# Pre-approved Learning and Assessment Plan

Stage 2 Information Processing and Publishing (Personal Documents and Desktop Publishing)

Pre-approved learning and assessment plans are for *school use only*.

Teachers may make changes to the plan, retaining alignment with the subject outline.

The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.

The plan does not need to be submitted to the SACE Board for approval.

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| School |  | Teacher(s) |  |

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| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | 2 | I | P | R | 20 |  |

Addendum – changes made to the pre-approved learning and assessment plan

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| Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:  what changes have been made to the plan  the rationale for making the changes  whether these changes have been made for all students, or for individuals within the student group. |

Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

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| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Information Processing and Publishing – 20 credits

Focus Areas: Personal Documents and Desktop Publishing

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

Assessment Type 1: Practical Skills – weighting 40%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| U | DA | AE |
| Letter  Students produce a personal letter to the editor in relation to a current news item. The teacher will provide 2 to 3 current news items where the students will select one article to respond to in the context of real time. The letter will be written in a formal format and sent as an attachment via email. The length of the letter should be 250 words including student name, address, phone contact and email address.  Students provide evidence of appropriate manipulative and organisational skills, using layout and design principles in planning and producing this text-based product. |  | 1,2,3,4 |  | Two weeks (supervised) in class and study time. |
| Menu  Students design and produce a 2 page double sided A4 size menu and a single A5 size drinks list for one of the following food establishments: café, restaurant, hotel, dessert bar, pop up or a burger bar reflecting contemporary trends in design. The menu should be printed back to back. Students provide evidence of appropriate manipulative and organisational skills, using layout and design principles in planning and producing this text based product. The menu and drink list should be a minimum of 400 words which should include the food establishment name and logo.  Students select appropriate hardware and software and print the final products in colour.  Progressive printouts showing annotated changes to the design, and annotations evaluating why the changes have been made in arriving at the final product are required to provide evidence of evaluation of text-based products against design principles. |  | 1,2,3,4 |  | Two weeks (supervised) in class and study time. |
| Brochure  Students design and produce a tri- fold brochure promoting a new tourist venture in a nominated place or region in South Australia or the Northern Territory. The brochure is aimed at the overseas backpackers market and the intention will be for the brochure to be placed in backpacker’s establishments and tourist information centres. Final presentation of the brochure should be in colour and doubled sided.  Originality is encouraged. The brochure should be a minimum of 500 words.  Students provide evidence of appropriate manipulative and organisational skills, using layout and design principles in planning and producing this text based product. Students select appropriate hardware and software in production. |  | 1,2,3,4 | 2 | Two weeks (supervised) in class and study time. |
| Promotional products for an event  Students design and produce a range of promotional products for a new music festival that is entering the Australia music festival scene. It is aimed at the 18 to 25 year old market and will be held in a venue outside a major city.  In developing their promotional product, students should consider their target audience, style of music festival, name of the festival and logo, imagery (graphics, illustrations and photos) which reflect the branding of the event, website, use of social media and merchandising.  Scenario: You have been requested to develop the non-electronic promotional products for the music festival:   * An A4 poster to advertise the festival which needs to include the name of the festival including imagery which reflects the branding of the festival , date, location, music line up, ticket sales information , website , social media, sponsors and any other relevant information. * Branded bottled water - create a label reflecting the music festival brand on a bottle – photos need will need to be taken of your branded bottled water as part of evidence and a copy of the printed label which should reflect relevant food legalisation. * Branded cotton tote bag which will be supplied on entry to the music festival as no backpacks will be permitted into the festival – create a logo for the bag and any other relevant promotion and print off of a hard copy of the proposed design concept .   Final presentation of the products should be printed in colour. Originality is encouraged.  Students provide evidence of appropriate manipulative and organisational skills, using layout and design principles in planning and producing this text based product. Students select appropriate hardware and software in production. |  | 1,2,3,4 |  | Three weeks (supervised) in class and study time. |
| Resume  Students produce a CV and a two page written application addressing the criteria of a job and personal specification including two referee details for a desired job in today’s market. Students may source own job application or the teacher to provided 3 to 4 job applications for students .Considerations need to be given to current trends in style of layout and font for a job application.  Students will need to provide evidence of appropriate manipulative and organisational skills, using layout and design principles in planning and producing this text based product |  | 1,2,3,4 | 2 | Two weeks ( supervised ) in class and study time |

Assessment Type 2: Issues Analysis – weighting 30%

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| U | DA | AE |
| Security – Issues Analysis  Students research issues relating to one’s own digital footprint and the posting of personal information online in today’s world.  Students provide evidence of analysis and evaluation of the impact of social, ethical, and/or legal issues related to information processing and publishing technologies. | 3 |  | 1 | Two week ( supervised ) in class and study time  1200 word limit, or 8 minutes for oral presentation (other formats negotiable) |
| Technical and Operational Understanding  Students research and provide advice to a company on the preferred software that will enhance the company’s ability to design and produce own promotional materials in house  They provide evidence of understanding of appropriate hardware and software appropriate for the situation, as well as an analysis and evaluation of the needs of individuals of the technologies available. | 3 |  | 1 | Two week ( supervised ) in class and study time  1000 word limit, or 6 minutes for oral presentation (other formats negotiable) |

Assessment Type 3: Product and Documentation – weighting 30%

| Assessment details | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
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| External assessment | *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 use of automated publishing software or supplied templates is not recommended.*  *These must be sufficient text in the final product to demonstrate use of design elements.*  *The design process must be covered in separate documentation which is submitted with the final product.*  *Final product should be at least five A4 pages (or equivalent). The text may be given to, or generated by, the students and should be approximately 1500 words.*  *The design process is covered in separate documentation, and should be a maximum of 1500 words.* |

*Eight to ten assessments.**Please refer to the Stage 2 Information Processing and Publishing subject outline.*