



# BETASA

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INFORMATION PROCESSING & PUBLISHING 2020

# IPR 2020

- Subject Renewal
- Consultation 2020
- Develop new curriculum and accredited this year
- Recommendation is to develop both Stage 1 and Stage 2 at the same time
- Stage 1 in 2021
- 2022 for Stage 2
- Keep visiting the SACE site for the online consultation



# ONLINE SUBMISSIONS

## SUBJECT CODE



Information Processing & Publishing (10 credit)

**2IPR10**

Information Processing & Publishing (20 credit)

**2IPR20**

Practical Skills – **AT1**






Issues Analysis – **AT2**

Product and Documentation – **AT3**



## ASSESSMENT TYPES

# FILE TYPES

Type of file	Accepted file formats
 Document	PDF, Microsoft Office 2010 (including DOC/DOCX, XLS/XLSX, PUB, PPT/PPTX)
 Image	JPEG/JPG, GIF, PNG
 Video	MOV, AVI, WMV, MP4, MPG, WebM, MKV, M4V
 Audio	MP3, WAV, AIFF, AAC, FLAC, M4A, OGG, PCM, WMA
 Other	Adobe Creative Suite CS5 (including PSD, INDD, AI)

*\*Zip files will also be accepted for larger file types*



# EXAMPLES OF ACCEPTED FILE NAMES



## Examples of accepted file names

**THE ONLINE SUBMISSION FORMULA**

Subject code

Assessment type code

Accepted file name

123456R

2XXX20

ATX

free text

=

123456R-2XXX20-ATX-free text

Student SACE rego number

Free text  
(max. 100 characters)

Student SACE registration number (7 characters)	Subject code (6 characters)	Assessment type code (3 characters)	Free text (100 character limit, can include spaces)	Accepted file name
123456R	2XXX20	ATX	free text	123456R-2XXX20-ATX-free text
123456R	2HEH20	AT4	Health diabetes investigation	123456R-2HEH20-AT4-Health diabetes investigation
123456R	2PPS20	AT2	Philosophy analysis	123456R-2PPS20-AT2-Philosophy analysis





# EXAMPLES OF ACCEPTED FILE NAMES

Student SACE registration number <i>(7 characters)</i>	Subject code <i>(6 characters)</i>	Assessment type code <i>(3 characters)</i>	Free text <i>(100 character limit, can include spaces)</i>	Accepted file name
123456R	2XXX20	ATX	free text	123456R-2XXX20-ATX- free text
123456R	2HEH20	AT4	Health diabetes investigation	123456R-2HEH20- AT4-Health diabetes investigation
123456R	2PPS20	AT2	Philosophy analysis	123456R-2PPS20-AT2- Philosophy analysis





# EXAMPLES OF ACCEPTED FILE NAMES

Student SACE registration number (7 characters)	Subject code (6 characters)	Assessment type code (3 characters)	Free text (100 character limit, can include spaces)	Accepted file name
123456R	2XXX20	ATX	free text	123456R-2XXX20-ATX- free text
123456R	2HEH20	AT4	Health diabetes investigation	123456R-2HEH20- AT4-Health diabetes investigation
123456R	2PPS20	AT2	Philosophy analysis	123456R-2PPS20-AT2- Philosophy analysis





## SACE GENERAL TIPS

- File format – task sheet
- Student and teacher file management
- Submitting student work
- Shaded Performance Standards sheet to be submitted for each task in AT1 & AT2
- PDF recommended for online submissions





# Tutorial videos for online submission

## Best practice for preparing files



## How to upload materials in Schools Online



## How to use new features on a school assessment results sheet



# ONLINE SUBMISSIONS REFLECTION



# ELECTRONIC SUBMISSIONS 2019 REFLECTION

- PDF final products. This embeds any fonts enabling them to show up even if the font style is not installed on the marker/moderator device.
- Check PDF document after conversion as often it changes the formatting of a document.
- Do not scan final products. Submit final product converted as a pdf or zipped file for website.
- Do not submit files in their native format e.g.: .psd. There is no guarantee that the software is available to open the file.
- Submit final products only.
- Zip websites
- Avoid uploading too many individual files. Combine into one pdf if possible. This applies to all assessment types.

