



APPLIED INFORMATION TECHNOLOGY

General course

Year 12 syllabus for teaching from 2027

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Important information

As part of the Western Australian Certificate of Education (WACE) Refreshment, the School Curriculum and Standards Authority (the Authority) has revised the course rationale and aims, and updated the General Capabilities to create clearer connections with the syllabus content.

This syllabus is effective from 1 January 2027.

Users of this syllabus are responsible for checking its currency.

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

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Rationale

The Applied Information Technology General course is designed to support the development of students' digital literacy skills to be productive members of society and align with the expectations of various industries and workplaces. It looks at how digital technologies have changed how people interact and exchange information, and how these developments have created new challenges and opportunities in lifestyle, entertainment, education and commerce.

Through the course, students investigate client-driven issues and challenges, devise solutions, produce models or prototypes, and evaluate and refine the design solution in collaboration with the client. Students are provided with the opportunity to develop digital solutions for real situations in a school environment. They design and develop a range of multimedia products, including websites, apps and interactive media; animations, film and video; digital publications; image development and manipulation; and social media content, marketing and advertising.

Students develop their practical skills, techniques and strategies to solve information problems and gain an understanding of computer systems and networks. When undertaking projects and designing solutions, students consider and evaluate legal, ethical and social issues associated with each solution. They continue to develop their knowledge of digital technologies and skills, and how to use them in a responsible and informed manner. Throughout the course, students gain digital literacy skills that are required for a range of industries and future career options.

The knowledge and skills students develop in the course can be applied to daily life, including problem-solving, digital creativity, time management, digital tool use and social media awareness.

The Applied Information Technology General course provides a sound theoretical and practical foundation for pathways to further studies and a wide range of technology-based careers. Future training and employment pathways include website and app design and development, digital publishing, social media management, brand management, marketing and animation.

Aims

The Applied Information Technology General course aims to develop students':

- ability to apply a structured design process to create or modify digital solutions in response to a client brief, exploring multiple ideas, evaluating alternatives, and effectively communicating and refining their proposals
- understanding of computer hardware and software, enabling them to select and use appropriate digital tools to develop client-driven solutions
- application of industry standards, management techniques and technical skills to produce high-quality digital outcomes
- awareness of the legal, ethical and social considerations involved in digital solution development
- ability to critically examine issues related to data security, distribution and responsible digital practices, ensuring compliance with legal and ethical standards.

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 will support students to live and work successfully now and into the future. They are not assessed unless identified within the specified unit content. Teachers should find opportunities to incorporate the following General Capabilities into the teaching and learning program for the Applied Information Technology General course.

Critical and creative thinking

Students develop critical and creative thinking skills through inquiring, generating, analysing and reflecting when working with digital solutions. They investigate digital systems, emerging technologies and user needs to identify problems and opportunities for innovation. Students conduct research on trends in digital media, cybersecurity and data management to inform their projects. They apply creative thinking to design and develop digital solutions, such as websites, databases and multimedia content, ensuring usability and accessibility. Students evaluate the effectiveness of their digital products, testing functionality, identifying errors and improving user experience based on feedback. They assess their own problem-solving approaches, consider alternative methods and refine their designs to improve efficiency, security and ethical considerations.

Digital literacy

Students develop digital literacy skills by practising digital safety and wellbeing; investigating, creating and exchanging; and managing and operating within the context of technology and digital environments. Students learn essential principles of data privacy and responsible digital behaviour, ensuring they can safely navigate and communicate in online spaces. They understand how to protect personal data and identify potential online risks, such as scams or cyberbullying. Students learn to use digital tools to produce high-quality content such as websites, apps and multimedia projects, and collaborate effectively with others by exchanging ideas, feedback and resources in a digital setting. They develop technical skills to manage digital systems, including hardware and software. Students learn how to troubleshoot technical issues, use cloud services, and manage files and digital resources efficiently, preparing them to operate in both personal and professional digital environments.

Ethical understanding

Students develop ethical understanding, particularly ethical concepts and perspectives, by considering the ethical implications of digital technologies. They explore issues, such as privacy, intellectual property, cybersecurity and digital rights gaining insight into how these concepts shape responsible practices. Students examine different perspectives on ethical dilemmas, such as balancing user privacy with data collection for business or government use, and the implications of software piracy and copyright laws. Through discussions, case studies and theory assessments, students critically evaluate legal and ethical responsibilities when using and managing digital content. In projects and practical tasks, they apply ethical principles by designing digital solutions that prioritise security, accessibility and fair use of information.

Literacy

Students develop literacy skills in speaking and listening, reading and viewing, and writing within digital and technological contexts. They enhance their speaking and listening skills through group discussions, collaborative projects and presentations where they communicate design ideas, justify decisions and respond to feedback. Students develop reading and viewing skills through the interpretation of client briefs, analysis of technical documents and evaluation of online sources for reliability and accuracy. Students refine their writing skills by producing documentation such as project proposals, reports and user manuals, ensuring clarity, structure and adherence to industry conventions.

Personal and social capability

Students develop personal and social capability, particularly in self-awareness and social management, by engaging in collaborative and independent digital projects. They develop an understanding of their strengths and areas for growth by reflecting on their problem-solving strategies, technical skills and project outcomes. Students learn to manage their time effectively, set goals and take responsibility for their learning when designing and developing digital solutions. They collaborate with peers to plan, create and refine digital products, practising effective communication and teamwork. Students engage in discussions about ethical digital practices, cybersecurity and responsible online behaviour, fostering digital citizenship.

Addressing the other General Capabilities

Although the following General Capabilities have not been identified as a focus in the Applied Information Technology General Year 12 syllabus, teachers may find opportunities to incorporate them into the teaching and learning program.

