# Stage 2 Information Processing and Publishing

# Focus Area: Desktop Publishing and Electronic Publishing

External Assessment

Assessment Type 3: Product and Documentation

# Design Task

Purpose

To provide you with the opportunity to:

* demonstrate your ability to understand, select and use appropriate hardware and software to complete the task
* apply manipulation and organisational skills to the use of information-processing technology
* apply layout and design principles to the production of text-based documents and presentations
* demonstrate your ability to understand and apply the design process in planning and producing text-based products
* evaluate text-based products and the design process used.

Description of assessment

*Product One:*

Produce an eight page booklet (A4 pages, folded, printed back-to-back) on a “Cause” of your choice. Things you should include:

Front cover

Donation form

General information

Initiatives

Relevant graphics

There should be approximately 1500 words in the product.

*Product Two:*

Produce a 30 second advertisement. This may include information about an upcoming event, donating or general public awareness of your cause. Some form of Kinetic Typography needs to be included.

Documentation

The design process *(Investigating, Devising, Producing and Evaluating)* should be documented in a maximum of 1,500 words.

Documentation is to be presented in a soft cover A4 folder, with your SACE and school number appearing in the footer of each page.

Write a bibliography for the books, magazines, Internet sites etc. that helped you with your design. List all of the resources that you searched through in order to find ideas for your design.

Investigating the Processing or Publishing Task (approximately 450 words)

**Identifying or clarifying the task**

* Identify the outcome of the design brief.
* What will the product be?
* What are the specifications?
* Who will be the audience?
* What are the time constraints?

**Considering the appropriate hardware and software for the task**

* What hardware is available both at school and at home?
* What software is available both at school and at home?

**Researching and interpreting information**

* You should collect between two to four examples of the proposed product.
* The samples are to be included in the documentation.
* Annotate each sample investigated; discussing the Design principles of contrast, repetition, alignment and proximity (CRAP). *(Annotations are not counted in the word count.)*

**Using the examples investigated include in the summary:**

* elements you liked
* what you didn’t like
* what you may choose for the final product.

Devising or Planning to Complete the Task (approximately 450 words)

**Preparing layout and design plans that may incorporate visual and sound images as well as print, numerical and graphical representations.**

You should produce detailed design plans of the proposed design solution e.g. one per page. The proposed design plans, which can be drawn by hand or computer generated, should show the layout of each page and should include:

* fonts and sizes to be used, including body text, headings and sub-headings
* text enhancements or effects
* use of lines or borders, with weights and colour
* placement of graphic(s)
* background colours.

The design plan should be detailed enough that it displays in a rough format the final product.

Design plans should be accompanied by a brief summary containing details of the proposed format, themes, fonts, graphics, colours and justification for the decisions made on which of the proposed formats you have chosen.

**Choosing hardware and software to complete the task**

* Discuss the hardware and software selected.
* What hardware do you have at school and home?
* What software do you have at school and home?

**Seeking imaginative, innovative outcomes, using information processing or publishing skills and software**

\* Annotations of design ideas are not included in the word count.

**Producing the Task**

implementing the layout and design plans for the intended audience

* using computer hardware, software, and peripheral equipment
* developing and applying skills of manipulation and organisation
* displaying and communicating information
* using skills in the composition or selection of elements to be used in the task
* managing the input, storage, retrieval, and output processes and procedures involved in publishing and disseminating information.

This is where you implement the layout and design plans.

The only documentation required for *Producing* is in the form of annotated drafts. These should be kept to a minimum - only reflecting major changes.

Evaluating (approximately 600 words)

**Determine how well the requirements of the task have been met**

* How well does the product communicate the message to the intended audience?

**Assessing the effectiveness of the communication**

* How well does the product meet the specifications of the task?

**Reporting on the use of the Design process**

* How effective was your investigating?
* How effective was your initial design plan?
* What changes did you need to make and why?
* How easy was it to follow the plan when producing?

**Reflecting on the use of chosen hardware and software**

* How appropriate was the choice of hardware?
* How appropriate was the choice of software?

**Consider personal performance and learning**

* How effectively did you use your time?
* What have you learned by undertaking this task?
* What would you change if you were to do this task again?

**Involve other people in helping to evaluate the final products**

* Seeking feedback of the final product/s from the target audience e.g. hand out surveys to the target audience providing feedback.

