# Information Processing and Publishing Subject Assessment Advice

## Overview

Subject assessment advice, based on the previous year’s assessment cycle, gives an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

Teachers should refer to the subject outline for specifications on content and learning requirements, and to the subject operational information for operational matters and key dates.

# School Assessment

Assessment Type 1: Practical Skills

The more successful responses commonly:

* included well designed tasks that provided opportunities for all students to develop a range of practical skills
* demonstrated a clear understanding of the design principles resulting in a consistent and thoughtful application of these design principles
* applied the design principles creatively such as use of vertically aligned text , 3D text and vignettes
* demonstrated a highly proficient application of manipulative and organisational skills using a variety of software to create, store , retrieve and edit to complete practical skill tasks
* used high resolution graphics and demonstrated manipulation of these graphics
* included sufficient text within this assessment type
* demonstrated a balance of tasks between the two focus areas in a 20 -credit subject
* demonstrated the application of the hierarchy of text in document
* demonstrated formatting of business documents according to Australian business practice standards.

The less successful responses commonly:

* demonstrated limited understanding and application of the design principles
* needed to use the advanced software features of the software to demonstrate their manipulative skills and application of design principles in a variety of ways
* were often based around thematic tasks that did not provide opportunities for students to demonstrate a consistent and thoughtful application of layout and the design principles DA3
* assessed AE2 in all practical tasks which is not a required feature of the subject outline.
* were asked to prepare a mini product and documentation task which was repetitive and is not a requirement of the subject outline
* had insufficient text to manipulate
* used poor quality graphics with little or no manipulation
* were provided with tasks that were heavily graphic based and did not provide opportunities for the application of layout of sufficient text
* did not demonstrate an understanding of Proximity
* used the filler text of ‘Lorem Ipsum’ instead of generating their own text and formatting it
* did not undertake a spelling or grammar check, often leaving hyphenation on demonstrating competent application of DA2 instead of highly proficient
* applied text predominantly as centre aligned.

*Electronic Publishing Focus Area*

*The more successful practical skills tasks:*

* selected appropriate software and hardware to create , store , retrieve and edit to complete electronic publishing tasks
* were easy to navigate through
* had good file management
* demonstrated the integration of a variety of software
* generated content locally and did not rely on HTML-embedded content which needed an Internet connection.

*The less successful practical skills tasks:*

* left files in their native format rather than publishing them, which made it harder to view the files as the software was not available
* did not use layout suitable for the Web, e.g. wrote from left to right across a page instead of using columns
* had broken links
* produced websites that were hard to navigate through
* did not provide opportunities in the task design to demonstrate DA3, e.g. movie-making, which often led to insufficient text within the product
* used templates, such as Adobe Muse, where students used drop and drag widgets that limited student’s ability to address DA3 at a high level.

Assessment Type 2: Issues Analysis

The more successful responses commonly:

* clearly addressed the issue, stating the social/legal and or ethical effects in at *least one task* within this assessment type
* clearly identified and articulated the key points of discussions and made informed conclusions/ recommendations
* used a range of primary resources, such as interviews and surveys to support their discussion
* referred to Australian Laws or examples in context
* analysed and evaluated current hardware and software
* compared and analysed hardware/software comparable in price and function
* adhered to the prescribed word counts.

The less successful responses commonly:

* often task design did limit the students’ ability to identify a contemporary social / legal or ethical issue and subsequent discussion and recommendations/ conclusions
* tended to be general with no specific reference to the specify features of the task
* showed little or no evidence of analysis or evaluation of research undertaken
* did not fully use the available word limits or exceeded the word limits
* referred to laws outside of Australia which often were not relevant to the task
* used limited primary and / or secondary references
* were limited in developing their responses due to the style of questioning
* listed product specifications which needed to be analysed and evaluated in the Technical Operations task
* did not undertake a Technical and Operational Task which is a specification of a 20 credit subject course.

Assessment Type 3: Product and Documentation

The more successful responses commonly:

* included clearly designed task sheet which explicitly stated the specifications of the task
* clearly set out documentation according to the design process of Investigation, Devising, Producing and Evaluation. This demonstrated a comprehensive and well considered application of the design process in planning and producing text based products (DA4)
* adhered to the total written word count of 1500 words over the three summaries of Investigating, Devising and Evaluation
* referred to specific examples of each of the design principles of Contrast, Investigating, Repetition and Proximity when annotating samples rather than discussing them generally
* included one annotated sample for each page of the product
* selected samples that reflected the genre of the final product
* included one detailed design plan for each page of the product
* referenced data from targeted audience surveys
* collated and presented survey responses in graph format and referred to the data according to graph statistics
* discussed survey findings in the Evaluation
* included in the producing section of the documentation, a word dump that totalled the number of words in the final products
* evaluated the design process and the finished products using the design principles of Contrast, Repetition, Alignment and Proximity in demonstrating AE2 in the evaluation summary.

*The less successful responses commonly :*

* used templates which limited students ability to address specific design and manipulative requirements of the product and documentation
* needed to incorporate the design principles of Contrast, Repetition, Alignment and Proximity when annotating their samples to show knowledge and understanding
* needed to incorporate examples of the design principle, Proximity, in the annotated samples throughout the product and documentation
* did not discuss the samples annotated in the Investigating Summary
* needed to evaluate the hardware and software chosen in the Evaluation Summary
* needed to select correct software, such as is Adobe InDesign, Microsoft Word and Microsoft Publisher in creating their documentation or products successfully. The use of PowerPoint software for documentation significantly limited individual students in addressing DA1 to a high level.