

Task 2: Functional App

Due Date: Thursday 5 Jun 2025 Week 6B Term 2

Distributed: 6 May 2025	Weighting: 25%
Task Type: Practical Project	Unit: Apps & Interactivity
<p>Syllabus Outcome/s:</p> <ul style="list-style-type: none"> - IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies - IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications - IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects - IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction 	

Task Description

This task consists of two parts as outlined below.

PART A - Functional App

Using your AppLab Design prototype from the last task, you're creating a functional App using AppLab. Your functional App should reflect the design idea you've developed through Task 1 and the AppLab Prototype you've created, as well as adding functionality to your original idea to improve the user experience.

Your app should aim to have at least 5 functional screens completed with links between each one for navigation, including images/video assets and added functionality such as text boxes, visual effects and buttons.

PART B - Folio

You are required to update your folio from task 1 to include:

- Updated actual *Time Plan* and evaluation (why the difference between planned and actual)
- *Record of Production* which clearly documents your progress in creating your app using App Lab. It should provide clear and concise screenshots, explanations of what and why, problems encountered and resolutions.
- a *Final Evaluation* which addresses the following:
 - Does your final product match the statement of intent and discuss any reasons for variations
 - Feedback from other people (classmates, fellow students, parents etc) on your project
 - Any changes or improvements you would make in future design projects including project management

NOTE: Your folio will be assessed against the Literacy Marking Criteria.

Glossary of Key Words

These verbs will provide an understanding of the detail needed to successfully answer the questions. Some of the verbs typically associated with these questions include:

- **Discuss:** Identify issues and provide points for and/or against
- **Evaluate:** Make a judgement based on criteria; determine the value of

Details of Submission

PART A - Functional App

You will need to export your APPLAB app as a zipped file, which will contain the HTML/CSS/JS files, as well as any assets, for your project to Moodle by the due date.

PART B - Folio

Submit the folio to Moodle by the due date.

Teacher Feedback and Student Self-Reflection

The task will be returned to students within **14 days** of the due date. Information on how to improve will be provided through written teacher feedback and the marking criteria. Students can clarify or seek further feedback by speaking with their teacher.

Upon return of the task and teacher feedback, students will also be expected to complete the following self-reflection form, to provide them with the opportunity to reflect on the strength of their performance, as well as areas that have been identified to strengthen in future tasks -

<https://forms.gle/s3HD9ueLodeUs2km6>

How does this link to my learning?

This task will allow students to demonstrate their understanding of theoretical concepts, providing students with the opportunity to showcase their knowledge, understanding and skills in

- Demonstrates knowledge and skills in competent use of a variety of software as part of their design projects
- Explaining the functionality and impact of a range of multimedia products

Assessment Procedures

Students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning menu for each year group.

Marking Criteria

Part A - Functional App					
CRITERIA	1 - 2	3 - 4	5 - 6	7 - 8	9 - 10
Quality of product	Demonstrates poor quality in all aspects of the App	Demonstrates basic quality in most aspects of the App	Demonstrates substantial quality in most aspects of the App	Demonstrates high quality in most aspects of the App	Demonstrates very high quality in all aspects of the App
Range of skills	Little or no evidence of quality in the application of skills and techniques in the development of the App	Evidence of basic quality on the application of skills and techniques in the development of the App	Evidence of high but inconsistent quality in the application of skills and techniques in the development of the App	Evidence of high quality in the application of skills and techniques in the development of the App	Evidence of high quality in the application of a wide range of skills and techniques in the development of the App
Degree of difficulty	App of limited difficulty created and/or limited coding used in the solution provided.	An App of minimal difficulty created. Implemented basic code structures using variables, functions, loops or conditions.	An App of moderate difficulty created using somewhat appropriate coding using variables, functions, loops and/or conditions.	An App of substantial difficulty created using appropriate coding using variables, functions, loops and conditions.	A highly demanding functional App created using highly appropriate code using variables, functions, loops and/or conditions.
Links to Statement of Intent	Links to Statement of Intent are inappropriate or not evident	Minimal links to Statement of Intent created	Completed App relates loosely to what was intended.	Completed App relates somewhat to what was intended.	Completed App relates closely to what was intended.
				SUBTOTAL	/ 40

