# Pre-approved Learning and Assessment Plan

Stage 2 Information Processing and Publishing (Business 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: Business 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 |
| Business documents  Students design and produce a range of business documents for a new business such as a travel agency, gym, early learning centre, electrical or plumbing company, or as negotiated with the teacher.  Students present for the client four different samples of business documents to showcase their proposed branding of the business, including the name of the business and logo. The proposed branding needs to reflect current trends in design and understanding of targeted market.  Students are to select four from the following options to produce for the initial presentation: business card, letterhead, invoice template, email template and email signature including marketing tagline, invitation to opening launch, advertising flyer and newspaper advertisement  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. Students select appropriate hardware and software and print the final products in colour. |  | 1,2,3,4 |  | Two weeks in class (supervised) and study time. |
| Cookbook  Students design and produce a cookbook featuring the following specifications:  Front page - Name of the book, company or author and food photo, Introduction page – telling the story of the cookbook , Contents page, 8 recipes and photos, Back page – food photo, company logo and barcode. Research is encouraged in regard to trends in style of cookbooks, typographic, layout, photographic style and recipes.  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. Students select appropriate hardware and software and print the final product in colour. |  | 1,2,3,4 |  | Two weeks in class (supervised) and study time. |
| Multicolumn newsletter  Students design and produce a single page, multicolumn, magazine style email newsletter for a gym or early learning centre, sporting club or as negotiated with the teacher. Graphics will need to be incorporated into the newsletter.  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 and print the final product in colour.  Students briefly evaluate the success of their design. |  | 1,2,3,4 | 2 | Two weeks in class (supervised) and study time. |
| Invoice  Students produce a travel invoice (from their travel agency) for a client travelling from a nominated departing airport to one of the following locations London, Paris, Denpasar or New York. The invoice will need to be emailed as an attachment to their client.  The invoice will provide details and costs for 2 adults return flights, staying 5 nights at a 4 star hotel as well as including the cost of breakfast and a high tea experience for 2, transfer to and from the airport of arrival, one day tour of the city and another tour option.  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 and print the final product in colour. |  | 1,2,3,4 |  | Two weeks in class (supervised) and study time. |
| Tri – fold 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 will be in colour and doubled sided. Originality is encouraged. The brochure should be a minimum of 500 words. 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. Students select appropriate hardware and software in production.  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 | 2 | Two weeks in class (supervised) and study time. |

Assessment Type 2: Issues Analysis – weighting 30%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| U | DA | AE |
| Security Issues Analysis  In today’s world, business has moved to acquiring their specific requirements online. Your company purchases catering & kitchen supplies, furniture, office stationary and printing supplies such as inkjet cartridges with an online business. A recent audit has noted that the company’s online credit payments do not match online purchase orders and invoices over the past twelve months which has resulted in over payment.  It has also been cited that in reference to some invoices that there is no evidence of the products purchased such as inkjet cartridges and notebooks. The online company has encountered difficulties in providing details in relation to specific questions relating to their online activities with your company.  As the Finance Manager, you have been requested to follow up on the issues raised in regard to current practices in regard to online purchases and provide a written report to the Company’s Chief Executive for further action.  Students identify and discuss issues raised in relation to social, ethical and/or legal issues relating to information-processing and publishing technologies in regard to the scenario. What practices would you outline that will need to be implemented by the company in regard to purchasing online in the future? | 1,3 |  | 1 | Two weeks in class (supervised and study time).  1200 word limit, or 8 minutes for oral presentation (other formats negotiable). |
| Printers or digital cameras – Technical and Operational Understanding  Students research appropriate hardware options for a school’s publicity department to decide whether to purchase digital cameras or the latest phones for each staff member working in this department as part of their communication strategy. You have been requested to provide a decision on the action to be undertaken with supporting discussion.  Students provide evidence of understanding of appropriate hardware and software for the completion of text-based communication tasks, as well as understanding, analysis and evaluation of the impact of social, ethical, and/or legal issues related to information processing and publishing technologies. | 1,3 |  | 1 | Two weeks in class (supervised).  1000 word limit, or 6 minutes for oral presentation (other formats negotiable). |

Assessment Type 3: Product and Documentation – weighting 30%

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| Assessment details | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| 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.*