Digital Technologies, Foundation to Level 10 – Plugged activities

The VCAA has developed the following resource for Digital Technologies. The resource includes plugged activities across a range of content descriptions in all strands from Foundation to Level 10. Plugged activities are activities that require students to use digital systems, including hardware and software or the internet. The plugged activities in this resource can be completed by students at home, if they are working remotely, or by students working in the classroom.

This resource has been developed to assist teachers by providing examples of activities in which students can demonstrate their understanding of the curriculum. Activities are grouped by band: F–2, 3–4, 5–6, 7–8 and 9–10. The resource provides the relevant extracts of the achievement standard for the content descriptions provided. Not all the content descriptions have been included, because some are better suited to being delivered as unplugged activities. The chosen content descriptions cover the strands Digital Systems, Data and Information and Creating Digital Solutions.

Each of the content descriptions has two corresponding plugged activities for students. These plugged activities involve students using a range of digital devices to take photos; create presentations; work with images, sound and data files; and develop solutions using word processing software, drawing software, spreadsheet software, database software and data visualisation software. Students will also solve problems within the Creating Digital Solutions strand using a programming language to follow the steps of analysis, design, development and evaluation.

Teachers would need to prepare students for these activities with a range of teaching and learning activities. They may also wish to prepare student worksheets or response templates to go with these activities. Teachers should monitor students’ completion of the plugged activities and assess these against the relevant achievement standard/s. Students could submit evidence of these activities for teachers to assess by taking photographs of their work and emailing them to the teacher, emailing completed documents and solutions to the teacher, or uploading their images, documents and solutions to the school learning management system.

Digital Technologies, Foundation to Level 2 – Plugged activities

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| **Achievement standard**  |
| By the end of Level 2, students identify how common digital systems are used to meet specific purposes.Students use digital systems to represent simple patterns in data in different ways and collect familiar data and display them to convey meaning.Students design solutions to simple problems using a sequence of steps and decisions.  |
| **Strand and content descriptions** | **Plugged activities** |
| Digital Systems |
| Identify and explore digital systems (hardware and software components) for a purpose [(VCDTDS013)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDS013) | * Use a tablet device, such as an iPad, to take photographs around the school or home and insert them into a Word or Google Docs document.
* Using PowerPoint or Google Slides, create a photo story that includes text, images and audio.
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| Data and Information |
| Recognise and explore patterns in data and represent data as pictures, symbols and diagrams [(VCDTDI014)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI014) | * Use the Australian Government Bureau of Meteorology website each day for one month. Look at the image for the forecast each day and note any patterns in the weather, for example the number of days of sunshine only in the month or the number of cloudy days. Keep a record of these images for each day and then look at the images at the end of the month. Note any patterns in the weather represented by the images.
* Reduce an image file so that it could be emailed to the teacher by reducing the dimensions of the image or choosing a different image format, for example, converting an image as a bitmap to a PDF.
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| Collect, explore and sort data, and use digital systems to present the data creatively [(VCDTDI015)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI015) | * Use data visualisation software to create a mind map showing the relationships between characters in a story.
* Use spreadsheet software, such as Excel, Numbers or Google Sheets, to present data in a table and to present that data in a chart.
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| Independently and with others create and organise ideas and information using information systems, and share these with known people in safe online environments [(VCDTDI016)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI016) | * Work collaboratively in small groups to create a photo story online, as a class blog with text, images and audio/video, to illustrate a creative story. The teacher will moderate the blog.
* Participate in a safe online space, such as the school intranet, learning management system or Google apps, to share ideas and information with classmates. The teacher will moderate the online space.
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| Creating Digital Solutions |
| Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems [(VCDTCD017)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD017) | * Program a digital device, such as a Bee-Bot, to follow a simple sequence of steps to solve a problem, for example following a set of instructions written as arrows on cards.
* Program a digital device, such as a Pro-Bot, to follow a specific path in a room to avoid obstacles.
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Digital Technologies, Levels 3 and 4 – Plugged activities