# ELECTRONIC SUBMISSIONS 2019 REFLECTION CONTD...

- External Product Documentation was combined into one PDF document.
- No cover page is required for submission.
- Could include a contents page with the section headings hyperlinked to the start of each section.
- Zipped websites
- Avoided uploading numerous files.
- Planned what was to be uploaded.
- Avoid template based applications e.g.: Wiki, WordPress etc. Unable to check file management and limited with DA3 due to templates and widgets provided.

# TIME & LOCATION

Ensure that you have enough time to upload all files. Use the location with the best connectivity.



# SACE PLATO



## PLATO

Plato online courses available that include benchmarking materials.

Time spent undertaking courses count towards PD hours for teacher registration.

My LearningFind LearningSocialReportsHelp

ATC

PLATO

SA Inc.

ion

board

ome

te pages

y courses

2018 Online Moderation Supervisor  
aining\_3\_1

2019 Clarifying - IPR - AT3

2019 Mod Supervisor

2019 Online Inv Supervisor

2019 Online Mod Supervisor

PLATO Intro

Participants

Badges

Grades

Introduction to PLATO

Welcome

Orientation

Purpose

Special Provisions

Introduction to PLATO

WELCOME

The welcome below shares the successful roll-out of PLATO to all SACE teachers in 2018 and highlights the innovation roadmap.

VIEWRequired ~2 min

PURPOSE

Assessment in the SACE

The short video below briefly describe the importance of clarifying & benchmarking student evidence of learning against the performance standards.

VIEWRequired ~2 min

ORIENTATION

Navigating in PLATO

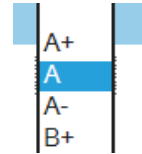
Certificates and Badges

Certificates will be awarded to you upon completion of the required ac in each course. All certificates acknowledge the nominal hours undert

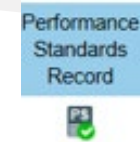
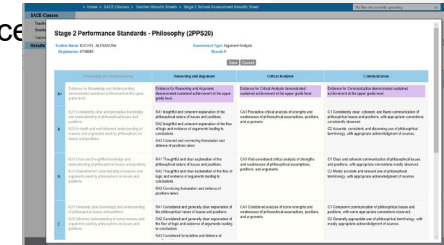


# STEPS FOR COMPLETING A SCHOOL ASSESSMENT RESULT SHEET

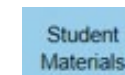
1. Select a grade for every student.



2. Select a sample for every grade band within each assessment type. Once the sample is selected, a link will appear.



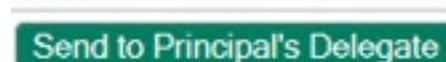
3. Performance Standards Records need to be completed for the samples selected.



Teacher materials:

There are 4 things to do before submitting the result sheet

4. Student materials will need to be dragged and dropped in against the samples you have selected





# STAGE 2 SCHOOL ASSESSMENT RESULTS SHEET

South Australian  
Certificate of Education  
Schools Online

> Home > SACE Classes > Teacher Results Sheets > Stage 2 School Assessment Results Sheet

No files are currently uploading 0s ?

**SACE Classes**

Teacher Results Sheets

Teacher Classes

**Results Reports**

**Stage 2 School Assessment Results Sheet**

Philosophy (2PPS20) Class teacher(s): HR WAKEFIELD Status: In Progress Teacher materials: + W 1 Browse

