees that grow fast
- Include a community vegetable garden
- A walking path with some benches for sitting

**Conversation**

**J** Jane 5 mins ago  
I have put some design ideas into a document. Let me know what you think.

**S** Samira 2 mins ago  
Looks good but I think a pond would be better than a vegetable garden.

**J** Jane 1 min ago  
Thanks Samira, I agree. Let's include a pond instead of the vegetable garden.

Reply

The 'Park design ideas' document has been opened.  
Read the comments in the conversation section.  
Edit the document so that it matches what the group agreed to in the conversation section.  
Click 'I've finished' when you are ready to continue.

**i**  
I've finished

<b>Descriptor</b>	Edit a document according to a conversation thread by team members
<b>Strand</b>	Implementing and evaluating digital solutions
<b>Framework Aspect</b>	Communicating with digital information products
<b>ICT GC Element</b>	Collaborate, share and exchange
<b>Digital Technology summary statement</b>	Exchanging information by sharing knowledge
<b>Correct response</b>	To correctly answer this question, students must read the conversation thread and edit the text in the word document to include a pond instead of a vegetable garden. (1 mark)

## Question 11

<p><b>Introduction</b></p> <p>Our city is committed to providing safe parks for all residents. This document provides advice for designing new parks.</p> <p><b>General guidelines</b></p> <ol style="list-style-type: none"><li>1. Public parks and their facilities should be safe. People will not use spaces they do not feel safe in.</li><li>2. Public parks must be equally accessible to all residents. Our equal access policy states "Equal access is improved by removing barriers that prevent people from knowing about or using an open space."</li><li>3. Public Parks must contain the facilities for safe and healthy use. A public toilet, public seating and at least one drinking fountain must be provided.</li></ol>	<p><b>Design guidelines</b></p> <p><i>Entrances and exits</i></p> <p>There should be multiple entrances/exits for the park in addition to the main entrance.</p> <p><i>Walking paths</i></p> <p>There should be a continuous hard surface path that connects all of the facilities and areas of the park.</p> <p><i>Facilities</i></p> <p>Facilities like bike parking, public barbecues, water stations and toilets should be within 3 meters of a path.</p> <p><i>Shade</i></p> <p>Shade should be provided along the western edge of parkland by planting tall trees.</p> <p><i>Ponds</i></p> <p>Ponds should be at least 20m<sup>2</sup> in size, have at least one irregular edge to provide wildlife habitat. The wildlife habitat should not be able to be reached directly by a path.</p> <p>There must be some large open areas for activities like sports.</p>
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The screenshot displays a digital park design tool. On the left is a vertical menu with categories: Trees, Shrubs, Ground cover plants, Paths, Facilities, Features, and Water. The main workspace shows a green park area with a grey path network. Three numbered markers (1, 2, 3) are placed on the path. A legend on the right identifies these markers: 1 North Rd, 2 South Rd, and 3 Connecting street. Below the workspace, a scale indicates 'One tile = 1 square meters'. At the bottom, a task instruction reads: 'Design a layout for the new park. Click 1 for information on how you will be assessed. Click 'I've finished' when you have completed the task.' A blue 'I've finished' button is visible in the bottom right corner.

### Descriptor

- 11a. Design a park with adequate facilities by following stated guidelines
- 11b. Design a park with amenities located a set distance from a pathway
- 11c. Design a park with a sufficient number of pathways
- 11d. Design a park with adequate green space
- 11e. Design a park with pond features as per stated guidelines

	11f. Design a park that incorporates ideas from other team members 11g. Design a park to budget
<b>Strand</b>	Implementing and evaluating digital solutions
<b>Framework Aspect</b>	Communicating with digital information products
<b>ICT GC Element</b>	Generate solutions to challenges and learning area tasks
<b>Digital Technology summary statement</b>	Creating digital solutions
<b>Correct response</b>	Students were awarded marks according to the rubric below