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| **Achievement standard extracts** |
| By the end of Level 4, students describe how a range of digital systems and their peripheral devices can be used for different purposes.Students explain how the same data sets can be represented in different ways. They collect and manipulate different data when creating information and digital solutions. They plan and safely use information systems when creating and communicating ideas and information, applying agreed protocols.Students … develop digital solutions using algorithms that involve decision-making and user input. They explain how their developed solutions and existing information systems meet their purposes. |
| **Strand and content descriptions** | **Plugged activities** |
| Digital Systems |
| Explore a range of digital systems with peripheral devices for different purposes, and transmit different types of data [(VCDTDS019)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDS019) | * Select and use an appropriate peripheral device to perform a task, and explain the reasoning for selecting that device; for example, a student explains why they chose a digital camera to take a photo rather than using the built-in camera on a tablet device.
* Use a tablet device to take a photo and transfer the image to a desktop computer or laptop computer. Transfer the image using a USB drive or via the cloud.
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| Data and Information |
| Recognise different types of data and explore how the same data can be represented in different ways [(VCDTDI020)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI020) | * Recognise sound as a form of data. Record your voice on a digital system, such as a tablet device, using sound editing software. Then play the recording to observe your voice as a waveform.
* Edit the voice recording you made by applying various effects or filters, listening to the changes in sound and observing the altered waveform.
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| Collect, access and present different types of data using simple software to create information and solve problems [(VCDTDI021)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI021) | * Use spreadsheet software, such as Excel, Numbers or Google Sheets, to perform basic calculations involving adding, subtracting and multiplying.
* Place the data in your spreadsheet into a table with headings and lines and present that data as a bar chart and pie chart.
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| Individually and with others, plan, create and communicate ideas and information safely, applying agreed ethical and social protocols [(VCDTDI022)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI022) | * The teacher will organise students into groups to manage and collaborate on an online project using a class blog. Create a story using text, images and video and meet agreed timelines. The teacher will moderate the blog.
* Follow digital citizenship rules and behaviours when participating in the online project above. Make ethical decisions when faced with reporting inappropriate online behaviour and acknowledging the content created by others.
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| Creating Digital Solutions |
| Develop simple solutions as visual programs [(VCDTCD024)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD024) | * Create a simple program using a visual programming language, such as Scratch, to accept user input and display it as output to the user.
* Create a simple program using a visual programming language, such as Scratch, to create a response of true or false to a question.
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| Explain how student-developed solutions and existing information systems meet common personal, school or community needs [(VCDTCD025)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD025) | * Test one of the programs developed above to determine if it achieved what you set out to achieve. Document the process of testing in a table using software such as Word, Pages or Google Docs.
* Have a classmate review the programs developed above and ask them to provide you with written feedback using software such as Word, Pages or Google Docs to evaluate how it worked.
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Digital Technologies, Levels 5 and 6 – Plugged activities

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| **Achievement standard extracts** |
| By the end of Level 6, students explain the functions of digital system components and how digital systems are connected to form networks that transmit data.Students … manage the creation and communication of ideas, information … Students define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems. They incorporate decision-making, repetition and user interface design into their designs and develop their digital solutions, including a visual program. Students explain how information systems and their developed solutions meet current and future needs taking sustainability into account. |
| **Strand and content descriptions** | **Plugged activities** |
| Digital Systems |
| Examine the main components of common digital systems, and how such digital systems may connect together to form networks to transmit data [(VCDTDS026)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDS026) | * Conduct research online investigating a range of common internal and external components of digital systems, for example keyboards, monitors, hard disk drives and central processing units. Identify, describe and draw examples of each of these components.
* Conduct research online about different types of networks and how they transmit data. Identify, describe and draw examples of wired networks.
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| Data and Information |
| Acquire, store and validate different types of data and use a range of software to interpret and visualise data to create information [(VCDTDI028)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI028) | * Use spreadsheet software, such as Excel, Numbers or Google Sheets, to perform calculations of multiple cells using sum, average, count, min and max.
* Use spreadsheet software, such as Excel, Numbers or Google Sheets, to create line charts to visualise trends in data over time, for example trends in sales over the months of a year or population increases for Melbourne over 10 years.
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| Creating Digital Solutions |
| The following content descriptions and activities can be used to develop a software solution for the sample problem described below.**Sample problem**Students are to solve a problem that can be developed using a visual programming language such as Scratch. The purpose of the software solution is to allow 10 numbers to be entered and added together with the result displayed on the screen. |
| Define problems in terms of data and functional requirements, drawing on previously solved problems to identify similarities [(VCDTCD030)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD030) | * Use software such as Word, Pages or Google Docs to write down the details of the problem to be solved. Also identify the data needed within the program.
* Use software such as Word, Pages or Google Docs to identify the functional requirements of the proposed software solution.
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| Design a user interface for a digital system, generating and considering alternative design ideas [(VCDTCD031)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD031) | * Use software such as Word, PowerPoint, Google Docs, Google Slides or Keynote to design and mock up the user interface for the proposed software solution.
* Annotate the mock-up you created above, describing the features used and the appearance of the software solution.
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| Design, modify and follow simple algorithms represented diagrammatically and in English, involving sequences of steps, branching, and iteration [(VCDTCD032)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD032) | * Use software such as Word, Pages or Google Docs to write an algorithm that describes the sequence of steps required to develop the software solution.
* Use software such as Visio, Word, PowerPoint, Google Docs, Google Slides or Keynote to draw a flow chart that represents the sequence of steps required to develop the software solution.
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| Develop digital solutions as simple visual programs [(VCDTCD033)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD033) | * Create the software solution using a visual programming language, such as Scratch.
* Modify the software solution created above to enable the user to make choices using ‘IF’ statements and to repeat instructions using ‘REPEAT’ statements.
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| Explain how student-developed solutions and existing information systems meet current and future community and sustainability needs [(VCDTCD034)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD034) | * Use software such as Word, Pages or Google Docs to write about how your software solution meets the requirements determined at the start of the problem.
* Use software such as Word, Pages or Google Docs to write about how your software solution could be modified to meet the need of your classroom teacher to enter in test scores for a class and calculate averages for the class.
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Digital Technologies, Levels 7 and 8 – Plugged activities

