2022 Information Processing and Publishing Subject Assessment Advice

Overview

Subject assessment advice, based on the 2022 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.

Across the Assessment Types for this subject, students can present their responses in oral or multimodal form, where 6 minutes is the equivalent of 1000 words. Students should not speed-up the recording of their videos excessively in an attempt to condense more content into the maximum time limit.

From 2023, if a video is flagged by markers/moderators as impacted by speed, schools will be requested to provide a transcript and markers/moderators will be advised to mark/moderate based on the evidence in the transcript, only considering evidence up to the maximum word limit (e.g. up to 2000 words for AT3).

If the speed of the recording makes the speech incomprehensible, it affects the accuracy of transcriptions and it also impacts the ability of markers/moderators to find evidence of student achievement against the performance standards.

School Assessment

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

* including their Learning and Assessment Plan with any addendums included
* placing websites into a zipped file
* including a copy the assessment task sheet with the 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. In 2022 COVID adjustments required students to complete at least two practical skills assessment tasks for a 10-credit subject and four for a 20-credit subject. These tasks as a set are worth 40%.

Teachers can elicit more successful responses by:

* ensuring tasks are designed to provide students with opportunities to develop original, non-thematic products related to their interests
* considering assessing AE2 in at least one Practical Skills task, as a more appropriate criterion to assess Analysis and Evaluation
* Encouraging students to avoid using template-based software as indicated in the subject outline (eg. Canva, Wix, etc.)

The more successful responses commonly:

* correctly formatted text
* demonstrated highly proficient use of software features (e.g. turning off hyphenation, applying leading and tracking features to text, etc.)
* correctly applied layout and formatting of business documents
* demonstrated a clear understanding of the application of the design principles in their layout
* demonstrated development of the complexity of skills and layout throughout this assessment component
* presented websites with sufficient text
* applied design principles that were appropriate for the form (e.g. web text placed in columns)
* activated navigation links and anchors allowing users to navigate easily through sites
* included and inserted all content into the submitted file structure for the website, ensuring content did not require the Internet to be loaded
* had external website links open in a new page
* 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

The less successful responses commonly:

* followed a theme across this assessment type
* used filler text (Lorem Ipsum) limiting their ability to demonstrate Development and Application criteria
* used templates, limiting their ability to demonstrate their application of layout and design principles in documents and presentations. This included websites where online website generators were used
* demonstrated limited understanding of design principles
* did not demonstrate proficient use of software features to spell check or turn off hyphenation
* formatted text without consideration of design principles (e.g. centring body paragraph text, using all caps in in body text)
* used justification of text inappropriately, at times causing large gaps between words affecting readability and flow
* formatted text as a single block rather than breaking text into paragraphs
* had broken links in their websites that affected their functionality.

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

The more successful responses commonly:

* clearly addressed the issues presented in the task scenario
* clearly addressed the social, legal and/or ethical issues reflected in the task scenario
* analysed and evaluated current information that related to the task scenario
* comprehensively defined and explored hardware/software to demonstrate their understanding
* included current real world and local situations
* used diagrams in their analysis and evidence to support their discussion and analysis
* used primary and secondary sources and acknowledged sources within the task
* responded in continuous prose, often including subheadings in a report format
* provided a logical and clear discussion.

The less successful responses commonly:

* discussed the topic in general terms, rather than referring to the social, legal or ethical issues of the task
* did not use current data or examples
* provided product specifications in the Technical Operational task product specifications that were listed with minimal analysis or evaluation of the different types of hardware/software outlined in the task scenario
* did not provide reasoning based on analysis and evaluation in their conclusion or recommendation
* discussed technologies that were not current.

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
* providing interim due dates for students to meet helping them to be on task and meet the final deadline.

Assessment Type 3: Investigation

This assessment type is weighted at 30% for both the 10-credit and 20-credit subjects.

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

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 more successful responses commonly:

* identified each section of the design process in their documentation (Investigating, Devising, Producing and Evaluation)
* used design language to discuss the design process in the evaluation summary as well as annotating their final products by discussing the application of the CRAP design principles in the final products
* included annotated samples that specifically discussed how the CRAP design principles were applied in the investigation
* annotated all the four CRAP design principles in the samples
* described a clearly defined target audience including their characteristics, age group, demographics and interests and how it would impact the design and layout of the final products
* discussed the product design and layout choices in detail in the devising summary
* explained and evaluated the software and hardware choices
* used continuous prose in the investigating, devising and evaluation summaries
* explained major changes made using the CRAP design principles in the producing section
* had detailed design plans
* used survey responses to justify how the final products were suitable for the intended target audience.

The less successful responses commonly:

* inappropriately aligned text
* pixelated and stretched images, rather than manipulating them
* scanned and resized final products instead of inserting final products as full-page products
* did not demonstrate proficient use of software features, such as turning off hyphenation, or using a spell and grammar check, affecting their achievement in DA2
* used template-based software that limited their ability to demonstrate their achievement in DA3
* had broken navigation links
* lacked an understanding of proximity.