Category	0 marks	1 mark	2 marks	3 marks
<p>11a. Facilities Present</p> <p>Are seating, toilet, drinking fountain included?</p>	No facilities	One facility	Two or more facilities	
<p>11b. Facilities Locations</p> <p>Are facilities within 3 meters of pathways?</p>	No facilities	One facility correctly located	Two facilities correctly located	
<p>11c. Pathways</p> <p>Pathways connect:</p> <p>1) roads into park, 2) to each other, 3) to facilities</p>	No paths present or do not meet other criteria	One criterion met	Two or more criteria met	
<p>11d. Shade Trees</p> <p>Tress provided on western side of park</p>	No shade trees present	Tall or medium trees present in correct location		
<p>11e. Pond</p> <p>Pond features include 1) at least 20m<sup>2</sup>, 2) one irregular edge, 3) path does not access irregular edge</p>	No pond present	Pond present but with no features met	Pond present with one or two features met	Pond present with all 3 features met
<p>11f. How well the design includes the ideas from your group in e-Teams.</p> <p>Group ideas 1) tall trees for shade, 2) pond, 3) Path, 4) benches</p>	No ideas from group included	One idea from group included	Two or more ideas from group included	
<p>11g. Cost</p>	Cost over \$4000	Cost under \$4000, but total of other scores 5 or less	Cost under \$4000, but total of other scores more than 5	

## 4 Year 10 test content

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### 4.1 Interactive Story module

The Interactive Story module was one of the modules in the NAP-ICT Literacy assessment from the Digital Technologies (DT) content area. The focus of Digital Technologies (DT) is on developing technical skills and knowledge related to computational thinking and digital systems in order to create digital solutions.

In this module, students were asked to:

- employ project management tools like Gantt charts to complete various task assignments
- optimise a data sorting tool with a focus on user interface design elements for improved usability
- create a choice-based story with decision trees and devise algorithms for dynamic scene changes.

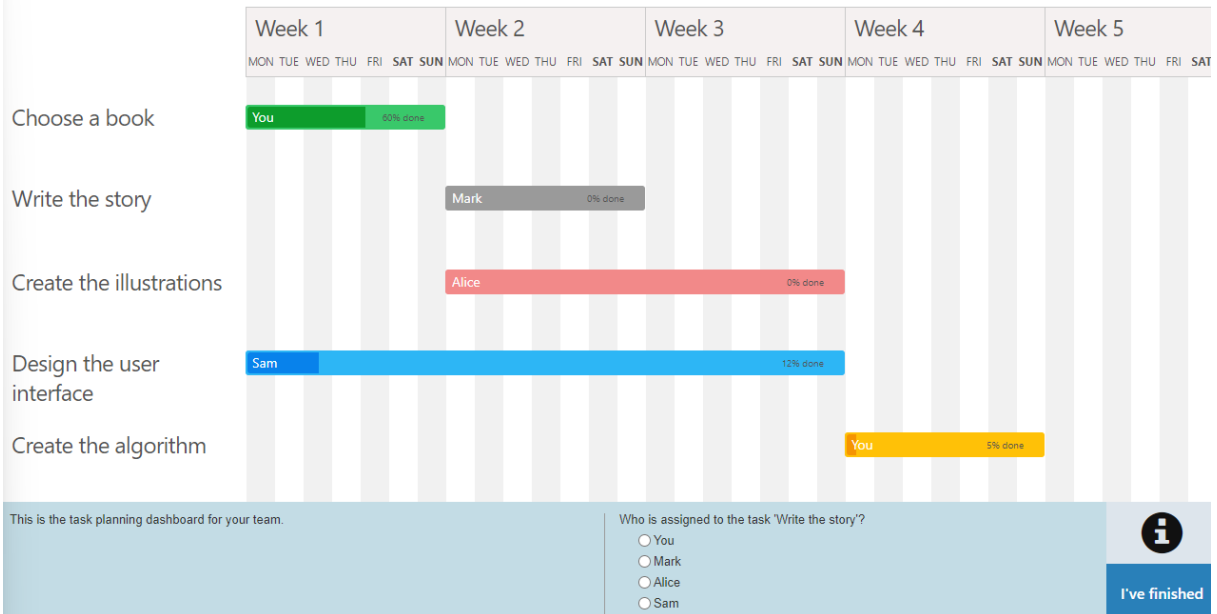
The following pages show the complete list of questions in the Interactive Story module, along with the correct response and the relationship to the NAP-ICT Literacy Assessment Framework.

Below is a brief description of the contents of each of the fields shown.

<b>Descriptor</b>	A brief description of what students need to do in order to complete a task.
<b>Strand</b>	Refers to one of the four NAP-ICT Literacy Assessment Framework strands assessed by each task.
<b>Framework Aspect</b>	Refers to the NAP-ICT Literacy Assessment Framework content assessed by each task.
<b>ICT General Capability Element</b>	Refers to the Australian Curriculum: ICT General Capability organising elements.
<b>Digital Technology summary statement</b>	Refers to the Australian Curriculum: Digital Technology summary statements presented in the NAP-ICT Literacy Assessment Framework. References are included only for those tasks that overlap with Australian Curriculum: Digital Technology content.
<b>Correct response</b>	A brief description of what students needed to do to correctly answer a task.