**Communicating with other people about the outcomes of the task**

* Does the target audience believe that your magazine addresses the proposed audience?
* How well did others think your product met the specifications?
* How well did others think your product communicated the intended message?

Assessment conditions

The final product and the documentation of the Design Process should be completed during class time. Study periods can also be used.

*This task has been used with the kind permission of Margo Sismey, Booleroo Centre District School.*

Performance Standards for Stage 2 Information Processing and Publishing

|  | Understanding | Development and Application | Analysis and Evaluation |
| --- | --- | --- | --- |
| A | Comprehensive understanding of the most appropriate hardware and software for the completion of text-based communication tasks.  Comprehensive understanding of the design process in planning, producing, and evaluating text-based products.  In-depth understanding of the impact of social, ethical, and/or legal issues related to information-processing and publishing technologies. | Discerning selection and highly proficient use of appropriate hardware and software in the completion of text-based communication tasks.  Highly proficient application of manipulative and organisational skills in the use of information-processing technology.  Consistent and thoughtful application of layout and design principles to the production of text-based documents or presentations.  Comprehensive and well-considered application of the design process in planning and producing text-based products. | Perceptive and thorough analysis and evaluation of the impact of social, ethical, and/or legal issues most closely related to information-processing and publishing technologies.  Discerning and thorough evaluation of text-based products and the design process used. |
| B | Well-informed understanding of appropriate hardware and software for the completion of text-based communication tasks.  Well-informed understanding of the design process in planning, producing, and evaluating text-based products.  Well-considered understanding of the impact of social, ethical, and/or legal issues related to information-processing and publishing technologies. | Well-considered selection and proficient use of appropriate hardware and software in the completion of text-based communication tasks.  Proficient application of manipulative and organisational skills in the use of information-processing technology.  Thoughtful application of layout and design principles to the production of text-based documents or presentations.  Well-considered application of the design process in planning and producing text-based products. | Well-considered analysis and evaluation of the impact of social, ethical, and/or legal issues closely related to information-processing and publishing technologies.  Well-considered evaluation of text-based products and the design process used. |
| C | Informed understanding of appropriate hardware and software for the completion of text-based communication tasks.  Competent understanding of the design process in planning, producing, and evaluating text-based products.  Informed understanding of the impact of social, ethical, and/or legal issues related to information-processing and publishing technologies. | Considered selection and use of appropriate hardware and software in the completion of text-based communication tasks.  Competent application of manipulative and organisational skills in the use of information-processing technology.  Competent application of layout and design principles to the production of text-based documents or presentations.  Competent application of the design process in planning and producing text-based products. | Considered analysis and evaluation of the impact of social, ethical, and/or legal issues related to information-processing and publishing technologies.  Competent evaluation of text-based products and the design process used. |
| D | Some recognition of hardware or software for the completion of basic text-based communication tasks.  Some understanding of basic aspects of the design process in planning, producing, and evaluating text-based products.  Awareness of some impacts of social, ethical, or legal issues that are partly related to information-processing and publishing technologies. | Partial use of basic hardware or software in the completion of basic text-based communication tasks.  Some application of basic manipulative and organisational skills in the use of information-processing technology.  Some application of basic layout and design principles to the production of text-based documents or presentations.  Basic application of some aspects of the design process in planning and producing one or more text-based products. | Some awareness of the impact of one or more social, ethical, or legal issues related to information-processing and publishing technologies.  Some basic assessment of text-based products, with some reference to the design process. |
| E | Identification of aspects of hardware or software related to text-based communication tasks.  Some recognition of limited aspects of the role of the design process in planning, producing, and evaluating text-based products.  Limited consideration of any issues that may be related to information-processing and publishing technologies. | Attempted use of basic hardware or software in attempting text-based communication tasks.  Limited application of manipulative and organisational skills in attempting to use information-processing technology.  Attempted use of elements of layout and design principles in the attempted production of a text-based document or presentation.  Attempted application of one or more aspects of the design process in planning and attempting to produce a simple text-based product. | Emerging awareness of one or more aspects of the impact of a social, ethical, or legal issue related to information-processing and publishing technologies.  Attempted description of one or more text-based products, with limited reference to the design process. |