



Government of **Western Australia**  
School Curriculum and Standards Authority

# APPLIED INFORMATION TECHNOLOGY

GENERAL COURSE

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Year 12 syllabus

## **IMPORTANT INFORMATION**

This syllabus is effective from 1 January 2018.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority on a cyclical basis, typically every five years.

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## Rationale

The development and application of digital technologies impact most aspects of living and working in our society. Digital technologies have changed how people interact and exchange information. These developments have created new challenges and opportunities in lifestyle, entertainment, education and commerce.

Throughout the Applied Information Technology General course, students investigate client-driven issues and challenges, devise solutions, produce models or prototypes and then evaluate and refine the design solution in collaboration with the client. Students are provided with the opportunity to experience, albeit in a school environment, developing digital solutions for real situations.

The practical application of skills, techniques and strategies to solve information problems is a key focus of the course. Students also gain an understanding of computer systems and networks. In undertaking projects and designing solutions, the legal, ethical and social issues associated with each solution are also considered and evaluated.

This course provides students with the opportunity to develop the knowledge and skills of digital technologies. It also encourages students to use digital technologies in a responsible and informed manner.

The Applied Information Technology General course provides a sound theoretical and practical foundation, offering pathways to further studies and a wide range of technology based careers.

## Course outcomes

The Applied Information Technology General course is designed to facilitate achievement of the following outcomes.

### Outcome 1 – Design process

Students apply a design process when creating or modifying information solutions using digital technologies in response to a client brief.

In achieving this outcome, students:

- research ideas, considering alternatives
- analyse, design, produce, communicate and evaluate proposals in an efficient and appropriate manner.

### Outcome 2 – Understanding digital communication technologies

Students understand the nature and use of computer hardware and software to achieve digital solutions.

In achieving this outcome, students:

- understand the digital concepts, formats and terminology required to select and use appropriate software and hardware to achieve client-driven digital solutions
- understand procedures, techniques and management skills relevant to the client's needs
- produce a quality solution that adheres to the accepted standards and conventions associated with the content relevant to the client brief.

### Outcome 3 – Impacts of technology

Students understand how legal, ethical and social considerations are interconnected in the development of digital solutions.

In achieving this outcome, students:

- understand the legal, ethical and social consequences that digital developments have in effectively securing data
- understand the legal, ethical and social implications of data distribution.

## Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

### Structure of the syllabus

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

#### Unit 3 – Media information and communication technologies

The emphasis of this unit is on the use of digital technologies to create and manipulate digital media. Students use a range of applications to create visual and audio communications. They examine trends in digital media transmissions and implications arising from the use of these technologies.

#### Unit 4 – Digital technologies in business

The emphasis of this unit is on the skills, principles and practices associated with various types of documents and communications. Students identify the components and configuration of networks to meet the needs of a business. Students design digital solutions for clients, being mindful of the various impacts of technologies within legal, ethical and social boundaries.

Each unit includes:

- a unit description – a short description of the focus of the unit
- unit content – the content to be taught and learned.

### Organisation of content

The content is divided into the following areas:

- Design concepts (Unit 3)
- Managing data (Unit 4)
- Hardware (Unit 3)
- Networks (Unit 4)
- Impacts of technology (Unit 3 and Unit 4)
- Applications skills (Unit 3 and Unit 4)
- Project management (Unit 3 and Unit 4)

#### Design concepts

When designing quality solutions, it is necessary to consider the intended audience and use the appropriate elements of design and the principles of design. Students develop strategies for applying digital technologies in creative and original ways for different purposes.

## Managing data

Students acquire an understanding of how to source, organise, process, transform, store and manage a range of digital data types. They apply efficient search strategies for research purposes. An understanding of security and statutory requirements in relation to information processing and management is developed.

## Hardware

Students develop an understanding of common computer hardware system components, their compatibility and connectivity. Functions, such as processing, input, output, memory/storage and communication are considered. Students use appropriate terminology, technical references/manuals, help procedures and other support facilities.

## Networks

The components of a network, including the communication media used to connect them, are examined. Content includes the types, purpose and use of protocols, servers, operating systems in communications and network security.

## Impacts of technology

The rights of individuals, groups and communities regarding privacy, including responsibility for the access, availability and security of information and their potential misuse, are explored. Students examine the role of relevant government and regulatory bodies in protecting these rights.