## Question 1

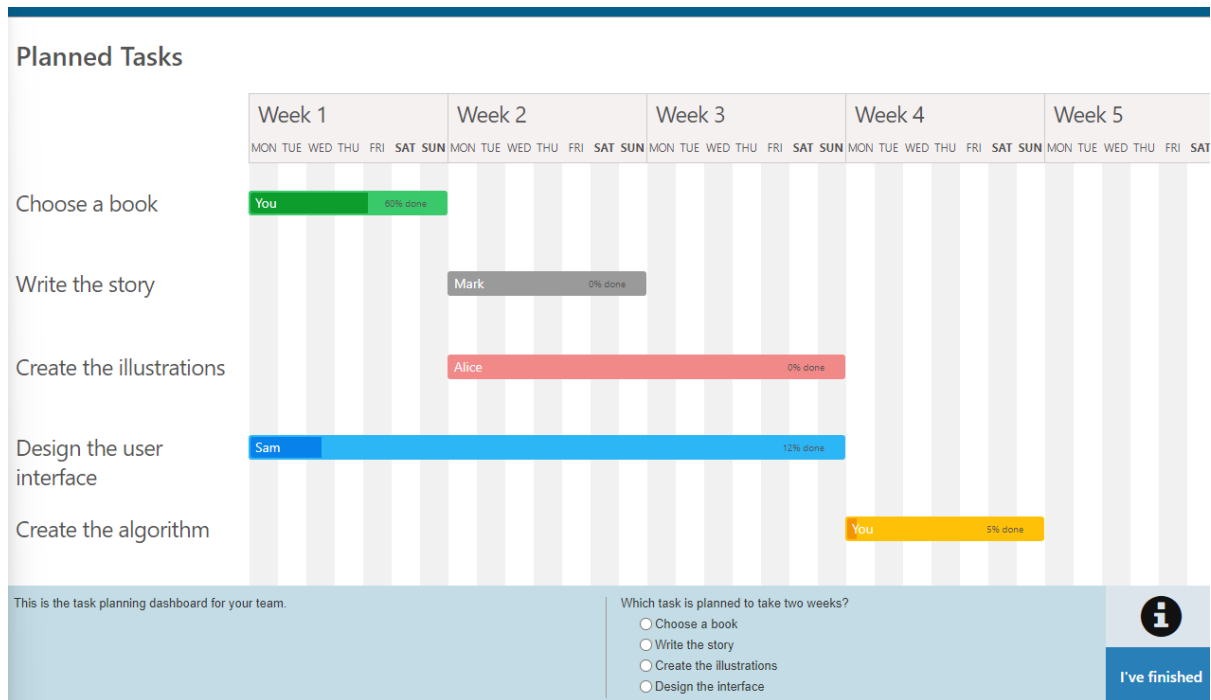
### Planned Tasks



<b>Descriptor</b>	Identify who is assigned to a task in a Gantt chart
<b>Strand</b>	Understanding ICT and digital systems
<b>Framework Aspect</b>	Managing information and operating ICT
<b>ICT GC Element</b>	Understand ICT systems
<b>Digital Technology summary statement</b>	N/A
<b>Correct response</b>	Students answered this question correctly if they chose 'Mark' as the answer.  (1 mark)



## Question 2



<b>Descriptor</b>	Identify a task according to its duration in a Gantt chart
<b>Strand</b>	Understanding ICT and digital systems
<b>Framework Aspect</b>	Managing information and operating ICT
<b>ICT GC Element</b>	Understand ICT systems
<b>Digital Technology summary statement</b>	N/A
<b>Correct response</b>	Students answered this question correctly if they chose <i>'Create the illustrations'</i> as the answer.  (1 mark)

### Question 3

**Planned Tasks**  
 Undo all changes

	Week 1							Week 2							Week 3							Week 4							Week 5																																		
	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN																												
Choose a book	You 50% done																																																														
Write the story																													Mark 0% done																																		
Create the illustrations																													Alice 0% done																																		
Design the user interface	Sam 12% done																																																														
Create the algorithm																													You 5% done																																		

This is the task planning dashboard for your team.  
 You need to change the days for the 'Create the algorithm' task.