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| **Achievement standard extracts** |
| By the end of Level 8, students distinguish between different types of networks and their suitability in meeting defined purposes.Students explain how text, image and sound data can be represented and secured in digital systems and presented using digital systems. They analyse and evaluate data from a range of sources to model solutions and create information …Students define and decompose problems in terms of functional requirements and constraints. They design user experiences and algorithms incorporating branching and iterations, and develop, test, and modify digital solutions. Students evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability. |
| **Strand and content descriptions** | **Plugged activities** |
| Digital Systems |
| Investigate how data is transmitted and secured in wired, wireless and mobile networks [(VCDTDS035)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDS035) | * Conduct research online about different types of network media and how they transmit data. Identify and describe the data transmission rates for wired (such as fibre optic and ethernet), wireless (such as 802.11 and microwave) and mobile networks (such as 4G and 5G).
* Conduct research online about network security (such as using usernames, passwords and firewalls) and data security such as encryption.
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| Data and Information |
| Investigate how digital systems represent text, image and sound data in binary [(VCDTDI036)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI036) | * Investigate and explain how colours are represented in text and images as a combination of red, green and blue (RGB). For example, explore the HTML Colour Picker to identify common colours.
* Investigate the different types of image representation of bitmap and vector graphics. Use software such as Word, Pages or Google Docs to describe the differences between the pixilation of a magnified bitmap and vector graphics.
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| Acquire data from a range of sources and evaluate their authenticity, accuracy and timeliness [(VCDTDI037)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI037) | * Conduct research into a topic online. Use key word searches to find information using a search engine. Complete the same searches using two or three search engines and compare the results of what is found, the number of results, time taken to complete the search and its accuracy in finding what you were searching for.
* Acquire data from the Australian Bureau of Statistics regarding tourism and transport, particularly overseas travel statistics. Investigate the statistics for arrivals over the last three years. Use software such as Word, Pages or Google Docs to describe what these results are showing over the last three years. Check the authenticity of the data and explain why this data source is reliable.
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| Analyse and visualise data using a range of software to create information, and use structured data to model objects or events [(VCDTDI038)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI038) | * Use software such as Excel, Numbers or Google Sheets to apply conditions to organise and filter data. Use conditional formatting to highlight specific cells in another colour and sort data using column filters.
* Use software such as Access to develop a simple single-table database. Populate the table with fields and records. Create some queries to retrieve specific fields that meet selection criteria.
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| Creating Digital Solutions |
| The following content descriptions and activities can be used to develop a software solution for the sample problem described below.**Sample problem**Students are to solve a problem that can be developed using a general-purpose programming language such as Python. The purpose of the software solution is to allow teachers to enter in student assessment scores and to convert them into letter grades and display these results to the screen. |
| Define and decompose real-world problems taking into account functional requirements and sustainability (economic, environmental, social), technical and usability constraints [(VCDTCD040)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD040) | * Use software such as Word, Pages or Google Docs to identify and describe the problem to be solved. Break the problem down into modules and draw a diagram of these as a structure chart.
* Use software such as Word, Pages or Google Docs to list and describe the functional requirements of the proposed software solution in a table. In another table list and describe the technical and usability constraints.
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| Design the user experience of a digital system, generating, evaluating and communicating alternative designs [(VCDTCD041)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD041) | * Use software such as Visio or Draw.io to design two or three different user interfaces for the proposed software solution. These could be completed as a mock-up with annotations regarding appearance.
* Use software such as Word, Pages or Google Docs to develop criteria to compare the different designs. Evaluation criteria could focus on attractiveness, ease of use and accessibility. Use the evaluation criteria to select the design to develop into the software solution.
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| Design algorithms represented diagrammatically and in English, and trace algorithms to predict output for a given input and to identify errors [(VCDTCD042)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD042) | * Use software such as Word, Pages or Google Docs to write the algorithm as English statements, including the sequence of steps, decisions and repetition.
* Use software such as Word, Pages or Google Docs to develop a test table to test the algorithm above. Write down the predicted output for each test. Trace the input of test scores and their conversion to grades to check for the accuracy of the algorithm. Identify any errors and modify the algorithm.
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| Develop and modify programs with user interfaces involving branching, iteration and functions using a general-purpose programming language [(VCDTCD043)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD043) | * Create the software solution using a general-purpose programming language, such as Python or Arduino.
* Test the software solution using the testing table developed above. Modify the software solution by fixing any errors that are identified.
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| Evaluate how well student-developed solutions and existing information systems meet needs, are innovative and take account of future risks and sustainability [(VCDTCD044)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD044) | * Use software such as Word, Pages or Google Docs to write about how your software solution meets the requirements determined at the start of the problem.
* Have a classmate review your software solution and ask them to provide you with written feedback using software such as Word, Pages or Google Docs, evaluating how it worked and met requirements.
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Digital Technologies, Levels 9 and 10 – Plugged activities