## Applications skills

Students learn, select and apply appropriate software application skills in the development of digital solutions. Students need to be aware of the purpose and desired output in order to integrate the various applications and associated skills.

## Project management

Students use problem-solving skills to develop digital solutions that meet client needs. Individuals use project management skills to produce digital solutions according to a design brief.

## Resource requirement

It is recommended that, for delivery of the course, students have access to the following resources:

- computers with access to the internet
- peripheral devices, including:
  - scanner/photocopier/printer (multi-function device)
  - printer(s)
  - digital still and video cameras
  - microphones and speakers
  - mobile devices



- applications software
  - spreadsheet software
  - word processing software
  - presentation software
  - multimedia software
  - personal communication software
  - collaborative management software
  - browser software
  - web authoring software

## Representation of the general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that may assist students to live and work successfully in the twenty-first century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the Applied Information Technology General course. The general capabilities are not assessed unless they are identified within the specified unit content.

### Literacy

Students become literate as they develop the knowledge, skills and dispositions to use and interpret language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

In the Applied Information Technology General course, students develop literacy capability as they learn how to communicate ideas, concepts and detailed proposals to a variety of audiences; recognise how language can be used to manipulate meaning; and read and interpret detailed written instructions. They learn to understand and use language to discuss and communicate information, concepts and ideas related to the course.

In the Applied Information Technology General course, students understand that language varies according to context and they increase their ability to use language flexibly. The vocabulary of the Applied Information Technology General course is technical and includes specific terms for concepts, processes and production. Students learn to understand that much technological information is presented in the form of drawings, diagrams and digitally. They also learn the importance of listening, and talking when learning about technologies processes, especially in articulating, questioning and evaluating ideas.

### Numeracy

Students become numerate as they develop the knowledge and skills to use mathematics confidently across other learning areas at school and in their lives more broadly. Numeracy involves students in recognising and understanding the role of mathematics in the world, and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

In the Applied Information Technology General course, students work with the concepts of scale and proportion. The course provides opportunities for students to interpret and use mathematical knowledge and skills in a range of real life situations. Students develop and apply mathematical knowledge and skills to

analyse, interpret and present information in numerical and graphical form and to make sense of data presented.

### **Information and communication technology capability**

Students develop information and communication technology (ICT) capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively, and in their lives beyond school. The ICT capability involves students in learning to make the most of the digital technologies available to them. They adapt to new ways of doing things as technologies evolve, and limit the risks to themselves and others in a digital environment.

In the Applied Information Technology General course, students create solutions that consider social and environmental factors when operating digital systems with digital information. They develop an understanding of the characteristics of data, digital systems, audiences and procedures. They apply this when they investigate, communicate and create purpose-designed digital solutions. Students learn to formulate problems, logically organise and analyse data and represent it in abstract forms. Students decide the best combinations of data, procedures and human and physical resources to generate efficient and effective digital solutions.

### **Critical and creative thinking**

Students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking are integral to activities that require students to think broadly and deeply using skills, behaviours and dispositions, such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school.

In the Applied Information Technology General course, students develop capability in critical and creative thinking as they imagine, generate, develop, produce and critically evaluate ideas. They develop reasoning and the capacity for abstraction through challenging problems that do not have straightforward solutions. They identify, explore and clarify technologies, information and use the knowledge gained in a range of situations. In the Applied Information Technology General course, students think critically and creatively; consider how data, information, and systems impact our lives; and how these elements might be better designed and managed.

### **Personal and social capability**

Students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The personal and social capability involves students in a range of practices, including: recognising and regulating emotions; developing empathy for others and understanding relationships; establishing and building positive relationships; making responsible decisions; working effectively in teams; handling challenging situations constructively; and developing leadership skills.

In the Applied Information Technology General course, students develop personal and social capability as they engage in project management and development in a collaborative workspace. They direct their own learning, plan and carry out investigations, and become independent learners who can apply design thinking, technologies understanding and skills when making decisions. Students develop social and employability skills through working cooperatively in teams, sharing resources, tools, equipment and processes, making

group decisions, resolving conflict and showing leadership. Design and innovation involve a degree of risk taking, and as students work with the uncertainty of sharing new ideas, they develop resilience.

