

# Stage 1

# INFORMATION PROCESSING AND PUBLISHING



SACE  
Board of SA



## ASSESSMENT TYPE 1 PRACTICAL SKILLS

Students undertake:

- at least **one** practical skills assessment for a 10-credit subject and
- at least **two** practical skills assessments for a 20-credit subject.

**Each assessment should be a minimum of one A4 page or its equivalent with sufficient text, which may be enhanced by graphics where appropriate.**

The use of automated publishing software or supplied templates is not recommended.

There is flexibility for teachers to structure practical tasks to suit the topic studied.

A variety of tasks could be used, including:

- personal documents such as letters, emails, or invitations
- business documents such as reports, forms, or minutes
- advertisements
- flyers
- web-based pages
- digital presentations.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criterion:

- application.



## ASSESSMENT TYPE 3 ISSUES ANALYSIS

Students undertake:

- at least **one** issues analysis assessment for a 10-credit subject
- at least **two** issues analysis assessments for a 20-credit subject.

For each assessment, students concisely analyse and critique an issue related to information processing and publishing for a specific purpose. An issues analysis may be presented in written, oral, visual, or multimodal form. The use of features such as headings, dot points, tables, and annotated diagrams will help students to organise their information.

**An issues analysis assessment should be a maximum of 400 words if written or a maximum of 3 minutes for an oral presentation. Students who want to present their task in another form must negotiate an equivalent length or time with their teacher.**

In all cases, documentation must accompany the issues analysis and is part of the assessment. Documentation could include, for example, references, a bibliography, or appendices for a written assessment, or notes or cards for an oral assessment.

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

- understanding
- analysis and evaluation.



## ASSESSMENT TYPE 2 PRODUCT AND DOCUMENTATION

Students undertake:

- at least **one** product and documentation assessment for a 10-credit subject
- at least **two** product and documentation assessments for a 20-credit subject.

For each assessment, students complete, for an identified audience, a text-based product that demonstrates knowledge and use of the four parts of the design process: investigating, devising, producing, and evaluating.

**The final product should be at least one A4 page or its equivalent.**

The product must demonstrate the use of appropriate principles of design and layout, and could be, for example:

- a brochure
- a compact disc cover
- a linked web pages
- a digital slide presentation.

The content of the task may come from another subject area. There must be sufficient text in the final product to demonstrate use of design elements. The text may be given to, or generated by, the student.

The use of automated publishing software or supplied templates is not recommended.

**The design process must be covered in separate documentation, which should include annotated examples, detailed plans, annotated drafts of the final product, and an evaluation. The evaluation should be a maximum of 400 words. The documentation for the design process, including the evaluation, is submitted for assessment.**

**A product and documentation assessment, including the evaluation, should be a maximum of 750 words.**

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

- understanding
- analysis and evaluation
- application.

### Understanding

The specific features are as follows:

- U1 Understanding of the design process and layout principles as they relate to textbased tasks.
- U2 Understanding of the impact of social and/or ethical issues related to informationprocessing and publishing technologies.

### Analysis and Evaluation

The specific features are as follows:

- AE1 Evaluation of a text-based product and the design process used.
- AE2 Analysis and evaluation of the impact of social and/or ethical issues related to information-processing and publishing technologies.

### Application

The specific features are as follows:

- A1 Application of appropriate hardware and software in the completion of text-based communication tasks.
- A2 Application of manipulative skills appropriate to the use of information-processing hardware and software.
- A3 Application of the design process and layout principles appropriate to a text-based task.
- A4 Application of acquired skills to produce text-based information accurately.

*This poster provides an overview of the subject. Teachers should refer to the subject outline for details.*