# 2018 Information Processing and Publishing

# Subject Assessment Advice

## Overview

Subject assessment advice, based on the previous year’s 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

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 in documents
* 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
* demonstrated gradual complexity in skill development as they progressed through each task.

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 tasks, given by the teacher, 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)
* centre-aligned almost all text
* had insufficient text over the practical skills tasks.

*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
* were easy to navigate through
* had good file management
* 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
* 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.

Assessment Type 2: Issues Analysis

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 as evidence in responses
* used primary and secondary sources
* responded in continuous prose.

The less successful responses commonly:

* used a question and answer format rather than continuous prose
* tended to be general with no specific reference to the specify 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.

# External Assessment

## Assessment Type 3: Product and Documentation

The more successful responses commonly:

* included one annotated sample for each page of the product
* selected samples that reflected the genre of the final product
* included one detailed design plan for each page of the product
* referenced data from targeted audience surveys
* discussed survey findings in the Evaluation
* evaluated the design process and the finished products using the design principles of Contrast, Repetition, Alignment and Proximity in demonstrating AE2 in the evaluation summary.
* demonstrated the manipulation of graphics, demonstrating highly proficient use of software
* discussed in the devising summary the final choices and why they were made
* annotated actual samples not template samples
* provided specific examples when annotating samples of each of the design principles in each sample annotated
* investigating, devising and evaluation summaries were in continuous prose
* provided all website files on a USB/CD enabling markers to view content locally and examine file structure
* evaluated their choice of hardware and software in the evaluation summary.

The less successful responses commonly:

* used templates which limited student’s ability to address specific design and manipulative requirements of the product and documentation
* did not discuss the samples annotated as part of the Investigating Summary
* discussed possible choices in the devising documentation instead of focussing on final choices and why they were made.
* submitted design plans that lacked detail
* did not provide annotation samples of a reasonable size and resolution that enabled markers to view what students referred to
* used personal photos of poor quality and identified students and their friends
* investigating, devising and evaluation summaries were in question and answer format
* provided blurred images
* did not label website pages
* hosted websites for electronic publishing in the Cloud, where markers could not view the file structure.