The Applied Information Technology General course enhances students' personal and social capability by developing their social awareness. Students develop understanding of diversity by researching and identifying user needs. They develop social responsibility through the understanding of empathy with and respect for others.

### **Ethical understanding**

Students develop ethical understanding as they identify and investigate concepts, values, character traits and principles, and understand how reasoning can help ethical judgement. Ethical understanding involves students in building a strong personal, socially oriented, and ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.

In the Applied Information Technology General course, students develop the capacity to understand and apply ethical and socially responsible principles when collaborating with others and creating, when sharing and using technologies, data, processes, tools and equipment. Students consider their own roles and responsibilities as discerning citizens, and learn to detect bias and inaccuracies. Understanding the protection of data, intellectual property and individual privacy in the school environment helps students to be ethical digital citizens.

### **Intercultural understanding**

Students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. The capability involves students in learning about, and engaging with, diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

In the Applied Information Technology General course, students consider how technologies are used in diverse communities at local, national, regional and global levels, including their impact and potential to transform people's lives. They explore ways in which past and present practices enable people to use technologies to interact with one another across cultural boundaries.

## **Representation of the cross-curriculum priorities**

The cross-curriculum priorities address the contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the Applied Information Technology General course. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

### **Aboriginal and Torres Strait Islander histories and cultures**

The Applied Information Technology General course may provide opportunities for students to learn about Aboriginal and Torres Strait Islander histories and cultures. Students could explore creative, engaging and diverse learning contexts so they can value and appreciate the contribution by the world's oldest continuous living cultures to past, present and emerging technologies.

### **Asia and Australia's engagement with Asia**

The Applied Information Technology General course may provide opportunities for students to explore contemporary and emerging technological achievements that the Asia region and Pacific region have made, and continue to make, to global technological advances, including: innovation in hardware and software design and development; the regions' role in outsourcing of information and communication technologies (ICT) services; and globalisation. Students could also consider the contribution of Australia's contemporary and emerging technological achievements to the Asia and Pacific regions.

### **Sustainability**

The Applied Information Technology General course may provide an opportunity for students, within authentic contexts, to choose and evaluate digital technologies and information systems with regard to the risks and opportunities they present. Students could evaluate the extent to which information systems solutions can embrace sustainability. They also could reflect on past and current practices, and assess new and emerging technologies from a sustainability perspective.

# Unit 3 – Media information and communication technologies

## Unit description

The emphasis is on the use of digital technologies to create and manipulate digital media. Students use a range of applications to create visual and audio communications. They examine trends in digital media transmissions and implications arising from the use of these technologies.

## Unit content

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 includes the knowledge, understandings and skills described below.

The content of this unit encompasses theoretical aspects (Knowledge) and practical aspects (Skills). It is divided into the following areas:

- Design concepts
- Hardware
- Impacts of technology
- Application skills
- Project management.

## Design concepts

### Knowledge

- the elements of design
  - line
  - shape
  - space
  - texture
  - colour
- the principles of design
  - balance
  - emphasis (contrast and proportion)
  - dominance
  - unity (proximity and repetition)
- relationship between the elements of design and the principles of design
- typography
  - typeface
  - size

- alignment
- format
- spacing
- compositional rules
  - rule of thirds
  - grid and alignment

## Skills

- identify and explain the elements of design and the principles of design in an existing digital product and/or solution
- modify a digital product and/or digital solution(s) to meet a design need/consideration
- apply the elements of design and principles of design when developing a digital product and/or solution
  - create accurate visuals/layouts
  - apply principles of layout and composition
- develop and apply detailed annotations for digital designs, relevant to a particular design brief
- apply the elements of design and the principles of design relevant to a particular design brief

## Hardware

### Knowledge

- purpose of the central processing unit (CPU)
- purpose of memory/storage
- types of memory/storage
  - primary
  - secondary
- types of peripheral devices
- types of computer systems
  - desktop systems
  - mobile devices
  - server
- purpose of an operating system (OS)
- types of operating systems
  - Windows
  - Mac OS
  - iOS
  - Android
  - Linux
- identification of software compatibility issues, including:
  - running older software on current hardware
  - running newer software on older hardware

