# School-developed Learning and Assessment Plan form

Stage 2 Information Processing and Publishing

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| School |  | | Teacher(s) |  |
| Other schools using this plan | |  | | |

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

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| School use only   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Approved |  | Not approved |  |  |      |  |  |  |  | | --- | --- | --- | --- | | Signature of Principal/delegate |  | Date |  | |

Addendum

Please only use this section for any changes made after the learning and assessment plan has been approved.

Changes made to the 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 of changes

The changes made to the learning and assessment plan support student achievement of the performance standards and retain alignment with the subject outline.

|  |  |  |  |
| --- | --- | --- | --- |
| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Information Processing and Publishing – 10 credits

Complete the table below to show details of the planned tasks. Use numbers to show where students will have the opportunity to provide evidence for each of the specific features for all assessment design criteria.

Assessment Type 1: Practical Skills – weighting 50%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| U | DA | AE |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Assessment Type 2: Issues Analysis – weighting 20%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| U | DA | AE |
|  |  |  |  |  |
|  |  |  |  | . |

Assessment Type 3: Product and Documentation – weighting 30%

| 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 three A4 pages (or equivalent). The text may be given to, or generated by, the students and should be approximately 900 words.*  *The design process is covered in separate documentation, and should be a maximum of 800 words.* |

*Four to five assessments.**Please refer to the Stage 2 Information Processing and Publishing subject outline.*