Part B - Folio					
CRITERIA	1 - 3	4-7	8-12	13-16	17-20
Actual Time Plan and Evaluation	Time plan inappropriate or not evident.	Time plan is without sufficient detail. Identifies the difference between estimated and actual time plans.	Proposes a time plan. Outlines the difference between estimated and actual time plans.	Develops and applies appropriate time plans. Evaluates estimated and actual time plans	Develops and applies comprehensive time plans. Clearly evaluates estimated and actual time plans.
Record of Production	Limited attempt at completing a record of production	Record of production provided showing some documentation of project development	Record of production provided with some entries including some screenshots provided and outlines the management of the project	Detailed record of production provided with entries including some screenshots provided and describes the management of the project	Detailed record of production provided with detailed description and dated entries including screenshots provided
Evaluation	Limited attempt at project evaluation	Basic project evaluation, a few aspects of project have been covered	Satisfactory project evaluation, most aspects of project have been covered	Thorough project evaluation, all aspects of project have been covered	Extensive evaluation of the final project covering how closely it relates from users and improvements/changes
				SUBTOTAL	/ 20

LITERACY CRITERIA					
Literacy Outcomes	Elementary achievement You have:	Limited achievement You have:	Satisfactory achievement You have:	High achievement You have:	Outstanding achievement You have:
Vocabulary <i>Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</i>	Very limited response. Few content words used.	Only simple words are used.	Some precise and technical words are used.	Sustained use of precise and technical words.	Sustained, consistent and fluent use of precise and technical words.
	0	0.25	0.50	0.75	1
Punctuation <i>Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text</i>	No evidence of correct sentence punctuation.	Sentence punctuation is correctly used in at least one place - <i>one sentence is punctuated correctly.</i>	Some correct sentence level punctuation (at least 50%). May attempt other punctuation where it is required.	Mostly correct sentence level punctuation (80%) and at least two correct examples of other punctuation.	Writing contains accurate use of all applicable punctuation.
	0	0.25	0.50	0.75	1
Sentences & Cohesion <i>The intentional construction of a variety of sentences to match purpose and audience, and the control of multiple sentence threads across the whole text.</i>	No clear evidence of sentences: a list of words OR text fragments.	At least one sentence is used correctly. Some meaning can be construed from the text.	Some correct formation of sentences. Mainly uses simple and compound sentences, but may attempt more complex structures.	Most sentences are correct. Range of sentence types and connectives are evident, but with varied effectiveness.	All sentences are correct, effective and controlled, and include a range of sentence types and connectives (complex sentences and other sophisticated structures)
	0	0.25	0.50	0.75	1
Paragraphs <i>Paragraphs are used to effectively structure information and partition events and ideas</i>	No correct use of paragraphing; may be a block of text or random breaks.	Ideas are separated; paragraphs may contain some unrelated ideas.	At least ONE paragraph is well structured and develops an idea	Writing is organised into paragraphs that assist the reader to digest chunks of the text, but may not be linked or executed effectively.	All components of the paragraphs are evident and paragraphing is consistent and well-developed across the whole text.
	0	0.25	0.50	0.75	1
Text Structure <i>Uses features of the appropriate text type</i>	No evidence of the structural features of the appropriate text type. <i>No attempt to write in the appropriate text type and/or response is off task.</i>	Minimal evidence of the structural features - 1 component evident - of the appropriate text type.	Some evidence of the structural features - 2 components evident - of the appropriate text type.	Substantial evidence of the structural features - all components evident but there may be some lapses - of the appropriate text type.	Coherent and controlled use of all the appropriate structural features of the text type.
	0	0.25	0.50	0.75	1
	Level of response is well below syllabus expectation	Level of response is below syllabus expectation	Level of response is equivalent to syllabus expectation	Level of response is above syllabus expectation	Level of response is well above syllabus expectation
				Literacy Criteria Total	/5
				GRAND TOTAL	/65