- considerations for the purchase of hardware, including:
  - cost
  - specifications
  - user needs
- physical maintenance strategies for use of a computer system, including:
  - use of an uninterruptible power supply (UPS)
  - environmental temperature control

### Skills

- select hardware and software for a specified purpose, including the minimum hardware requirements to run software
- apply problem-solving skills for a range of simple computer problems, including:
  - no sound
  - frozen screen, keyboard and mouse
  - no connection to a data projector

## Impacts of technology

### Knowledge

- purpose of the *Copyright Act 1968* (Australia), including:
  - fair dealing
  - private use
  - moral rights
- referencing techniques for digital publications
- acknowledgement of the intellectual property (IP) owner
- concept of digital citizenship
  - responsible use of social networking
  - forms of cyber bullying
  - strategies to manage/limit cyber bullying
- the impact of digital technologies on work-life balance
- the concept of social networking
- the impact of social networking technologies on traditional methods of information publication and distribution, including use of mobile devices

### Skills

- apply appropriate referencing techniques for digital publications

## Application skills

### Knowledge

- purpose of data organisation
- common file formats for graphics and audio
  - vector graphics
  - raster graphics
  - audio files
- management of software
  - installation of software
  - update of software
- types of software licences
  - open and closed source
  - proprietary
  - shareware
  - freeware
- composition, layout and design considerations for the construction of spreadsheets
- organisation and management of data using sort filters in spreadsheets

### Skills

- apply data organisation techniques for user and/or client needs
- apply appropriate graphic and audio file types, including:
  - raster graphics
  - vector graphics
  - audio files
- apply sort filters in spreadsheets

## Project management

### Knowledge

- project management considerations, including:
  - scope
  - time
  - resources
  - client brief
- components of a project design process, including:
  - product purpose and design criteria
  - target audience characteristics
  - project presentation medium



- techniques for the representation of a design plan, including:
  - annotated digital diagrams/sketches
  - storyboards
  - annotated notes
  - thumbnails (hand/digital)
- criteria required to evaluate a digital product and/or digital solution

**Skills**

- apply the elements of design and the principles of design relevant to a particular design brief.
- apply a design process to create a digital product, design and/or digital solution
- apply techniques for representing the design of a digital product and/or digital solution

## Unit 4 – Digital technologies in business

### Unit description

The emphasis of this unit is on the skills, principles and practices associated with various types of documents and communications. Students identify the components and configuration of networks to meet the needs of a business. Students design digital solutions for clients, being mindful of the various impacts of technologies within legal, ethical and social boundaries.

### Unit content

This unit builds on the content covered in Unit 3.

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

The content of this unit encompasses theoretical aspects (Knowledge) and practical aspects (Skills). It is divided into the following areas:

- Managing data
- Networks
- Impacts of technology
- Application skills
- Project management

### Managing data

#### Knowledge

- purpose of file optimisation for use in print, digital and/or online environments
- considerations for the compression of files for the transfer and display of data
  - purpose
  - lossy compression
  - lossless compression
  - file sizes
- techniques for file size minimisation
  - cropping
  - resampling
- strategies for efficient online data management
- strategies for efficient document version control
- the concept of cloud computing
- system utility tools and accessories for the efficient operation and maintenance of data, including:
  - disk clean-up tools
  - deletion of temporary files/internet cache
  - disk fragmentation
  - anti-malware, anti-virus, SPAM filter, spyware

**Skills**

- use compression to optimise transfer and display of data
- use system utility tools and accessories to ensure efficient operation and maintenance of data
- apply document version control
- use digital communications media

**Networks****Knowledge**

- the concept and purpose of computer networking
- advantages and disadvantages of computer networking
- types of transmission media, including:
  - optic fibre
  - wired
  - wireless
- the concept of transmission rates
- network components for internet connection
  - server
  - router
  - network interface card (NIC)
  - switch
  - modem
- network topologies for local area network (LANs)
  - wired star
  - wireless
  - client server
  - peer-to-peer

**Skills**

- design a suitable LAN topology for a home network

**Impacts of technology****Knowledge**

- role of the *Privacy Act 1988* (Australia) on:
  - collection of personal information
  - use of personal information
  - access to personal information
  - identity theft
  - safe disposal of data