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| **Achievement standard extracts** |
| By the end of Level 10, students explain the control and management of networked digital systems and the data security implications of the interaction between hardware, software and users.Students explain simple data compression, and why content data are separated from presentation. They take account of privacy and security requirements when selecting and validating data and use digital systems to analyse, visualise and model salient aspects of data. Students share and collaborate online, establishing protocols for the legal and safe use, transmission and maintenance of data and projects.Students define and decompose complex problems in terms of functional and non-functional requirements. They design and evaluate user experiences and algorithms, and develop and test modular programs, including an object-oriented program. Students evaluate their solutions and information systems in terms of risk, sustainability and potential for innovation. |
| **Strand and content descriptions** | **Plugged activities** |
| Digital Systems |
| Investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems [(VCDTDS045)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDS045) | * Use software such as Visio to create a network diagram of a building in the school or the school network. Clearly identify network components (such as servers and routers, devices and transmission media).
* Conduct research online to compare the similarities and differences between two operating systems, such as Windows and macOS. Use software such as Word, Pages or Google Docs to identify and describe a range of characteristics of the operating system, including processing, control, storage and security.
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| Data and Information |
| Analyse simple compression of data and how content data are separated from presentation [(VCDTDI046)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI046) | * Conduct research online to understand data compression. Use software such as Word, Pages or Google Docs to identify and describe the types of data that can be compressed and provide examples of the process.
* Look at some examples of JPEG and PNG image files. Use software such as Word, Pages or Google Docs to identify and describe the difference between lossy and lossless compression.
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| Develop techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources, considering privacy and security requirements [(VCDTDI047)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI047) | * Use an online survey tool, such as Kahoot, to conduct an online poll. Collect the data and use a software tool such as Word, Pages or Google Docs to identify the quantitative and qualitative data collected and describe the difference between the data.
* The teacher provides you with a CSV file with some errors in the data. Import the CSV file into an Excel spreadsheet. Then format and validate the data in the spreadsheet and save the file.
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| Analyse and visualise data to create information and address complex problems, and model processes, entities and their relationships using structured data [(VCDTDI048)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI048) | * Use software such as Excel, Numbers or Google Sheets to perform a range of financial calculations. Perform calculations to determine compound interest over a number of years.
* Use software such as Excel, Numbers or Google Sheets to download data sets. Identify patterns and relationships in the data and represent these as charts. Import these charts into data visualisation software, such as Canva or Adobe Illustrator, to develop infographics.
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| Manage and collaboratively create interactive solutions for sharing ideas and information online, taking into account social contexts and legal responsibilities [(VCDTDI049)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI049) | * Work in groups to manage a project, such as developing the software solution in the activities for the strand below. Develop a project plan using software such as Project, Excel, Numbers or Google Sheets, detailing tasks, timelines and milestones.
* In groups, use a collaborative online platform, such as a blog, to share ideas and manage the project below. Establish protocols for the way you interact online, contribute to the project and make decisions around content. The teacher will moderate the blog.
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| Creating Digital Solutions |
