# Pre-approved Learning and Assessment Plan

Stage 2 Information Processing and Publishing (Desktop 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** | **10** |  |

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 – 10 credits

Focus Area: Desktop 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 50%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| U | DA | AE |
| Poster  Students design and produce a range of promotional products for 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 promotional product, they will consider their target audience, style of music festival, name of the festival and logo, imagery (graphics, illustrations and photos) which reflects the branding of the event, website, use of social media and merchandising.  Students produce an A4 poster to advertise the music festival that includes the name of the festival including imagery which reflects the branding of the festival, date, location, music line up, ticket sales information, website and social media, sponsors and any other relevant information.  Students produce two outputs: one finished product as the actual artefact and one marked up copy on A4 of the design with annotations from the design process. |  | 1,2,3,4 | 2 | One week of class time and study time.  Supervised. |
| Infographic  Students design and produce an infographic of interest which has been negotiated with the teacher (teacher may wish to specify the area of interest) which can include graphs, pictures, diagrams, narrative, timelines, checklists to inform the general public about the identified area of interest. The infographic will need contain at least 400 words.  Students should 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 |  | Two weeks 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, biographies, autobiographies, 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 – 13 digital ISBN.  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.  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. |

Assessment Type 2: Issues Analysis – weighting 20%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| U | DA | AE |
| Security - Issues Analysis  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.  In today’s world, business has moved to purchasing online their specific requirements. Your company purchases catering & kitchen supplies, furniture, office stationary and printing supplies such as inkjet cartridges with an online business. A recent audit has noted that the company’s online credit payments do not match online purchase orders and invoices over the past 12 months which has resulted in over payment. Also it has been cited that in reference to some invoices that there is no evidence of the products purchased such as inkjet cartridges and notebooks. The online company has encountered difficulties in providing details in relation to specific questions relating to their online activities with your company.  As the finance manager, you have been requested to follow up on the issues raised in regard to current practices in regard to online purchases and provide a written report to the Company’s Chief Executive for further action. Identify and discuss issues raised in relation to social, ethical and/or legal issues relating to information-processing and publishing technologies in regard to the scenario. What practices would you outline that will need to be implemented by the company in regard to purchasing online in the future? | 1,3 |  | 1 | One week  Unsupervised.  600 word limit, or 4 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 three A4 pages (or equivalent). The text may be given to, or generated by, the students and should be approximately 900 words.*  *The design process is covered in separate documentation, and should be a maximum of 800 words.* |

*Four to five assessments.**Please refer to the Stage 2 Information Processing and Publishing subject outline.*