Assessment Task

Part A - Producing

Based on a **genre of your choice** e.g.: Fashion, Online Gaming, Bridal, Cooking, TV/Movies etc.

Produce:

An interactive website (6-10-page website) that includes:
- long page navigation
- slide show
- video lightbox
- image lightbox
- animation
- correct file management

Part B - Documentation

The Design Process – ***Investigating, Devising, Producing & Evaluation*** must be documented.

Total Word count of the ***three summaries*** *(Investigation, Devising & Evaluation)* documentation is a ***maximum of 1,500 words***. Cannot exceed word count.

The documentation folder needs to have the following section dividers:

- **Investigating** *(summary + sample annotations)*
- **Devising** *(summary + design plans + evidence of decisions)*
- **Producing**
- **Word Dump** *(text has been extracted from final products and placed in a document that includes the word count)*
- **Annotated Changes** *(work in progress documenting changes using the design language)*
- **Final Products** *(final products + annotations of final products using the CRAP principles)*
- **Evaluation** *(summary)*
- **Surveys** *(that have been distributed to the target audience and referred to in the Evaluation summary)*
- **Bibliography** *(listing all resources used)*

Presentation - A4 folder display folder, with your **SACE** and **school number** appearing in the footer of each page of the documentation (excluding the product).
First page of the A4 display folder is the **SACE Board External Assessment Cover Sheet**.
Second page of the A4 display folder is the **Task sheet**.

Assessment Conditions

This task must be undertaken during class and homework time. Time needs to be balanced between producing and documentation.

[redacted]

Purpose	
Demonstrate an understanding of appropriate hardware and software for the completion of text-based communication tasks. ***(U1)***	Demonstrate an understanding of the design process in planning, producing and evaluating text based products. ***(U2)***
To select and use appropriate hardware and software in the completion of text-based communication tasks. ***(DA1)***	Demonstrate and apply manipulative and organizational skills in the use of information-processing technology. ***(DA2)***
Demonstrate the application of layout & design principles to the production of text-based documents or presentations. ***(DA3)***	Demonstrate the application of the design process in planning and producing text-based products. ***(DA4)***
To evaluate text-based products and the design process used. ***(AE2)***	
Performance Standards Assessed are: ***U1, U2, DA1, DA2, DA3, DA4, AE2***	

The Design Process

Investigating

Step 1 – Collecting samples to be annotated

☐ Decide on the genre of the final product. Be specific e.g.: fashion is very broad. Focus on a particular area within that genre e.g.: Vogue fashion.

☐ Collect for ***each page of the intended product,*** samples that reflects the genre of the final product. Samples collected must be relevant to the genre chosen.

Step 2 – Annotating each sample

☐ Annotate each sample collected using the CRAP design principles. When annotating samples demonstrate understanding by documenting ***specific examples of each of the design principles*** within the sample.

TEACHER CHECK in total there should be:
- Approx. 6-10 for the website
(1 annotation for every page included in the final product)

Step 3 – Investigating summary *(approx. 400 - 450 words)*

☐ Answer each of the questions below in a **continuous prose format**.

☐ Clearly indicate the word count at the bottom of the summary.

Investigation Summary

Answer the following questions in a ***continuous prose format*. (approx. 450 words)**

- **Discuss the task specifications** – What is the design brief? What products will be produced?
- **Discuss the target audience** – Which group of people is this product aimed at? Discuss the characteristics of this target audience. How will this affect the product?
- **State the due date** – When is the task due? Are there any interim due dates that you need to follow?
- **List hardware investigated** – Discuss why this hardware has been investigated.
  Use a table to list hardware investigated including the purpose of each piece of hardware and where it can be accessed.
- **List software investigated** – Discuss why this software has been investigated. Use a table to list software investigated including the purpose of each software application and where it can be accessed.
- **Overview of annotated samples** - When annotating samples, you came across common design elements. Discuss common design techniques that showcased each of the design principles (CRAP) in each product. Discuss how these techniques might be used in your final products.

- **Word Count** – at the bottom of the investigation summary indicate the word count.