Class: 2PHL2A

Assessment group: 1

Results due: December

Result Sheet Due: Wed 27 Nov 2019

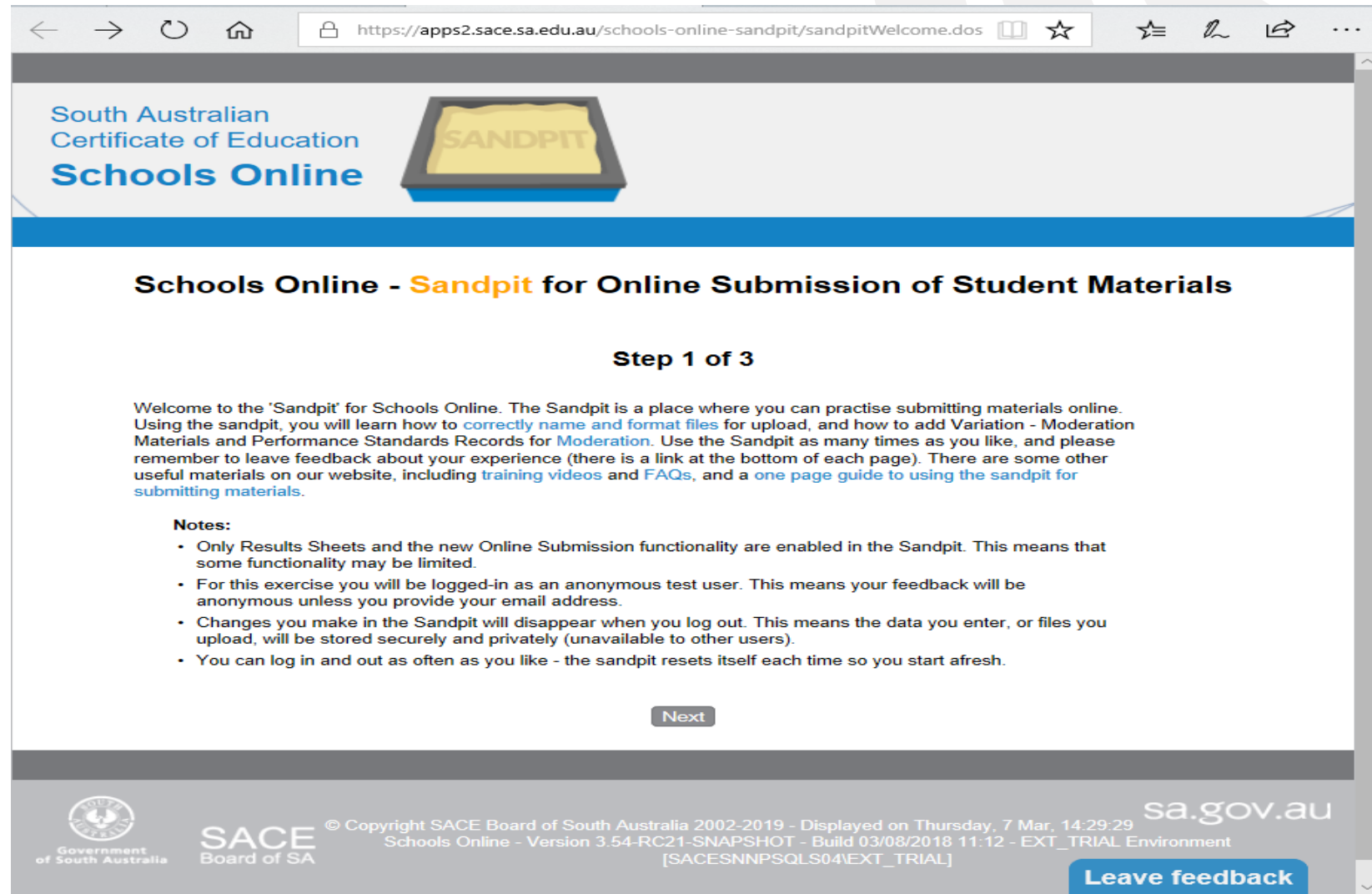
Student Name	Registration	Argument Analysis (25%) AT1	Sample	Performance Standards Record	Variations	Student Materials	Issues Analysis (45%) AT2	Sample	Performance Standards Record	Variations	Student Materials	Combined Grade	Withdrawn	Browse
KUCHEL, ALEXANDRA	674998X	A	<input checked="" type="checkbox"/>	PS	V	+ W 1	A+	<input checked="" type="checkbox"/>	PS	V	+ W 1	A+	<input type="checkbox"/>	
LUCCON, BRETT CLAYTON	804474T	A	<input type="checkbox"/>				A	<input checked="" type="checkbox"/>	PS	V	+ W 1	A	<input type="checkbox"/>	
PHILP, AZIZ	107706F	A	<input type="checkbox"/>				A	<input type="checkbox"/>				A	<input type="checkbox"/>	
SHEPARD, DANIEL	508331F	A	<input type="checkbox"/>				A	<input type="checkbox"/>				A	<input type="checkbox"/>	
STEIN, KIERAN	546042E	B+	<input checked="" type="checkbox"/>	PS	V	+ W 1	B	<input checked="" type="checkbox"/>	PS	V	+ W 1	B	<input type="checkbox"/>	
TAYLOR, ELIZABETH JANE HANNAH	854507J	B+	<input type="checkbox"/>				B	<input type="checkbox"/>				B	<input type="checkbox"/>	
TURNER, JAKE LEE	265539L	B+	<input type="checkbox"/>				B	<input type="checkbox"/>				B	<input type="checkbox"/>	
TURNER, KEGHAN	275473E	B+	<input type="checkbox"/>				B	<input type="checkbox"/>				B	<input type="checkbox"/>	
WALLIS, GLENN DAVID	625717L	B+	<input type="checkbox"/>				B	<input type="checkbox"/>				B	<input type="checkbox"/>	

