# Government of South Australia LogoSACE Board Logo2023 Information Processing and Publishing Subject Assessment Advice

Overview

Subject assessment advice, based on the 2023 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

**Teachers can improve the moderation process and the online process by:**

* including their Learning and Assessment Plan with any addendums included
* combine student tasks into one continuous PDF document instead of separate files
* placing websites into a zipped file
* including a copy of the assessment task sheet with each sample
* ensuring a copy of the shaded performance standards are provided for each moderation sample.

Assessment Type 1: Practical Skills

In Assessment Type 1, students apply the design process and layout principles to produce text products in two focus areas. There are continuing subject adjustments for the 20 credit course in this assessment type, please see the course page for more information.

Teachers can elicit more successful responses by:

* designing tasks that provided opportunity for students to demonstrate increased complexity of skills as they progress through the AT1 tasks
* ensuring task design provided opportunities to include adequate text and apply creativity across the AT1 tasks
* ensuring students did not use templates or online website creators e.g.: CANVA, GitHub
* addressing an entire performance standard when designing tasks
* designing tasks that focussed on the application of typography
* addressing AE2 in at least one practical skills task
* not having students produce a mini product and documentation task if addressing DA4 in AT1
* creating tasks that were not thematic, thus enabling students to apply creativity and demonstrate increased skill proficiency across the AT1 tasks

The more successful responses commonly:

* had adequate written text across the AT1 tasks
* demonstrated a high level of skill development and attention to detail when applying the design principles
* clearly demonstrated own working in creating a product, by avoiding submitting templated or AI generated content as their own
* focussed on the application and development of typography within designs
* formatted text correctly
* demonstrated highly proficient use of software features (e.g.: applied tracking, leading, margins etc)
* demonstrated a highly proficient application of manipulative and organisational skills using a variety of software
* applied all capitals in headings only instead of using it for all body text within a task
* applied the flow of reading principles across print and electronic designs
* hierarchy of text was evident in the application of the design principles
* manipulated graphics.

In the context of Electronic Publishing, the more successful responses commonly:

* enabled the index page to be easily located
* applied correct file management and naming protocols
* applied layout that was suitable for the web
* had sufficient text
* navigation links and anchors were active enabling users to navigate site
* external links opened in a new page
* generated their own content
* links were active
* navigation links enabled visitors to navigate between pages
* pages were labelled.

The less successful responses commonly:

* had inconsistent application of the design principles e.g.: alignment, font sizing
* incorporated too many font styles within a task
* utilised templates, online content creators or otherwise did not create their own content, resulting in limited evidence of the student’s own work in creating a product
* did not create their own content or manipulated graphics
* lack of focus on typography
* used Lorum Ipsum filler text which limited students’ ability to demonstrate formatting of text and the application of the design principles
* formatted text as one continuous paragraph instead of creating multiple paragraphs that demonstrated one main idea in each paragraph
* centre aligned all text
* justified text creating large gaps between words affecting readability and flow
* lacked sufficient written text across the AT1 tasks
* lacked evidence of manipulating graphics or assets (web design).

In the context of Electronic Publishing, the less successful responses commonly:

* formatted layout of sites based on print-based documents instead of applying layout suitable for the web
* had broken links throughout sites including navigation
* did not label and identify the index page
* featured poor file management.

Assessment Type 2: Issues Analysis

Teachers can elicit more successful responses by:

* providing task scenarios relating to specific issues, hardware and/or software related to graphic design, rather than technology generally
* ensuring that provided scenarios reflect current and emerging technologies
* task design related to ‘real world’ issues that impact Information Processing and Publishing rather than focussing on general issues that did not specifically relate to the subject
* task scenarios provided a clear link to social, legal, and ethical issues
* the task scenario’s relationship to Information Processing and Publishing is evident
* featuring technical and Operational tasks relating to current and emerging technologies, which impact Information Processing and Publishing

The more successful responses commonly:

* provided an in-depth analysis and evaluation of the social, legal, and ethical issues related to information-processing and publishing technologies
* ensured that the introduction and conclusion/recommendation connected to the scenario
* demonstrated an understanding of the impact of social, ethical, and/or legal issues related to information-processing and publishing technologies
* specifically mentioned and addressed the social, ethical and/or legal issues rather than alluding to them
* provided a logical and clear discussion that flowed rather than a question/answer response
* offered an in-depth, technically fluent analysis and evaluation
* clearly addressed the issues in the task scenario
* comprehensively defined and explored hardware/software, demonstrating their understanding of the relevant performance standards
* provided real world examples and diagrams in their analysis to support their discussion
* used primary and secondary resources, and acknowledged sources within a task.