Change the 'Create the algorithm' task so that it starts at the beginning of Week 3 (MON) and goes for two weeks.  
 Click to undo all changes (top left).  
 Click 'I've finished' when you are ready to continue.

I've finished

<b>Descriptor</b>	Change the duration of a task in a Gantt chart according to criteria
<b>Strand</b>	Understanding ICT and digital systems
<b>Framework Aspect</b>	Managing information and operating ICT
<b>ICT GC Element</b>	Understand ICT systems
<b>Digital Technology summary statement</b>	N/A
<b>Correct response</b>	Students correctly answered this question by dragging and expanding the orange 'create the algorithm' task so that it began on Mon Week 3 and ended on Sun Week 4.  (1 mark)

## Question 4

### Book Comments

Amy I loved it!	David I liked it.	Phil Really bad.
Huyen Really good.	Sophie Very exciting!	Jason I hated it.
Nicola Awful story.	Chen My new favourite.	Simon Boring.

### Sorting Tool

Positive words

Loved
Liked
Exciting
Favourite

Negative words

Sort

The interactive story will be based on the book 'Magic Cape'.  
Some comments about the book are shown.  
The sorting tool labels some of the comments.  
Click the 'Sort' button to see which comments are labelled.

How does the sorting tool decide which comments to label?

i

I've finished

<b>Descriptor</b>	Explain how a sorting tool works
<b>Strand</b>	Understanding ICT and digital systems
<b>Framework Aspect</b>	Understanding digital systems
<b>ICT GC Element</b>	Understand ICT systems
<b>Digital Technology summary statement</b>	Understanding digital systems
<b>Correct response</b>	<p>Students correctly answered this question if they referred explicitly or implicitly to the sorting being on the basis of the presence of given words from a list.</p> <p>(1 mark)</p>

## Question 5

### Book Comments

Amy I loved it! <b>Negative</b>	David I liked it. <b>Negative</b>	Phil Really bad. <b>Negative</b>
Huyen Really good. <b>Negative</b>	Sophie Very exciting! <b>Positive</b>	Jason I hated it. <b>Negative</b>
Nicola Awful story. <b>Negative</b>	Chen My new favourite. <b>Positive</b>	Simon Boring. <b>Negative</b>

### Sorting Tool

**Positive words**

Loved Liked Exciting Favourite

My

**Negative words**

Bad Hated Awful Boring I

Really

**Sort**

The sorting tool has been set up to label the positive and negative book comments. The set-up is incorrect and some comments have the wrong label. Select the comments that have the wrong label. Click a comment to select and deselect it. Click 'I've finished' when you are ready to continue.

i
I've finished

<b>Descriptor</b>	Identify comments that are incorrectly labelled by an incorrectly configured sorting tool
<b>Strand</b>	Understanding ICT and digital systems
<b>Framework Aspect</b>	Understanding digital systems
<b>ICT GC Element</b>	Manage digital data
<b>Digital Technology summary statement</b>	N/A
<b>Correct response</b>	<p>Students received 2 marks for this question by selecting all of the following incorrectly labelled comments and no other comments:</p> <ul style="list-style-type: none"> <li>- I loved it!</li> <li>- I liked it.</li> <li>- Really good.</li> </ul> <p>Students received 1 mark for selecting any two of the above and no other comments.</p>

## Question 6

### Book Comments

Amy I loved it! <b>Negative</b>	David I liked it. <b>Negative</b>	Phil Really bad. <b>Negative</b>
Huyen Really good. <b>Negative</b>	Sophie Very exciting! <b>Positive</b>	Jason I hated it. <b>Negative</b>
Nicola Awful story. <b>Negative</b>	Chen My new favourite. <b>Positive</b>	Simon Boring. <b>Negative</b>

### Sorting Tool

**Positive words**

Loved × Liked × Exciting ×  
Favourite × My ×

Click to add more words

**Negative words**

Bad × Hated × Awful ×  
Boring × I × Really ×

Click to add more words

Sort    Undo all changes

The sorting tool has been set up to label the positive and negative book comments.  
 The set-up is incorrect and some comments have the wrong label.  
 Change the positive or negative words in the sorting tool to fix the problem.  
 Click the 'Sort' button to see which comments are highlighted.  
 Click 'I've finished' when you are ready to continue.

