Applied Information Technology
Foundation Course Year 12

Selected Unit 3 syllabus content for the

Externally set task 2025

This document is an extract from the *Applied Information Technology Foundation Course Year 12 syllabus*, featuring all of the content for Unit 3. The content that has been highlighted in the document is the content on which the Externally set task (EST) for 2025 will be based.

All students enrolled in the course are required to complete an EST. The EST is an assessment task which is set by the Authority and distributed to schools for administering to students. The EST will be administered in schools during Term 2, 2025 under standard test conditions. The EST will take 50 minutes.

The EST will be marked by teachers in each school using a marking key provided by the Authority. The EST is included in the assessment table in the syllabus as a separate assessment type with a weighting of 15% for the pair of units.

Unit 3

An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

This unit is comprised of four core modules, which are compulsory, and one elective module.

Core modules

C12.1   The computer system
C12.2   Word processing and data management
C12.3   Presentation software
C12.4   Project management

Elective modules

E12.1   Sound editing
E12.2   Video editing
E12.3   Animation
E12.4   Website development
E12.5   Gaming

To ensure breadth and depth of learning, core modules and elective modules cannot be repeated.

A description, learning outcomes and content for each elective module is provided in Appendix 2.

Literacy and numeracy skills developed through the study of Unit 3

This core modules should involve, where appropriate, explicit teaching of the following literacy (L) and numeracy (N) skills in the context of the Applied Information Technology Foundation course.

Literacy

L1   acquiring words leading to an appropriately expanding vocabulary; for example desktop, server, technology, element of design, principles of design and proportion

L2   developing pronunciation and spelling of key words; for example, collaboration, alignment,

L3   using Standard Australian English (SAE) grammar and punctuation to communicate effectively

L4   expressing increasingly complex ideas using a range of simple and complex sentence structures

L5   using a range of language features, including the use of tone, symbols, simple description and factual as opposed to emotive language

L6   organising ideas and information in different forms and for different purposes and audiences; for example, providing information in dot point form, and/or providing information in a storyboard

L7   achieving cohesion of ideas at sentence, paragraph and text level

L8   editing work for accuracy, coherence, clarity and appropriateness; for example, ensuring subject and verb agreement, the correct use of apostrophes, and the appropriate use of vocabulary and verb forms

L9   using a range of speaking and listening skills; for example, using the etiquette of 'turn taking' in conversation and discussion, asking clarifying questions when listening, matching tone of voice to audience and using a pause for emphasis

L10   comprehending and interpreting a range of texts

L11   developing visual literacy skills; for example, creating images, designing graphs, reading tables and interpreting diagrams and symbols.

Numeracy

N1   identifying and organising mathematical information; for example, finding information about the relationship between typing speed and keyboard accuracy

N2   choosing the appropriate mathematics to complete a task; for example, identify a rule required to calculate typing speed and keyboard accuracy

N3   applying mathematical knowledge, tools and strategies to complete the task; for example, use a calculator and the rule to determine the keyboard accuracy and typing speed

N4   representing and communicating mathematical conclusions; for example, represent the typing speed and keyboard accuracy for a period of time in table form

N5   reflecting on mathematical results in order to judge the reasonableness of the conclusions reached; for example, check the calculated typing speed and keyboard accuracy is consistent with a predicted result.

C12.1 The computer system

Module description

This module focuses on developing the knowledge, understanding and skills required to operate a personal computer safely, and applying appropriate practices when using ICT. Students will learn of the types of computer systems, their key components, and strategies to care for a computer system.

Time allocation

The notional time for this module is 10 class contact hours.

Module content

This module includes the knowledge, understandings and skills described below.