Add Student Export to PDF Export Samples Save Send to Principal's Delegate Return to Result Sheet List

There are 4 things to do before submitting the result sheet



# SCHOOLS ONLINE - SANDPIT



The screenshot shows a web browser window with the URL <https://apps2.sace.sa.edu.au/schools-online-sandpit/sandpitWelcome.dos>. The page header includes the South Australian Certificate of Education (SACE) logo and the text "South Australian Certificate of Education Schools Online". Below the header is a yellow sandpit icon with the word "SANDPIT" on it. The main content area is titled "Schools Online - Sandpit for Online Submission of Student Materials" and "Step 1 of 3". It contains a welcome message and a list of notes. At the bottom, there is a "Next" button and a footer with the SACE Board of SA logo, copyright information, and a "Leave feedback" button.

South Australian  
Certificate of Education  
**Schools Online**

**Schools Online - Sandpit for Online Submission of Student Materials**


**Step 1 of 3**

Welcome to the 'Sandpit' for Schools Online. The Sandpit is a place where you can practise submitting materials online. Using the sandpit, you will learn how to [correctly name and format files](#) for upload, and how to add Variation - Moderation Materials and Performance Standards Records for [Moderation](#). Use the Sandpit as many times as you like, and please remember to leave feedback about your experience (there is a link at the bottom of each page). There are some other useful materials on our website, including [training videos](#) and [FAQs](#), and a [one page guide to using the sandpit for submitting materials](#).

**Notes:**

- Only Results Sheets and the new Online Submission functionality are enabled in the Sandpit. This means that some functionality may be limited.
- For this exercise you will be logged-in as an anonymous test user. This means your feedback will be anonymous unless you provide your email address.
- Changes you make in the Sandpit will disappear when you log out. This means the data you enter, or files you upload, will be stored securely and privately (unavailable to other users).
- You can log in and out as often as you like - the sandpit resets itself each time so you start afresh.

[Next](#)

 **SACE**  
Board of SA

© Copyright SACE Board of South Australia 2002-2019 - Displayed on Thursday, 7 Mar, 14:29:29  
Schools Online - Version 3.54-RC21-SNAPSHOT - Build 03/08/2018 11:12 - EXT\_TRIAL Environment  
[SACESNNPSQLS04\EXT\_TRIAL]

[sa.gov.au](#)

[Leave feedback](#)

# Five steps to practice submitting materials in the 'sandpit'.

## 1 Prepare files

Create a test set of data files. These files, don't have to be student assessment materials. Copy, rename and save files for up to five students (e.g. to your desktop or other file location) with the following test SACE registration numbers: 100000A; 100001A; 100002A; 100003A; & 100004A

## 2 Open Sandpit

- Open the [Sandpit](#). Read the instructions on the landing page before proceeding. *Click next*
- Select the subjects you are teaching from the menu provided. *Click next*.

## 3 View tutorial

- An optional online tutorial is available in the sandpit and will appear the first time you use the sandpit.
- The online tutorial is also available by clicking the ? icon.

## 4 Practice

When you are ready to upload your test materials in the Schools Online sandpit - you can either drag and drop or browse and select your test files. The information on the next page provides useful tips on the changes.

## 5 Feedback

Please take a few minutes to leave feedback. You can leave feedback from any screen as often as you would like. Your feedback will help inform our support materials.

## Tips for using the new functions in Schools Online



### Accepted File Names

Watch: [Best practice preparing files](#)

FAQ: [Working with electronic files](#)



### File Formats

Watch: [How to upload material in Schools Online](#)

FAQ: [Working with electronic files](#)



### Performance Standards Record

Watch: [Use new features on a school assessment results sheet](#)

FAQ: [Upload assessment materials](#)



### Variations - Moderation Materials

Watch: [Use new features on a school assessment results sheet](#)

FAQ: [Upload assessment materials](#)



### Moderation Samples

Watch: [Selecting Stage 2 moderation sample in Schools Online](#)

FAQ: [Sample considerations](#)



### Teacher Materials

Watch: [Use new features on a schools assessment results sheet](#)