| The following content descriptions and activities can be used to develop a software solution for the sample problem described below.**Sample problem**Students are to solve a problem that can be developed using an object-oriented programming language such as Python or Visual Basic .NET. The purpose of the software solution is to develop a reporting system for teachers. Your teacher is the stakeholder. The software solution would allow teachers to enter in scores out of 100 for each assessment task, whether the task is a test or an assignment. There are two tests and three assignments. There is also an examination at the end of the semester. Each of these scores would be converted to a letter grade and displayed to the screen showing the individual grades for each assessment task. Each of the scores needs to be validated to ensure the score entered is in fact a number and a score between 0 and 100. An average grade for the tests and assignments is to be calculated and displayed to the screen. |
| Define and decompose real-world problems precisely, taking into account functional and non-functional requirements and including interviewing stakeholders to identify needs [(VCDTCD050)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD050) | * Use software such as Word, Pages or Google Docs to develop a set of questions to ask your teacher when interviewing them to clarify their needs and requirements for the software solution. Interview your teacher and record the responses.
* Refer to the responses from the interview above and use software such as Word, Pages or Google Docs to list and describe the functional and non-functional requirements of the proposed software solution in a table for each.
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| Design the user experience of a digital system, evaluating alternative designs against criteria including functionality, accessibility, usability and aesthetics [(VCDTCD051)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD051) | * Use software such as Word, PowerPoint, Pages, Keynote, Google Docs or Google Slides to design two or three different user interfaces for the proposed software solution. Apply appropriate design principles and take into consideration the user experience of the software solution. The designs could be completed as a mock-up with annotations regarding design principles.
* Develop evaluation criteria to compare the different design mock-ups you created. Evaluation criteria could include functionality, accessibility, usability and aesthetics. Use the evaluation criteria to select the design to develop into the software solution.
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| Design algorithms represented diagrammatically and in structured English and validate algorithms and programs through tracing and test cases [(VCDTCD052)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD052) | * Use software such as Word, Pages, Google Docs, Visio or Draw.io to write the algorithm as English statements or as a flow chart. The algorithm is to include the sequence of steps, decisions and repetition, as well as appropriate data types and data structures. Validation of scores and data types is to be included too.
* Use software such as Word, Pages or Google Docs to develop a test table to test the algorithm above. Write down the expected and actual output for each test. Trace the input of scores, their conversion to grades and calculation of averages. Check the accuracy of the algorithm. Identify any errors and modify the algorithm.
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| Develop modular programs, applying selected algorithms and data structures including using an object-oriented programming language [(VCDTCD053)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD053) | * Create the software solution using an object-oriented programming language, such as Python, Arduino or Visual Basic .NET.
* Test the software solution using the testing table developed above. Test all objects and for correct and incorrect data entry. Modify the software solution by fixing any errors that are identified.
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| Evaluate critically how well student-developed solutions and existing information systems and policies take account of future risks and sustainability and provide opportunities for innovation [(VCDTCD054)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD054) | * Use software such as Word, Pages or Google Docs to write about how your software solution meets the needs and requirements determined at the start of the problem and after testing the solution.
* Have a meeting with your teacher to discuss the software solution developed above and ask them to review your software solution. Note the feedback provided by the teacher, using software such as Word, Pages or Google Docs. Make appropriate modifications to the software solution recommended by the teacher in order to meet requirements.
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