i  
**I've finished**

<b>Descriptor</b>	Configures the word lists of a sorting tool to correctly label texts as positive and negative
<b>Strand</b>	Understanding ICT and digital systems
<b>Framework Aspect</b>	Understanding digital systems
<b>ICT GC Element</b>	Manage digital data
<b>Digital Technology summary statement</b>	Understanding digital systems
<b>Correct response</b>	<p>To receive 2 marks, students needed to delete and add words in the sorting tool so that the book comments showed the correct label of positive or negative.</p> <p>To achieve this, students needed to:</p> <ul style="list-style-type: none"> <li>- delete the words 'I', 'My' and 'Really'</li> <li>- add the word 'Good' to the positive section</li> </ul> <p>Students received 1 mark for deleting 'My' and adding 'Good' OR deleting 'Really' and 'I'.</p>

## Question 7

### Book Comments

Amy I loved it! <b>Positive</b>	David I liked it. <b>Positive</b>	Phil Really bad. <b>Negative</b>
Huyen Really good. <b>Positive</b>	Sophie Very exciting! <b>Positive</b>	Jason I hated it. <b>Negative</b>
Nicola Awful story. <b>Negative</b>	Chen My new favourite. <b>Positive</b>	Simon Boring. <b>Negative</b>

### Sorting Tool

**Positive words**

Loved

Liked

Exciting

Favourite

Good

**Negative words**

Bad

Hated

Awful

Boring

Sort

The sorting tool has been set up correctly and all comments have the correct label.

Which of these comments would be incorrectly labelled by the sorting tool?

Very very very bad.

It was really very boring.

I really liked how exciting it was.

I thought it would be boring but it wasn't.

**I've finished**

<b>Descriptor</b>	Identify a text phrase that would be incorrectly labelled by a sorting tool
<b>Strand</b>	Understanding ICT and digital systems
<b>Framework Aspect</b>	Understanding digital systems
<b>ICT GC Element</b>	Understand ICT systems
<b>Digital Technology summary statement</b>	N/A
<b>Correct response</b>	Students answered this question correctly if they chose 'I thought it would be boring but it wasn't' as the answer. (1 mark)

Question 8a and 8b

The designer (Sam) has sent a design for the user interface for the interactive story.  
The placeholder image will show the scene for the story.  
The decision text will be shown with each scene.

Move the buttons to make the design of the interface easier to use.  
Explain why your new design is easier to use.

I've finished

8a

<b>Descriptor</b>	Arrange buttons in a user interface (UI) to improve usability
<b>Strand</b>	Implementing and evaluating digital solutions
<b>Framework Aspect</b>	Developing algorithms, programs and interfaces
<b>ICT GC Element</b>	Understand computer mediated communications
<b>Digital Technology summary statement</b>	Creating digital solutions
<b>Correct response</b>	Students were required to change the location of the buttons so that they did not overlap, they were placed under the placeholder diagram and organised conventionally i.e. left to right reading or downward reading. Full credit (2 marks) was awarded to students that met all of these requirements (i.e. buttons not overlapping, under the diagram and also placed conventionally). Partial credit (1 mark) was awarded to students that placed the buttons so that they did not overlap and either placed under the diagram OR organised conventionally.

8b

<b>Descriptor</b>	Explains how an arrangement of buttons in a UI an improvement is
<b>Strand</b>	Investigating and planning solutions with ICT
<b>Framework Aspect</b>	Formulating problems and planning solutions
<b>ICT GC Element</b>	Generate ideas, plans and processes
<b>Digital Technology summary statement</b>	N/A
<b>Correct response</b>	<p>Students needed to explain their reasoning behind the changes they made to the interface. Students answered this question correctly by referring to one of the categories below in their response:</p> <ul style="list-style-type: none"><li>- the buttons are no longer overlapping with each other</li><li>- the buttons do not overlap with other aspects of the user interface</li><li>- the buttons are now able to be read either left to right, or top to bottom, or are in the middle of the screen.</li></ul> <p>(1 mark)</p>



The designer (Sam) has sent a background for the user interface.  
Give two reasons why this background could cause problems for the reader.

Decision A: Grandmother wears the cape.  
Decision B: Child wears the cape.

