



Subject Level Descriptor

Department	Computer Science	Year Group	9	Assessment	Text Adventure Game
Assessment Summary	Pupils will be assessed on their coding based on two criteria; a) the complexity of the coding constructs they have used in their game, and b) the independence and creativity with which they can apply these.				

	Coding
Level 1	<p>a) Simple procedures, plus an if, elseif statement for the menu.</p> <p>b) Pupil is still heavily reliant on adult/peer assistance to create working code i.e. they are still dependent on using a pre written game as a scaffold, in which they make simple alterations e.g. the text of the game. No objects are used in their game; they are simply moving from room to room via the menu, until they find the object they are looking for.</p>
Level 2	<p>a) As above, plus use variables to represent objects</p> <p>b) As above, but pupil is able to use variables to incorporate the finding of/use of objects within their game, although the way in which these are used remains unchanged from the scaffold they have been given. E.g. they can change a magic wand to a 9mm pistol, but it will still defeat an antagonist in the same way as the pre made scaffold.</p>
Level 3	<p>a) As above, but variables will include different data types to meet a different need. Use of single array in order to store and display items in the inventory.</p> <p>b) Pupil is able to fluently and independently adapt the scaffolding game, to create a game that differs in structure from the original one given. Different types of objects are found e.g. strings for objects, integers for codes etc. The structure of the game as regards what objects are found, how they are used and what antagonists are defeated etc differs substantially from the one they were given. In short, the pupils clearly understands how the game works, but is still sticking to the concepts of the original game.</p>
Level 4	<p>a) At least one nested if statement has been used.</p> <p>b) Pupil no longer requires scaffolding code, and is able to use their own creativity to make one element of the game that differs substantially from the original e.g. some kind of creative use of the random number generator shown in the preparation work.</p>



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Level 5	<p>a) As above, plus one other technique from the list of asynchronous teaching resources e.g. a dual array to give items in the inventory some kind of attribute, some kind of use of a random number etc.</p> <p>b) The game now differs substantially from the original, with multiple elements of the game that they themselves have independently and creatively produced.</p>
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