FAQ: [Submit teachers pack](#)



E: [asksace@sa.gov.au](mailto:asksace@sa.gov.au)

P: +61 8 8115 4712

#### Support hours:

Monday to Friday 8:30am to 5:00pm ACST



South Australian  
Certificate of Education

# SACE

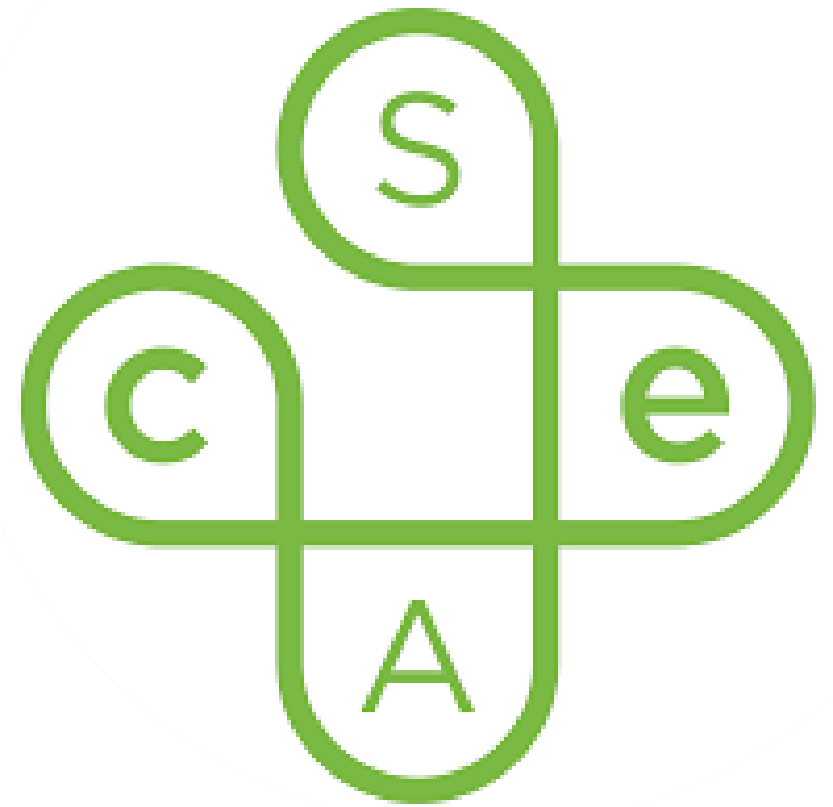
Sandpit area will open late March 2020 giving teachers the opportunity to practice uploading materials for moderation.

<https://www.sace.sa.edu.au/teaching/resulting/online-submission>

The above website explains how to name student files correctly, accepted file formats and tutorial videos on how to upload.

\*Note for all the early birds the result sheets open mid-September.

***Stage 1 moderation still hard copy for 2020***



# PRODUCT & DOCUMENTATION TASK

- If a student does not submit any evidence for the Product & Documentation task, then withdraw the student do not give them an E grade.



## FAQ



### Question

Do I need to submit a cover sheet for external assessment online submission subjects?



## Answer

- No - you no longer need to complete a cover sheet. SACE Registration number, Subject and Assessment Type details are contained in the file name (see [accepted file names](#) for more information).
- IPR on the front page of the product and documentation need to indicate focus areas

# FAQ



## Question

What is the largest file size that can be uploaded?





## Answer

- Schools Online does not limit file size
- Your school's IT manager may need to consider how to support you with the uploading of very large files, for example, large files could be compressed to smaller more manageable file sizes





# FAQ



## Question

What is the most robust and recommended Zip programme that will also safely zip a website folder? Additionally, and is free?