Decision A      Decision B

i

I've finished

### Question 9

<b>Descriptor</b>	Explain why the choice of background for a UI could cause a problem for the user
<b>Strand</b>	Investigating and planning solutions with ICT
<b>Framework Aspect</b>	Formulating problems and planning solutions
<b>ICT GC Element</b>	Generate ideas, plans and processes
<b>Digital Technology summary statement</b>	N/A
<b>Correct response</b>	<p>To receive 2 marks, students must provide two reasons why the choice of background is a problem, e.g.</p> <ul style="list-style-type: none"> <li>- busy/distracting</li> <li>- irrelevant/not thematic</li> <li>- masks the borders of the elements on the screen</li> <li>- parts of the background look like buttons</li> </ul> <p>Students received 1 mark for providing one reason.</p>

**Question 10**

**Scenes**

**Scene**

**Scene**

**Scene**

The illustrator (Alice) has created the scenes for the interactive story. The decision tree shows the scenes and decisions for the interactive story. You need to complete the decision tree. You can see a bigger image of any scene by clicking the Q icon when you place your cursor over that scene.

Drag the scenes to the correct part of the decision tree. Some have been done for you. Click 'I've finished' when you are ready to continue.

**i**  
**I've finished**

<b>Descriptor</b>	Add scenes for a choice-based story into a decision tree
<b>Strand</b>	Investigating and planning solutions with ICT
<b>Framework Aspect</b>	Formulating problems and planning solutions
<b>ICT GC Element</b>	Generate ideas, plans and processes
<b>Digital Technology summary statement</b>	N/A
<b>Correct response</b>	<p>To answer this question correctly, students needed to drag all four scenes to their correct location in the decision tree, as shown below:</p> <p>(1 mark)</p>

### Question 11

All of the scenes have been added to the decision tree.  
The decision tree shows the scenes and decisions for the interactive story.  
File names for the scene images have been added.  
One file name is missing.

Which file name is the correct name for the highlighted scene?

- 1B-1A
- 1B-2A
- 2A-1A
- 2B-2B

**i**  
I've finished

<b>Descriptor</b>	Infer the file name for a scene based on other file names
<b>Strand</b>	Understanding ICT and digital systems
<b>Framework Aspect</b>	Managing information and operating ICT
<b>ICT GC Element</b>	Manage digital data
<b>Digital Technology summary statement</b>	N/A
<b>Correct response</b>	Students answered this question correctly if they chose '1B-2A' as the answer.  (1 mark)

## Question 12

The work space uses code blocks to change the scene of the story when the 'Decision A' button is clicked. The code blocks in the work space only show one scene which is the wrong one. Click the 'Decision A' button to change the scene of the story and see the problem.

Change the code blocks in the work space so that all of the correct scenes are shown. Use the decision tree resource to help you. Click the ↶ icon to undo changes. Click 'I've finished' when you are ready to continue

**i**  
I've finished

<b>Descriptor</b>	Develop an algorithm to change the scene of an interactive story consistent with the content of a decision tree
<b>Strand</b>	Implementing and evaluating digital solutions
<b>Framework Aspect</b>	Developing algorithms, programs and interfaces
<b>ICT GC Element</b>	Generate solutions to challenges and learning area tasks
<b>Digital Technology summary statement</b>	Creating digital solutions
<b>Correct response</b>	<p>To answer this question correctly, students needed to arrange the code blocks so that the correct story scenes were shown when the decision button was clicked.</p> <p><b>Students received 3 marks</b> if they were able to get the image 1A-2 to appear when the 'Decision A' button is pressed, followed by the image 1A-2A.</p> <p>Possible algorithms for a score of 3</p>

```
Work space ⚙️
when button clicked
  Change scene to 1A-2
  if scene = 1A-2 then
    Change scene to 1A-2A
```

```
Work space ⚙️
when button clicked
  Change scene to 1A-2
  Change scene to 1A-2A
```

```
Work space ⚙️
when button clicked
  if scene = 1 then
    Change scene to 1A-2
  if scene = 1A-2 then
    Change scene to 1A-2A
```

```
Work space ⚙️
when button clicked
  if scene = 1A-2 then
    Change scene to 1A-2A
  if scene = 1 then
    Change scene to 1A-2
```

Which results in an image sequence of



followed by



**Students received 2 marks** if they were able to get the image 1A-2 to appear when the 'Decision A' button is pressed, followed by the incorrect image 1A-2B.

Possible algorithms for a score of 2

Which results in an image sequence of



followed by



**Students received 1 mark** if they were able to get the image 1A-2 to appear when the 'Decision A' button is pressed, with no further follow-up images.

Possible algorithms for a score of 1

Which results in an image sequence of