The less successful responses commonly:

* provided responses with little analysis and evaluation
* did not use current and relevant resources
* provided generalised responses that did not address the scenario
* did not analyse the social, ethical and/or legal aspects of the issue
* discussed technologies that were not current
* did not analyse and evaluate hardware/software features that were common between products
* recommendations lacked evidence on why the recommendation was being made.

External Assessment

Teachers can elicit more successful responses by:

* focussing on task design that provides scope for students to apply their own areas of interest
* providing sufficient time for the completion of this assessment type
* ensuring that students focussed on the main design principles of contrast, alignment, repetition and proximity
* used the language of the four design principles when discussing the design process within each of the three summaries (investigation, devising, and evaluation)
* allowing students to select their own graphics and text.

Assessment Type 3: Product & Documentation Investigation

Students undertake one product and documentation assessment that may come from one or both focus areas or the integration of both focus areas.

Students complete for an indentified target audience a product that focuses on typography that demonstrates an understanding and application of the four design principles of contrast, repetition, alignment, and proximity.

The more successful responses commonly:

* analysed and annotated like samples from the genre of the intended product in depth
* annotations specifically provided examples of how the sample applied each of the four design principles of contrast, repetition, alignment and proximity
* demonstrated a good understanding and application of the four design principles throughout the documentation and product in particular proximity
* annotated the final products demonstrating performance standard AE2
* provided detailed design plans, which enables the product to be reproduced from these plans, including font choices, sized, colour etc
* referred to survey responses in the evaluation summary when discussing wether the final products met the design brief and were suitable for the intended audience
* major changes were discussed in the producing section using the language of the four design principles
* clearly labelled each section of the design process: Investigation, Devising, Producing and Evaluation as well as the final products
* manipulated graphics that were of a high resolution
* in the devising section focussed on the final choices made rather than options of possible choices
* final choices made were justified in the devising summary
* provided a general overview of image manipulation in the devising section
* adhered to documentation word count
* final products word count was close to, or more than approximately 1500 words for a 20-credit course and 800 words for a 10-credit course.
* provided an in-depth analysis in the summary of the design process, and the application of the design principles to final products
* evaluated hardware and software choices
* websites demonstrated good file management and naming protocols
* links were active, and sites included anchors that helped users navigate to sections within a page or the site
* layout of websites were suitable for the web
* generated their own layout and content.

The less successful responses commonly:

* final product word count was well below the approximate word count of approximately 1500 words for a 20-credit course and 800 words for a 10-credit course
* provided a general devising summary and did not outline or justify choices made
* demonstrated a poor understanding of hardware and software choices
* incorrect file management and the use of file naming protocols within websites
* did not undertake a spelling or grammar check of either the products or the documentation
* provided a limited evaluation of the design process and annotations of the final products
* did not demonstrate a range of manipulative skills that resulted in the lack of evidence of a variety of the application of techniques and skills
* website links were not active
* demonstrated a lack of understanding in the evaluation and application of the design principles in particular proximity
* used templates to generate content and layout limiting their ability to demonstrate the DA3 performance standard
* spent too much time discussing the techniques used in the manipulation of graphics rather than focussing on task requirements
* did not explain task specifications in detail
* lacked an understanding of the intended target audience
* submitted scanned or provided screen shots of the final product
* centre aligned all text within a product or used Lorum Ipsum filler text
* used pixellated or stretched images
* did not demonstrate proficient use and application of software features e.g.: leading, tracking
* demonstrated a lack of understanding and application of the design principles in particular proximity
* the devising section focussed on possible options rather than focussing on the justification of choices made.

General

Websites should be zipped and uploaded as a zip file. This maintains the integrity of the site and facilitates download time for makers / moderators. It is important that both print and web files not be submitted in their native format as markers / moderators may not have the fonts or software to open the files.

It is important that the submission of AT3 – Product and Documentation does not include any information that might identify a student or a school (school logo, student name etc). The submission of AT3 should include the SACE cover sheet that includes product and documentation word count.

Shaded in performance standards marking sheets should not be submitted. Documentation should be saved as one continuous PDF file rather than individual Word documents. When creating websites it is important that the website is zipped and uploaded rather than students submitting screen shots of the site. Markers are unable to check file management and links when this occurs.