## FAQ



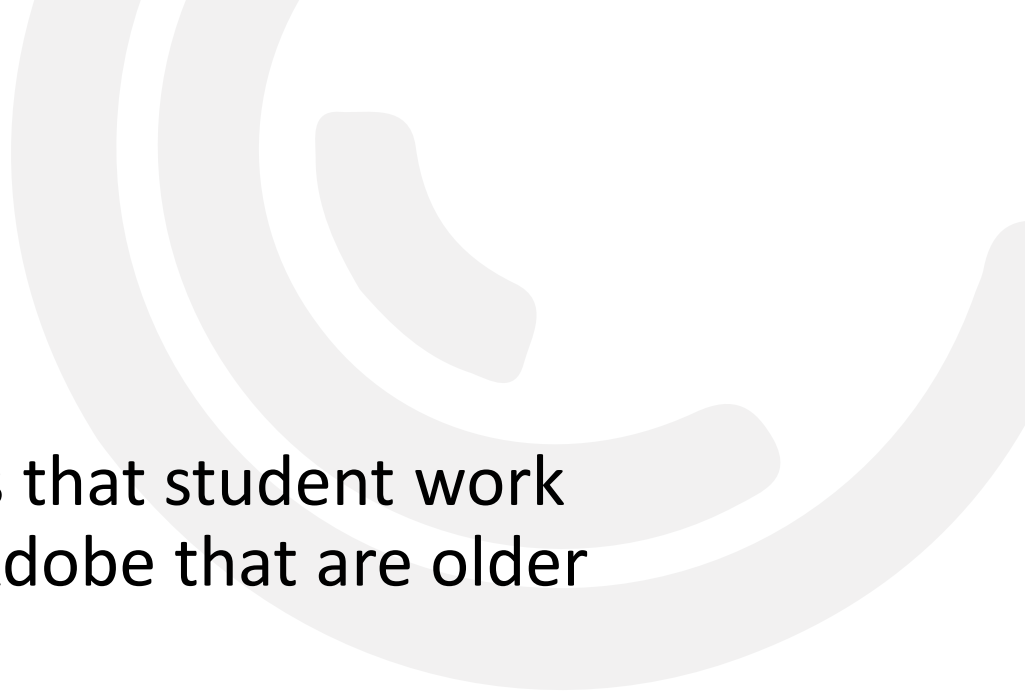

### Question

Will Schools Online accept work that is not documented using Adobe Creative Cloud?





## Answer

- Yes. The SACE Board recognises that student work may be created in versions of Adobe that are older or newer than the CS5 suite.
  - It is important to recognise that this may result in changes to the way in which student work appears. These cosmetic variations will have no impact on student assessment outcomes.
  - If schools prefer, an alternative good practice is to ensure work is published in the final formats such as PDF, image, video, SWF, website ZIP.
- 
- 



# SACE ASSESSMENT ADVICE 2019

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[HTTPS://WWW.SACE.SA.EDU.AU/WEB/INFORMATIO  
N-PROCESSING-AND-PUBLISHING/OVERVIEW](https://www.sace.sa.edu.au/web/information-processing-and-publishing/overview)

# PRACTICAL SKILLS

The **more successful** responses commonly:

- demonstrated a highly proficient application of manipulative and organisational skills using a **variety of software** to create, store, retrieve and edit to complete practical skill tasks
- included **sufficient text** within this assessment type
- demonstrated the application of the **hierarchy of text** in documents
- demonstrated **formatting of business documents** according to Australian business practice standards e.g. business letters
- demonstrated a clear understanding of the design principles resulting in a consistent and thoughtful application of these design principles
- demonstrated the ability to **manipulate images**
- demonstrated **gradual complexity** in skill development as they progressed through each task
- evaluated and/or annotated **at least one product** utilising the design principles, in addition to evaluating the design process.

## Business Documents

**Not formatting documents according to Australian Business standards.**

- [Formatting Business Letters](#)
- [Australia Post](#)
- BETASA – [Resources Business Documents](#)

# PRACTICAL SKILLS CONTD ...

The *less successful* responses commonly:

- demonstrated limited understanding and application of the design principles (DA3)
- did not demonstrate understanding of AE2 that focusses on the design process and the annotation of final product using the design principles
- were **prescriptive tasks, given by the teacher**, that locked students into the layout, text and images to use, thus limiting the student's ability to demonstrate their development and application of practical skills at the higher levels of DA3 (application of layout and design principles to the production of text-based documents or presentations)
- **centre-aligned** almost all text
- had **insufficient text** over the practical skills tasks.

## Electronic Publishing

- Content generated locally
- Links working
- Easy to navigate
- Did not use templates or online website generators
- Good file management
- Applied the design principles suitable for the web

# ISSUES ANALYSIS

*The more successful responses commonly:*

- clearly addressed the issue, stating the social/legal and or ethical effects in at least one task within this assessment type
- referred to Australian Laws or examples in context
- analysed and evaluated current hardware and software within a similar price range
- used diagrams, tables and graphs as evidence in responses
- used primary and secondary sources
- responded in continuous prose
- focussed on a process of analysis — what is the issues? What are the social, legal and ethical effects of the issue? How to prevent and solve the issue?
- included references from a range of sources.