- the concept of the 'digital divide' and associated issues, including:
  - availability of digital resources
  - dependency of society upon electronic communication
  - use of digital technologies
  - availability of web based applications
- the concept of electronic commerce, including:
  - implications of improved digital communications
  - 24/7 communications
- issues related to the dependency of society upon electronic and visual communication, including:
  - requirement for personal development of technology skills
  - responsibility for maintaining privacy when using technology

## Application skills

### Knowledge

- features of animation software
  - frame by frame
  - tweens
  - buttons
  - simple actions
    - stop
    - start
    - move object
- features of audio software, including:
  - editing
  - converting
  - exporting
- features of web authoring, including:
  - hyper-links
  - graphics
  - templates
  - types of files
    - cascading style sheet (.css)
    - hypertext markup language file (.htm/.html)
- types of online collaboration
- the concept of responsive design

### Skills

- use animation software
- edit audio files
- create a navigation map
- use web authoring software
- use multimedia applications to edit and create digital product and or digital solution

## Project management

### Knowledge

- project management techniques, including:
  - plan of action
  - time management strategies
  - resource requirements
  - managing resources
  - evaluation

### Skills

- apply project management techniques to meet client requirements or a design brief
- apply a design process to create a digital product and/or digital solution

## School-based assessment

The Western Australian Certificate of Education (WACE) Manual contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Applied Information Technology General Year 12 syllabus and the weighting for each assessment type.

### Assessment table – Year 12

Type of assessment	Weighting
<p><b>Project</b></p> <p>Students' research information technology based ideas and processes to create digital solutions. This involves the application of project management approaches/techniques to a design process.</p> <p>The project can require students to refer to stimulus material.</p> <p>Stimulus material can include: extracts from newspapers or journal articles; screen captures of online media; diagrams; multimedia and/or graphics; and/or a scenario.</p>	50%
<p><b>Short answer</b></p> <p>Short answer questions typically require students to respond to specific questions and/or analyse digital technology products and/or trends.</p> <p>Formats can include multiple-choice, and open and closed questions that can be scaffolded or sectionalised. Scaffolded or sectionalised questions may increase in difficulty.</p> <p>Questions can require students to refer to stimulus material. Stimulus material can include: extracts from newspapers or journal articles; screen captures of online media; diagrams; multimedia and/or graphics; and/or a scenario.</p>	20%
<p><b>Extended answer</b></p> <p>Extended answer questions can be scaffolded or sectionalised. Questions are connected by a theme, idea and/or concept. Questions can require students to refer to stimulus material and use interpretative skills, and/or the application of critical thinking and analysis. Stimulus material can include: extracts from newspapers or journal articles; screen captures of online media; diagrams; multimedia and/or graphics; and/or a scenario.</p>	15%
<p><b>Externally set task</b></p> <p>A written task or item or set of items of 50 minutes duration developed by the School Curriculum and Standards Authority and administered by the school.</p>	15%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units.

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

All assessment types must be included in the assessment outline at least twice with the exception of the externally set task which only occurs once.

The set of assessment tasks must provide a representative sampling of the content for Unit 3 and Unit 4.

Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes.

## Externally set task

All students enrolled in the Applied Information Technology General Year 12 course will complete the externally set task developed by the Authority. Schools are required to administer this task in Term 2 at a time prescribed by the Authority.

### Externally set task design brief – Year 12

<b>Time</b>	50 minutes
<b>Format</b>	Written
	Conducted under invigilated conditions
	Typically between four and seven questions
	Questions can require students to refer to stimulus material. Stimulus material can include: extracts from newspapers or journal articles; screen captures of online media; diagrams; multimedia and/or graphics; and/or a scenario.
<b>Content</b>	The Authority informs schools during Term 3 of the previous year of the Unit 3 syllabus content on which the task will be based

Refer to the WACE Manual for further information.

## Grading

Schools report student achievement in terms of the following grades:

Grade	Interpretation
<b>A</b>	Excellent achievement
<b>B</b>	High achievement
<b>C</b>	Satisfactory achievement
<b>D</b>	Limited achievement
<b>E</b>	Very low achievement

The teacher prepares a ranked list and assigns the student a grade for the pair of units. The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples. The grade descriptions for the Applied Information Technology General Year 12 syllabus are provided in Appendix 1. They can also be accessed, together with annotated work samples, through the Guide to Grades link on the course page of the Authority website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the WACE Manual for further information about the use of a ranked list in the process of assigning grades.