Checklist Investigating Section

☐ Samples + Annotations
☐ Investigating Summary

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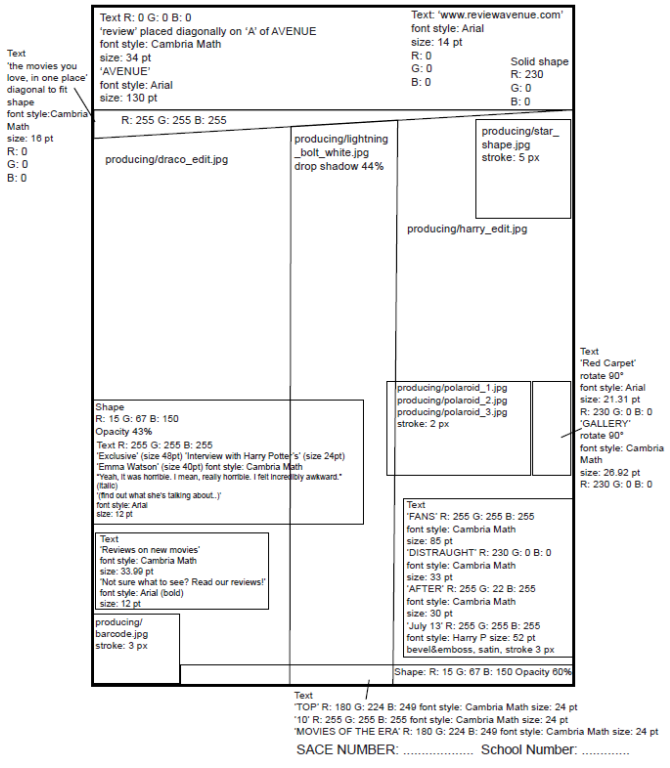
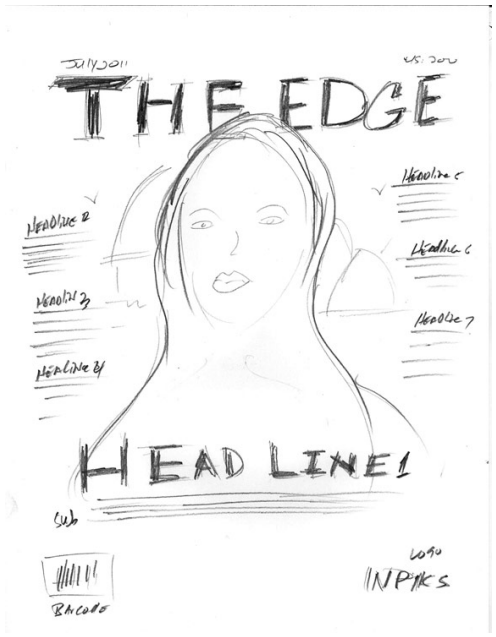
Devising

Step 1 – Design Plans

☐ Create ***one*** design plan for each page of the intended product.



Detailed design plan documents fonts, sizes, colours etc



Poor Design Plan lacks detail

☐ Design plans can be hand drawn or computer generated (see above). Each design plan needs to provide sufficient detail that the design could be recreated using them.

☐ Design plans should show the layout of each page including:

- Fonts and sizes to be used, including body text, headings and sub-headings
- Text enhancements or effects
- Use of lines or borders, with weights and colour
- Placement of graphic(s)/text/etc.
- Background colours

☐ Provide back up evidence of choices made:

- **Product name** chosen and why
- **Colour scheme** including rgb, cmyk or hex number depending on the type of product being produced. Discuss why a particular colour scheme has been chosen.
- **Font styles** and where they will be used. Discuss why they have been chosen.
- **Image manipulation –** provide evidence of the original image and what it looks like after it has been manipulated (before and after). Where it will be used. A brief overview of the type of manipulation that has taken place. Reason an image has been chosen.
- **Shapes/enhancers –** discuss what they are and why they have been chosen

- **Site map –** website only. Website site map including page labels. Using a flow chart diagram, indicate how each page links to each other.

All of the above is back up documentation and is not part of the word count.

Devising Summary

Answer the following questions in a ***continuous prose format*. (approx. 450 words)**

- **Discuss the product** that will be produced. Include any specifications e.g.: page numbers
- **State the name** of the product and why it was chosen.
- **Discuss the target audience**. Include characteristics and how this may impact on the design and layout of the final product.
- **List website pages** and type of content that will be included and why they were chosen.
- **Discuss colour scheme**, what it is and why it was chosen. How will help show the design principles.
- **Discuss placement of page** elements and why they are going there e.g.: titles, images etc.?
- **Discuss font styles and sizes**. Why were they chosen how will they help show the design principles?
- **Discuss enhancers**. Why have they been chosen, where will they be placed, type of information placed inside shapes etc.?
- **Discuss images** chosen and where will they be placed. Why were they chosen?
- **Discuss techniques** where they will be used e.g.; lightboxes, swap image galleries etc.
- **Discuss page layout** e.g.: top and bottom banners,
- **Discuss any other** elements that will be included in your design and why they have been chosen.
- **Word count** at the bottom of the summary

TEACHER CHECK

Checklist Devising Section

☐ Design Plans

☐ Devising Summary + Word count at the bottom of the summary

☐ Images – before & after

☐ Evidence of colour scheme, font choices, product name etc.