*The less successful responses commonly:*

- used a question and answer format rather than continuous prose
- tended to be general with no specific reference to the specify features of the task
- showed little or no evidence of analysis or evaluation of research undertaken
- listed product specifications which needed to be analysed and evaluated in the Technical Operations task
- documented hardware/software features but did not compare and analyse
- lacked detail in the conclusion and recommendation.

# EXTERNAL – PRODUCT & DOCUMENTATION

The more **successful responses** commonly:

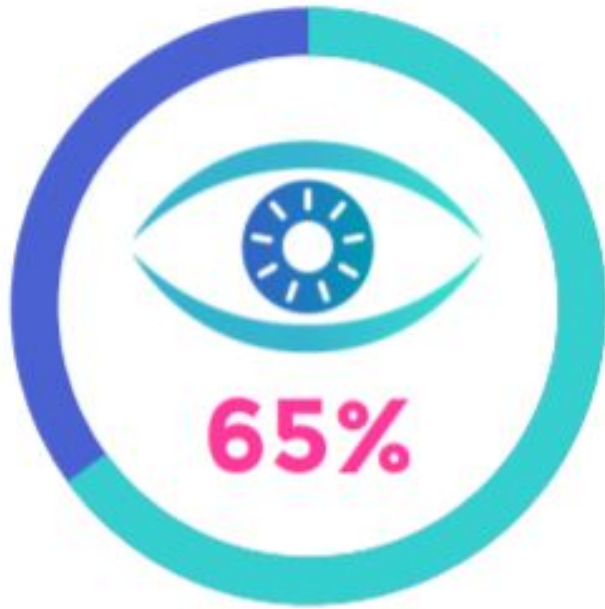
- were given a **clear and prescriptive task** that had one focal topic, including due dates
- ensured that they met all performance standards being assessed
- showed the **documentation of the design process** was concise with students using the design language in a meaningful way
- **discussed feedback** from the target audience in the evaluation summary
- discussed the **design process** in the evaluation summary using the design language as well as **annotating their final products** using the design language for AE2
- explained choices of hardware and software in the devising summary and **evaluated their performance** in the evaluation summary
- clearly indicated **word counts** at the end of each of the three summaries
- demonstrated the **manipulation of graphics**, demonstrating highly proficient use of software
- provided **specific examples** when annotating samples of each of the design principles in each sample annotated
- discussed in the devising summary their **final choices and why** they were made
- used **continuous prose** in investigating, devising and evaluation summaries
- submitted final documentation as **one PDF document** instead of multiple files.

The **less successful** responses commonly:

- were given an ambiguous task sheet that included **multiple focal topics** e.g. business card, travel brochure etc.
- **replicated the annotations** for each sample and did not specifically analyse each sample using the design principles of CRAP
- **did not clearly label each section** of the design process in the documentation. A section divider or a header/footer stating the section would be helpful
- **scanned final products** instead of submitting the electronic files
- **lacked sufficient text** in the final products
- displayed **poor file management** resulting in missing files in the focus area of Electronic Publishing
- **hosted websites for electronic publishing in the Cloud**. In the focus area of Electronic Publishing students need to use web authoring software to demonstrate DA1 and DA2. Using templates or cloud based products limits students' ability to demonstrate proficiency at the higher levels of these performance standards
- used **templates** which limited student's ability to address specific design and manipulative requirements of the product and documentation
- submitted design plans that **lacked detail**



## Types of Learners in the General Population



are visual  
learners



are auditory  
learners



are experiential  
learners

# INVALUABLE RESOURCES

- [Adobe Helpex](#)
- [Adobe Education Exchange](#)
- [Canva Design School](#)
- [Adobe Colour Wheel](#)
- [Typography Games](#)
- [Visme Blog](#)
- [Pinterest](#)



# MEMBERSHIP

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LOGIN/MEMBERSHIP-RENEWAL/](https://betasa.asn.au/membership-login/membership-renewal/)

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[WWW.PINTEREST.COM/BETASAINC](http://www.pinterest.com/betasainc)





# UPCOMING EVENTS

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ADOBE & CREATIVITY 24 MARCH

BIG DAY IN 23 JUNE

BEA CONFERENCE 1 & 2 OCTOBER



# QUESTIONS

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