## Appendix 1 – Grade descriptions Year 12

A	<p><b>Knowledge and understanding</b></p> <p>Accurately uses digital technology terminology, to explain processes and concepts in context with justification.</p> <p>Explains the specifications of digital technologies for a specific purpose consistently, for use in digital products and/or solutions, demonstrating an understanding of relevant legislation, and ethical and social issues.</p>
	<p><b>Design concepts</b></p> <p>Explains and successfully applies the elements of design and the principles of design relating to digital products and/or solutions.</p> <p>Applies compositional rules and typography relevant to a design brief consistently, with detailed and relevant annotations, providing reasons for their use.</p>
	<p><b>Application skills</b></p> <p>Applies relevant layout and design considerations appropriate to an application to successfully and consistently create digital products and/or solutions.</p> <p>Selects and efficiently uses a range of appropriate application(s) and relevant features, to effectively and consistently create and/or modify original digital products and/or solutions.</p>
	<p><b>Project management</b></p> <p>Applies and justifies the use of project management techniques consistently, efficiently and effectively, creating digital products and/or solutions to meet client requirements and/or a design brief.</p> <p>Applies a design process/plan and/or relevant techniques consistently, to successfully create and evaluate digital products and/or solutions to meet client requirements and/or a design brief.</p>

B	<p><b>Knowledge and understanding</b></p> <p>Uses digital technology terminology, to describe processes and concepts in context.</p> <p>Describes the specifications of digital technologies for a specific purpose, for use in digital products and/or solutions, demonstrating an understanding of relevant legislation, and ethical and social issues.</p>
	<p><b>Design concepts</b></p> <p>Describes and applies the elements of design and the principles of design relating to digital products and/or solutions.</p> <p>Applies compositional rules and typography, relevant to a design brief, with detailed and appropriate annotations, providing reasons for their use.</p>
	<p><b>Application skills</b></p> <p>Applies layout and design considerations appropriate to an application successfully to create digital products and/or solutions.</p> <p>Selects and uses application(s) and a range of appropriate features to consistently create and/or modify original digital products and/or solutions.</p>
	<p><b>Project management</b></p> <p>Applies and describes the use of project management techniques consistently, efficiently and effectively, creating digital products and/or solutions to meet client requirements and/or a design brief.</p> <p>Applies a design process/plan and/or appropriate techniques, to successfully create and evaluate digital products and/or solutions to meet client requirements and/or a design brief.</p>

C	<p><b>Knowledge and understanding</b></p> <p>Uses digital technology terminology, and recalls processes and concepts.</p> <p>States the specifications of digital technologies for a specific purpose, for use in digital products and/or solutions, demonstrating an understanding of relevant legislation, and ethical and social issues.</p>
	<p><b>Design concepts</b></p> <p>Identifies and applies the elements of design and the principles of design to digital products and/or solutions.</p> <p>Applies compositional rules and typography for a design brief, with appropriate annotations.</p>
	<p><b>Application skills</b></p> <p>Applies layout and design considerations appropriate to an application to create digital products and/or solutions.</p> <p>Selects and uses application(s) and a range of features, to create and/or modify digital products and/or solutions.</p>
	<p><b>Project management</b></p> <p>Applies and identifies the use of project management techniques to create digital products and/or solutions to meet client requirements and/or a design brief.</p> <p>Applies a design process/plan and/or techniques, to create and evaluate digital products and/or solutions considering client requirements and/or a design brief.</p>
D	<p><b>Knowledge and understanding</b></p> <p>Identifies and attempts to use digital technology terminology; inconsistently recalls processes and concepts.</p> <p>Identifies the specifications of digital technologies for a specific purpose, for use in digital products and/or solutions, demonstrating a limited understanding of relevant legislation, and social issues.</p>
	<p><b>Design concepts</b></p> <p>Identifies and attempts to apply the elements of design and the principles of design relating to digital products and/or solutions.</p> <p>Lists and attempts to apply composition rules and typography with inconsistent and/or incomplete annotations, for a design brief.</p>
	<p><b>Application skills</b></p> <p>Applies layout and design considerations appropriate to an application unsuccessfully creates incomplete digital products and/or solutions.</p> <p>Creates and/or modifies digital products and/or solutions unsuccessfully.</p>
	<p><b>Project management</b></p> <p>Applies project management techniques inconsistently; creates incomplete digital products and/or solutions.</p> <p>Attempts to apply a design process/plan and/or techniques to create digital products and/or solutions, which may be incomplete.</p>
E	<p>Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.</p>

## Appendix 2 – Glossary

This glossary is provided to enable a common understanding of the key terms in this syllabus.