Applied Information Technology knowledge

- key words associated with the computer system:
    - desktop
    - server
    - operating system
    - computer system
    - input
    - output
    - processing
    - storage
    - operating system
    - application

- types of computer systems
    - desktop
    - mobile
    - server

- purpose and types of hardware devices of a computer system
    - input
    - processing
    - output
    - storage
    - communication

- purpose and types of computer software
    - operating system
    - application
    - utility

- considerations for the physical care of a computer system
    - ventilation
    - proximity of liquids
    - dust minimisation

- strategies to minimise external threats to a computer system, including:
  - antivirus software
  - firewall

- Workplace Safety and Health (WSH) issues associated with the use of personal information and communications technology, including:
  - safe use of electrical equipment
  - time spent using technology

Applied Information Technology skills

- apply strategies to ensure appropriate physical care for a computer system

- maintain a safe ICT work environment

C12.2   Word processing and data management

Module description

This module focuses on developing the knowledge, understandings and skills to operate a word processing software, and apply a simple data management structure to manage and organise a personal digital workspace. Students learn to perform simple word processing functions, including creating, formatting and printing documents, and managing personal data.

Time allocation

The notional time for this module is 10 class contact hours.

Module content

This module includes the knowledge, understandings and skills described below.

Applied Information Technology knowledge

- key words associated with word processing and data management:
    - data
    - information
    - file format
    - passwords
    - file
    - folders
    - document version
    - naming convention
    - version
    - edit
    - proofread
    - print
- features of word processing software for personal use, including:
    - colour
    - graphics
    - shading
    - borders
    - horizontal and vertical alignment
    - tables
- edit and proofreading functions, including:
    - thesaurus
    - find and replace
- print preview and print options
- data management techniques for a personal digital workspace, including the use of:
    - passwords
    - files and folders
    - file and folder naming conventions
    - document version control

- the concepts of data and information

- the concepts of file formats and software associations

- types of data backup strategies
    - local
    - remote

Applied Information Technology skills

- use word processing software for personal use

- use word processing software for personal use to create, format and print documents

- apply edit and proofreading functions when using word processing software

- apply personal data management techniques to store and access electronic documents

C12.3 Presentation software

Module description

This module focuses on developing the knowledge, understandings and skills to operate presentation software. Students learn to perform simple operations, including creating, formatting and adding effects to presentations. Students create a presentation that will cater for a target audience.

Time allocation

The notional time for this module is 10 class contact hours.

Module content

This module includes the knowledge, understandings and skills described below.

Applied Information Technology knowledge

- key words associated with presentation software:
  - transitions
  - animation
  - hyperlinks
  - elements of design
  - principles of design
- features of presentation software, including:
  - use of transitions and/or effects
  - use of animation
  - embedding hyperlinks
  - design layout
  - print preview and print options
- the elements of design
  - line
  - shape
  - space
  - colours
- the principles of design
  - balance
  - emphasis (contrast and proportion)
  - unity

Applied Information Technology skills

- use presentation software
- plan and create a digital presentation that meets the requirements of a target audience and applies the appropriate elements of design and the principles of design
- deliver a digital presentation using presentation software
- apply edit and proofreading functions when using presentation software

C12.4   Project management

Module description

This module focuses on developing knowledge, understanding and skills to use aspects of a design process when producing digital product and/or digital solution. Students learn time management strategies which can be applied to all aspects of personal ICT use, and which can assist students to more efficient.

Time allocation

The notional time for this module is 7 class contact hours.

Module content

This module includes the knowledge, understandings and skills described below.

Applied Information Technology knowledge

- key words associated with project management:
  - target audience
  - design process
  - digital product
  - digital solution
  - group work protocols
  - time management

- the concept of a target audience

- stages of a design process, such as:

- investigate and plan
  - design and draft
  - produce
  - evaluate

- types of roles and functions when working in teams to create a digital product and/or digital solution, including:
  - project manager
  - researcher
  - media coordinator
  - content writer

- strategies for effective collaboration while working in a team, including:
  - establishing group work protocols
  - clearly identifying roles
  - effective communication
  - establishing clear goals and time lines

Applied Information Technology skills

- apply time management techniques

- apply techniques to represent a draft/storyboard

- apply a design process to create a digital product and/or digital solution