# Pre-approved Learning and Assessment Plan

Stage 2 Information Processing and Publishing (Desktop Publishing and Electronic Publishing)

Pre-approved learning and assessment plans are for *school use only*.

* Teachers may make changes to the plan, retaining alignment with the subject outline.
* The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
* The plan does not need to be submitted to the SACE Board for approval.

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| School |  | Teacher(s) |  |

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| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **2** | **I** | **P** | **R** | **20** |  |

Addendum – changes made to the pre-approved learning and assessment plan

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| Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:  what changes have been made to the plan   * the rationale for making the changes * whether these changes have been made for all students, or for individuals within the student group. |

Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

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| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Information Processing and Publishing – 20 credits

Focus areas: Desktop Publishing and Electronic Publishing

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

Assessment Type 1: Practical Skills – weighting 40%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| U | DA | AE |
| Menu  Students design and produce a 2 page double sided A4 size menu and a single A5 size drinks list for one of the following food establishments: café, restaurant, hotel, dessert bar, pop up or a burger bar reflecting contemporary trends in design. The menu should be printed back to back.  Students provide evidence of appropriate manipulative and organisational skills, using layout and design principles in planning and producing this text based product. The menu should have a minimum of 500 words in the content of the menu as well as the name of the food establishment and a logo. Students select appropriate hardware and software and print the final products in colour. |  | 1,2,3,4 |  | One week of class time and study time.  Supervised. |
| Book Cover  Students design a book cover for one of the following genre: children’s, sporting, cookbook, travel, fairy tale, young adult fiction, health, mystery, fantasy, biography, autobiography, romance, crime action & adventure or drama. The following specifications should be considered in designing and producing the book cover for your targeted audience and genre: Front cover – title of the book, author, illustrations or photos or graphics and subtitle/tagline, Spine – Main title, author’s last name and publisher/publishing company and logo, Back cover – book summary to capture the interest of the reader (at least 2 to 3 paragraphs), bibliography of the author including photo, publisher/publishing house and logo and barcode.  Students will need to provide evidence of appropriate manipulative and organisational skills, using layout and design principles in planning and producing this text based product. Students select appropriate hardware and software and print the final product in colour.  Progressive printouts showing annotated changes to the design, and annotations evaluating why the changes have been made in arriving at the final product are required to provide evidence of evaluation of text-based products against design principles. |  | 1,2,3,4 | 2 | One week of class time and study time.  Supervised. |
| Entertainment cover  Students design a cover for one of the following entertainment products: retro vinyl (record) album cover, Blu-ray or DVD movie or film series, games such as Xbox One. The cover should include the following specifications – front and back cover which includes the name of the product, imagery such as photos, illustrations or graphics, written content, company name and logo and any other relevant Australian legal information such as rating system for games. The cover should be a minimum of 400 words.  Students provide evidence of appropriate manipulative and organisational skills, using layout and design principles in planning and producing this text based product. Students select appropriate hardware and software and print the final product in colour. |  | 1,2,3,4 |  | One week of class time and study time.  Supervised. |
| Music festival website  Students design and produce a three to six page website based on a new music festival that is entering the Australia music festival scene. It is aimed at the 18 to 25 year old market and will be held in a venue outside a major city.  In developing their website, students consider their target audience, style of music festival, name of the festival and logo, imagery (graphics, illustrations and photos), music line up, which will be reflected in the branding of the event, social media and sponsors information. The site will contain long page navigation as well as page navigation and external links.  Students select appropriate hardware and software to create and publish a website. Students provide evidence of appropriate manipulative and organisational skills, using layout and design principles in planning and producing electronic publications. |  | 1,2,3,4 |  | One week of class time and study time.  Supervised. |
| Website  Students design and produce a two page website based on one of the following choices developed into a theme to market their company to the global market: food, sport, computing, fashion, homeware design or as negotiated with the teacher. The site will contain long page navigation as well as page navigation and external links.  Students select appropriate hardware and software to create and publish a web site. Students provide evidence of appropriate manipulative and organisational skills, using layout and design principles in planning and producing electronic publications.  Students provide an evaluation of the success of their design against design principles. |  | 1,2,3,4 | 2 | One week of class time and study time.  Supervised. |

Assessment Type 2: Issues Analysis – weighting 30%

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| U | DA | AE |
| Intellectual property – Issues Analysis  Students research how e-book publishing practices are being shaped by legislative practices relating to such matters as intellectual property or what legal issues should be considered when looking to self-publish?  Students provide evidence of understanding, analysis and evaluation of the impact of social, ethical, and/or legal issues related to information processing and publishing technologies. | 1,3 |  | 1 | One-week unsupervised.  1200 word limit, or 8 minutes for oral presentation (other formats negotiable). |
| Security - Technical and Operational Understanding  Students individually investigate, analyse and evaluate the following scenario in regard to the impact of social, ethical and/or legal issues related to information processing and publishing technologies. Students provide evidence of understanding of appropriate hardware and software for the completion of text-based communication tasks.  Scenario: Currently, your school hosts its own website and data where it has been experiencing storage and security concerns in recent times. The School Council is wishing to seek clarification and advice on whether the school should move to using “cloud computing” or purchase a new server to be stored on site to meet the school needs, in regard to storage and security of data.   * + - * Identify and discuss issues raised in relation to social, ethical and/or legal issues relating to information-processing and publishing technologies?       * Why may this be a significant decision for the school?       * How would your recommendation address the schools’ concerns of storage and security of data? | 1,3 |  | 1 | One-week unsupervised.  1000 word limit, or 6 minutes for oral presentation (other formats negotiable). |

Assessment Type 3: Product and Documentation – weighting 30%

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| Assessment details | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| External assessment | *Students complete, for an identified audience, a text-based product that demonstrates understanding and use of the four parts of the design process: investigating, devising, producing, and evaluating.*  *The use of automated publishing software or supplied templates is not recommended.*  *These must be sufficient text in the final product to demonstrate use of design elements.*  *The design process must be covered in separate documentation which is submitted with the final product.*  *Final product should be at least five A4 pages (or equivalent). The text may be given to, or generated by, the students and should be approximately 1500 words.*  *The design process is covered in separate documentation, and should be a maximum of 1500 words.* |

*Eight to ten assessments.**Please refer to the Stage 2 Information Processing and Publishing subject outline.*