☐ Website site map

Producing

Step 1- Implement the design plans

☐ Start producing the final products.

Step 2 – Annotated changes

☐ Throughout the producing stage, changes will need to be made for contrast, repetition, alignment and proximity reasons. Print a copy of this page and document the changes that will need to be made using the language of the CRAP design principles explain why these changes are being made.

☐ Annotated changes should be kept to a minimum and reflect major changes.

Step 3 – Word dump

☐ Extract all text from both products and place in a Word document. Include the word count at the bottom of the page. The word count should be ***approximately 1500 words***. It is ok to be over but not ok to be under.

Step 4 – Annotations of final products

☐ Annotate the magazine cover and one page of the website using the CRAP design principles.

TEACHER CHECK

Checklist Producing Section

☐ Final Products clearly identified (section divider)

☐ Dump screens of final products if a website or Final products included in producing section.

☐ Final product meets approximate word count (1500)

☐ Word Dump clearly identifies product word count (section divider)

☐ Annotated changes clearly identified and explained using the CRAP design principles (section divider)

☐ Final products have been annotated using the CRAP design principles

Evaluating

Step 1 – Survey target audience

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☐ Survey the target audience for feedback about the finished products.

Evaluation Summary

Answer the following questions in a ***continuous prose format*. (approx. 700 words)**

- ***Describe*** the final product.
- Does the final product fit the ***task specifications***?
- Does the final product ***communicate*** to the intended audience? Discuss survey findings to provide evidence to this question.
- ***Evaluate Hardware*** chosen. Discuss any hardware issues.
- ***Evaluate Software*** chosen. Discuss any software issues.
- Discuss the ***importance of investigating similar products*** prior to devising.
- What did you do at the ***investigating stage*** and how did this impact on devising?
- Discuss the devising stage the importance of ***design plans***.
- How did the ***design plans impact on making final decisions***?
- Were the ***design plans easy to follow***?
- How did the use of the design plans impact on ***time management*** in the producing stage?
- Using the detail in the design plans, did you need to ***make any changes***? If so why? Discuss using the CRAP design principles.
- Upon reflection how ***effective was the design process of investigating, devising, producing and evaluation*** in fulfilling the design brief?
- How ***effectively was time used*** in both the producing and documentation stage?
- Were you able to ***meet deadlines***? Discuss.
- In doing this task, ***what have you learnt***? (Discuss time management, skills learnt etc.)
- If you could do this task again ***what would you do differently or change***?
- Consider ***what you have learnt*** doing this task, can you share what you have learnt including new skills, use of software/hardware, importance of design plans and planning etc.)
- Using the CRAP design principles ***annotate the final product*** (place this in the producing section) but ***discuss briefly in the evaluation summary*** as well

Checklist Evaluation Section

☐ Evaluation Summary/Statement

☐ Surveys

☐ Bibliography

Documentation

☐ Documentation is in an A4 display folder

☐ Each page of the documentation has a footer with student SACE number and school number (233)

☐ SACE Board External Investigation cover sheet is ***filled in and is the first page*** in the A4 display folder

☐ Task sheet is included in the ***second sleeve of the A4 display folder***

☐ Each section of the documentation has a ***clearly identified divider*** with a title of the stage of the design process e.g.: Investigating, Devising, Producing, and Evaluation

☐ Surveys are included

☐ Bibliography included

☐ Spelling & grammar check for ***both product and documentation***

☐ Website has been burnt to CD or transferred to USB

☐ There are no identifying features on the products or documentation i.e.: cannot identify student or the school they attend

☐ Each of the three summaries – ***Investigating, Devising and Evaluation have a word count***. The total of these three summaries ***does not exceed 1500 words***.