<b>Compositional rules</b>	<p>Provide the rules that include focal point/centre of interest, framing, leading lines, reading gravity, rule of thirds, underlying geometric frame work and eye-flow.</p> <ul style="list-style-type: none"> <li>• <b>Focal point/Centre of interest</b> – the central point of attention or interest within a design</li> <li>• <b>Framing</b> – a technique used to present an image so that it immediately captures the viewer’s attention</li> <li>• <b>Leading lines</b> – used to draw the viewer into an image so that it is seen in the way intended. The designer uses leading lines so the image is viewed in a prescribed sequence</li> <li>• <b>Reading gravity</b> – the manner in which Western audiences read from left to right and top to bottom</li> <li>• <b>Rule of thirds</b> – an image can be divided into thirds, both horizontally and vertically, creating nine parts. The eye is naturally drawn to the intersection points of these thirds. This provides a grid for the designer to employ to direct attention</li> <li>• <b>Underlying geometric framework, eye-flow</b> – the way a designer plans their design to ensure that the viewer moves their eye around the page.</li> </ul>
<b>Digital citizenship</b>	<p>The manner in which a user accesses and interacts using digital technologies. Responsible digital citizenship refers to the major considerations of responsible digital behaviour, including:</p> <ul style="list-style-type: none"> <li>• <b>Digital access</b> – the ability to access electronic technologies</li> <li>• <b>Digital commerce</b> – the electronic sale and/or purchase of goods</li> <li>• <b>Digital communication</b> – the exchange of information via electronic devices</li> <li>• <b>Digital literacy</b> – the process of teaching and learning about technology and how it can be used</li> <li>• <b>Digital etiquette</b> – acceptable codes of conduct when communicating online</li> <li>• <b>Digital law</b> – the laws that govern acceptable behaviours in the online environment, including copyright and spam</li> <li>• <b>Digital rights and responsibilities</b> – the rights and responsibilities of anyone operating within the digital world</li> <li>• <b>Digital health and wellness</b> – the physical and mental well-being of those operating in the digital world, including ergonomics, and Internet addiction</li> <li>• <b>Digital security</b> – ensuring electronic safety of digital content from external threat.</li> </ul>
<b>Elements of design</b>	<p>The parts or components within a design that can be individually defined. Together, the elements of design constructs the principles of design. They provide the basic structure for the product and are responsible for communicating the design intentions. The placement of the elements of design can alter the message communicated.</p>
<b>Evaluation criteria</b>	<p>The criteria employed to provide a consistent, standardised evaluation of a product’s performance against an established benchmark or set of standards.</p>

<b>Layout</b>	The process of planning and arranging, in detail, how the design will be reproduced. The process of planning and arranging of the design enables the various elements of the design to produce an aesthetically pleasing and harmonious product.
<b>Principles of design</b>	Specific concepts utilised to organise or arrange the structural aspects of a design. Designers choose principles to ensure that the intention of their message is clear to the target audience.
<b>Project</b>	A process or enterprise that is planned, designed and developed to achieve an aim. In the context of the Applied Information Technology General course, students research information technology-based ideas and processes that require the application of project management approaches/techniques to a design process to create quality digital solutions.
<b>Project management</b>	The discipline of planning, organising, securing and managing resources to bring about the successful completion of a project efficiently and effectively.
<b>Production process</b>	The production process refers to the stages required to complete a product, from the idea to the completion of the final product.
<b>Responsive design</b>	A web design approach aimed at producing sites to provide an optimal viewing experience. This includes: easy reading and navigation, requiring minimal resizing, panning, and scrolling. Designs should also be suitable across a wide range of devices, including smart phones, tablets, laptops and desktop monitors.
<b>Style guide</b>	The set of rules, conventions, procedures or standards used for the designing and development of documents for publication, either electronic or print.