2020 Information Processing and Publishing Subject Assessment Advice

Overview

Subject assessment advice, based on the 2020 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

Due to the impacts of Covid-19 in 2020, this assessment type comprised 2 assessment tasks per 10-credit subject and at least 4 assessment tasks per 20-credit subject, where students apply the design process and layout principles to produce text products in two focus units. In 2021, the number of tasks will return to 2 to 3 assessment tasks per 10-credit subject and at least 5 assessment tasks per 20-credit subject Students should investigate samples of their proposed product, plan their product, produce a product and evaluate the product.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria: development and application and analysis and evaluation.

The more successful responses commonly:

* 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
* included sufficient text within this assessment type
* demonstrated the application of the hierarchy of text within each document created
* demonstrated formatting of business documents according to Australian business practice standards e.g., business letters
* demonstrated a clear understanding of the design principles resulting in a consistent and thoughtful application of these design principles
* demonstrated the ability to manipulate images
* included images of high quality and resolution
* demonstrated gradual complexity in skill development as students progressed through each task
* evaluated and/or annotated at least one product utilising the design principles, in addition to evaluating the design process.

The less successful responses commonly:

* demonstrated limited understanding and application of the design principles (DA3)
* did not demonstrate understanding of AE2 that focusses on the design process and the annotation of final product using the design principles
* were prescriptive assessment tasks that locked students into the layout, text and images to use, thus limiting the student’s ability to demonstrate their development and application of practical skills at the higher levels of DA3 (application of layout and design principles to the production of text-based documents or presentations)
* applied centre alignment to almost all text and avoided the implementation of other forms of alignment
* had insufficient text to demonstrate text hierarchy effectively in each of the practical skills tasks
* included images of low quality and resolution.

Other general comments.

Avoid zipping each individual practical skills task. All practical skills tasks should be zipped together in one folder which would reduce uploading required per student. Therefore, unzipping would be limited to one folder containing all practical skills tasks, labelled Practical Skills 1 to Practical Skills 5.

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
* applied the design principles to create effectively designed websites
* were easy to navigate through by providing appropriate links and anchors
* had good file management including the easily identifiable home page saved as index
* had each webpage labelled for ease of navigation
* demonstrated the integration of a variety of software
* generated content locally and did not rely on HTML-embedded content which needed an Internet connection
* included interactive content.

The less successful practical skills tasks:

* 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
* produced webpages that were wider than the computer screen causing scrolling to the right
* 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
* used online website generators e.g., Word Press which limited student’s ability to demonstrate at the higher levels of development and application
* did not rename files causing an inability to open websites due to the path being too long produced e.g., image files with long and non-identifying names
* inserting screen shots of images rather than saving and inserting original images
* submitted non-functional websites that could not be verified for file management and functionality.

Assessment Type 2: Issues Analysis

This assessment type comprises 1 assessment task per 10-credit subject and 2 assessment tasks per 20‑credit subject, where students discuss and analyse the social, legal and ethical issues related to information processing technologies, such as intellectual property, The 20-credit subject also requires students to complete a technical operations and understandings task discussing, comparing and making a recommendation for information processing technologies, such as printers, digital cameras, USB storage.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria: understanding and analysis and evaluation.

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
* referred to Australian laws or examples in context
* analysed and evaluated current hardware and software within a similar price range
* used diagrams such as tables and graphs as supporting evidence of the discussion and to give credibility to the analysis provided
* used primary and secondary sources and included the acknowledgement of sources within the tasks
* responded in continuous prose, which could include the use of clear subheadings to delineate the topic of discussion in a report format
* focussed on a process of analysis — what is the issues? what are the social, legal and ethical effects of the issue? how to prevent and solve the issue?
* included references from a range of sources.

The less successful responses commonly:

* used a question-and-answer format rather than continuous prose that could include subheadings
* tended to be general with no specific reference to the specific features of the task
* showed little or no evidence of analysis or evaluation of research undertaken
* listed product specifications which needed to be analysed and evaluated in the Technical Operations task
* documented hardware/software features but did not compare and analyse
* lacked detail in the conclusion and recommendation.

External Assessment

Assessment Type 3: Investigation

For a 10 credit subject, students should provide evidence of their learning through one product and documentation assessment.

For a 20 credit subject, students should provide evidence of their learning through one product and documentation assessment.

The more successful responses commonly:

* provided investigating, devising and evaluation summaries that met the word count
* were not locked in by the task as to the genre of the final products, they had freedom in the choice of topic
* discussed feedback from the target audience in the evaluation summary
* discussed the design process in the evaluation summary using the design language as well as annotating their final products using the design language demonstrating AE2
* explained choices of hardware and software in the devising summary
* evaluated hardware/software choices in the evaluation summary
* demonstrated the manipulation of graphics in the devising section of the documentation (before and after), demonstrating highly proficient use of software
* provided at least A5 size sample images of what was being annotated ensuring that markers could see what they were referring to
* discussed in the devising summary their final choices and why they were made
* used continuous prose in investigating, devising and evaluation summaries
* submitted final documentation as one continuous PDF document instead of multiple files
* were not restricted in demonstrating at the higher levels of DA1, DA2 and DA3 in Electronic Publishing as they created their own websites using website authoring software such as Adobe Dreamweaver instead of using Templates or free website building sites such as Wix, Webflow
* in Electronic Publishing exhibited good file management with all links working and images appearing
* demonstrated in-depth analysis of the design principles throughout the documentation
* final products demonstrated manipulative skills at the higher levels.

The less successful responses commonly:

* replicated the annotations for each sample and did not specifically analyse each sample using the design principles of CRAP in particular proximity
* did not clearly label each section of the design process in the documentation. A section divider or a header/footer stating the section would be helpful
* scanned final products, reducing their size instead of submitting as part of the documentation as a full page
* centre aligned all content in products
* lacked sufficient text in the final products
* displayed poor file management resulting in missing files in the focus area of Electronic Publishing
* spent too much time discussing and creating diagrams explaining the technical skills of how they manipulated graphics using particular software
* In Electronic Publishing chose Adobe Flash as one of their software choices when browsers are no longer supporting this type of file
* in Electronic Publishing they created websites using Templates or free website building sites such as Wix, Webflow
* did not meet all performance standards being assessed in particular AE2 where students commonly discussed the design process in the evaluation but did not go on to annotate their final products
* did not undertake a spelling or grammar check, often leaving on hyphenation
* in alignment, text justification was used which often resulted in widows and orphans
* students did not demonstrate a range of manipulative skills resulting in students not demonstrating a variety of skills and techniques at the higher levels.