☐ Product word count is close to 1500 words e.g.: 1450 words

Final Checklist

Investigating Section	***Producing Section***
☐ Section Divider labelled ***"Investigation"*** ☐ Samples + Annotations ☐ Investigating Summary	☐ Final Products clearly identified Section Divider labelled ***"Final Products"*** ☐ Final product meets approximate word count (1500) ☐ Word Dump clearly identified (section divider) Section Divider labelled ***"Word Dump"*** and includes word count. ☐ Annotated changes clearly identified (section divider) Section Divider labelled ***"Annotated Changes"*** ☐ Annotated changes clearly identified and explained using the CRAP design principles ☐ Final products have been annotated using the CRAP design principles
Devising Section	***Evaluation Section***
☐ Section Divider labelled ***"Devising"*** ☐ Detailed Design Plans *(1 per page of product)* ☐ Devising Summary *(Word count at the bottom of the summary)* ☐ Images – before & after ☐ Evidence of colour scheme, font choices, product name etc. ☐ Website site map *(electronic only)*	☐ Section Divider labelled ***"Evaluation"*** ☐ Evaluation Summary/Statement ☐ Surveys ☐ Bibliography

	Understanding	Development and Application	Analysis and Evaluation
A	Comprehensive understanding of the most appropriate hardware and software for the completion of text-based communication tasks. Comprehensive understanding of the design process in planning, producing, and evaluating text-based products. In-depth understanding of the impact of social, ethical, and/or legal issues related to information-processing and publishing technologies.	Discerning selection and highly proficient use of appropriate hardware and software in the completion of text-based communication tasks. Highly proficient application of manipulative and organisational skills in the use of information-processing technology. Consistent and thoughtful application of layout and design principles to the production of text-based documents or presentations. Comprehensive and well-considered application of the design process in planning and producing text-based products.	Perceptive and thorough analysis and evaluation of the impact of social, ethical, and/or legal issues most closely related to information-processing and publishing technologies. Discerning and thorough evaluation of text-based products and the design process used.
B	Well-informed understanding of appropriate hardware and software for the completion of text-based communication tasks. Well-informed understanding of the design process in planning, producing, and evaluating text-based products. Well-considered understanding of the impact of social, ethical, and/or legal issues related to information-processing and publishing technologies.	Well-considered selection and proficient use of appropriate hardware and software in the completion of text-based communication tasks. Proficient application of manipulative and organisational skills in the use of information-processing technology. Thoughtful application of layout and design principles to the production of text-based documents or presentations. Well-considered application of the design process in planning and producing text-based products.	Well-considered analysis and evaluation of the impact of social, ethical, and/or legal issues closely related to information-processing and publishing technologies. Well-considered evaluation of text-based products and the design process used.
C	Informed understanding of appropriate hardware and software for the completion of text-based communication tasks. Competent understanding of the design process in planning, producing, and evaluating text-based products. Informed understanding of the impact of social, ethical, and/or legal issues related to information-processing and publishing technologies.	Considered selection and use of appropriate hardware and software in the completion of text-based communication tasks. Competent application of manipulative and organisational skills in the use of information-processing technology. Competent application of layout and design principles to the production of text-based documents or presentations. Competent application of the design process in planning and producing text-based products.	Considered analysis and evaluation of the impact of social, ethical, and/or legal issues related to information-processing and publishing technologies. Competent evaluation of text-based products and the design process used
D	Some recognition of hardware or software for the completion of basic text-based communication tasks. Some understanding of basic aspects of the design process in planning, producing, and evaluating text-based products. Awareness of some impacts of social, ethical, or legal issues that are partly related to information-processing and publishing technologies.	Partial use of basic hardware or software in the completion of basic text-based communication tasks. Some application of basic manipulative and organisational skills in the use of information-processing technology. Some application of basic layout and design principles to the production of text-based documents or presentations. Basic application of some aspects of the design process in planning and producing one or more text-based products.	Some awareness of the impact of one or more social, ethical, or legal issues related to information-processing and publishing technologies. Some basic assessment of text-based products, with some reference to the design process.
E	Identification of aspects of hardware or software related to text-based communication tasks. Some recognition of limited aspects of the role of the design process in planning, producing, and evaluating text-based products. Limited consideration of any issues that may be related to information-processing and publishing technologies.	Attempted use of basic hardware or software in attempting text-based communication tasks. Limited application of manipulative and organisational skills in attempting to use information-processing technology. Attempted use of elements of layout and design principles in the attempted production of a text-based document or presentation. Attempted application of one or more aspects of the design process in planning and attempting to produce a simple text-based product.	Emerging awareness of one or more aspects of the impact of a social, ethical, or legal issue related to information-processing and publishing technologies. Attempted description of one or more text-based products, with limited reference to the design process.