- Intercultural understanding
- Numeracy

Such opportunities may occur through the application of different contexts, pedagogical practices and/or assessment strategies that relate to the syllabus as part of the teaching and learning program.

Summary representation of the General Capabilities in the Applied Information Technology General course

The unit content and assessment types for this course provide students with the opportunity to develop the General Capabilities summarised in the table below.

Year	Course	Course type	General Capabilities						
			CCT	DL	EU	IU	L	N	PSC
Year 11	Applied Information Technology (GEAIT)	General	✓	✓	✓		✓	✓	✓
Year 12	Applied Information Technology (GTAIT)	General	✓	✓	✓		✓		✓

Key

CCT: Critical and creative thinking, DL: Digital literacy, EU: Ethical understanding, IU: Intercultural understanding, L: Literacy, N: Numeracy, PSC: Personal and social capability

Representation of the Cross-curriculum Priorities

The Cross-curriculum Priorities address the contemporary issues that students face in a globalised world. Teachers may find opportunities to incorporate them 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
- features of audio software, including:
 - editing
 - converting
 - exporting
- features of web authoring, including:
 - hyperlinks
 - 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
Project 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. The project 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.	50%
Short answer Short answer questions typically require students to respond to specific questions and/or analyse digital technology products and/or trends. Formats can include multiple-choice, and open and closed questions that can be scaffolded or sectionalised. Scaffolded or sectionalised questions may increase in difficulty. 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.	20%
Extended answer 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.	15%
Externally set task 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.	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).

In the assessment outline for the pair of units, each assessment type must be included at least once over the year/pair of units. The externally set task occurs in Term 2.

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

Time	50 minutes
Format	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.
Content	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
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	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.

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	Knowledge and understanding Accurately uses digital technology terminology, to explain processes and concepts in context with justification. Consistently explains 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.
	Design concepts Explains and successfully applies the elements of design and the principles of design relating to digital products and/or solutions. Consistently applies compositional rules and typography, relevant to a design brief, with detailed and relevant annotations, providing reasons for the use.
	Application skills Successfully and consistently applies relevant layout and design considerations appropriate to an application to create digital products and/or solutions. Independently 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.
	Project management Consistently applies and justifies the use of project management techniques, to create efficiently and effectively digital products and/or solutions to meet client requirements and/or a design brief. Consistently applies a design process/plan and/or relevant techniques, to successfully create and evaluate digital products and/or solutions to meet client requirements and/or a design brief.
B	Knowledge and understanding Uses digital technology terminology, to describe processes and concepts in context. 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.
	Design concepts Describes and applies the elements of design and the principles of design relating to digital products and/or solutions. Applies compositional rules and typography, relevant to a design brief, with detailed and appropriate annotations, providing reasons for the use.
	Application skills Successfully applies layout and design considerations appropriate to an application to create digital products and/or solutions. Selects and uses application(s) and a range of appropriate features to consistently create and/or modify original digital products and/or solutions.
	Project management Consistently applies and describes the use of project management techniques, efficiently and effectively creating digital products and/or solutions to meet client requirements and/or a design brief. 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.

C	Knowledge and understanding Uses digital technology terminology, and recalls processes and concepts. 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.
	Design concepts Identifies and applies the elements of design and the principles of design to digital products and/or solutions. Applies compositional rules and typography, for a design brief, with annotations, appropriate to the design brief.
	Application skills Applies layout and design considerations appropriate to an application to create digital products and/or solutions. Selects and uses application(s) and range of features, to create and/or modify digital products and/or solutions.
	Project management 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. 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.
D	Knowledge and understanding Attempts to use digital technology terminology, and inconsistently recalls processes and concepts. 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.
	Design concepts Identifies and attempts to apply the elements of design and the principles of design relating to digital products and/or solutions. Lists and attempts to apply composition rules and typography with inconsistent and/or incomplete annotations, for a design brief.
	Application skills Inconsistently applies layout and design considerations appropriate to an application to create digital products and/or solutions. Unsuccessfully creates and/or modifies digital products and/or solutions.
	Project management Inconsistently applies project management techniques to create incomplete digital products and/or solutions. Attempts to apply a design process/plan and/or techniques to create incomplete digital products and/or solutions.
E	Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.

Appendix 2 – Glossary

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

Compositional rules

Provide the rules that include focal point/centre of interest, framing, leading lines, reading gravity, rule of thirds, underlying geometric framework, eye-flow.

- **Focal point/Centre of interest** – refers to the central point of attention or interest within a design.
- **Framing** – is a technique used to present an image so that it immediately captures the viewer's attention.
- **Leading lines** – 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.
- **Reading gravity** – the manner in which Western audiences read from left to right and top to bottom.
- **Rule of thirds** – 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.
- **Underlying geometric framework, eye-flow** – the way a designer plans their design to ensure that the viewer moves their eye around the page.

Digital citizenship

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:

- **Digital access** – the ability to access electronic technologies
- **Digital commerce** – the electronic sale and/or purchase of goods
- **Digital communication** – the exchange of information via electronic devices
- **Digital etiquette** – acceptable codes of conduct when communicating online
- **Digital health and wellness** – the physical and mental well-being of those operating in the digital world, including ergonomics, and Internet addiction
- **Digital law** – the laws that govern acceptable behaviours in the online environment; including copyright, spam
- **Digital literacy** – the process of teaching and learning about technology and how it can be used
- **Digital rights and responsibilities** – the rights and responsibilities of anyone operating within the digital world
- **Digital security** – ensuring electronic safety of digital content from external threat.

Elements of design

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.

Evaluation criteria

The criteria employed to provide a consistent, standardised evaluation of products performance against an established benchmark or set of standards.

Layout

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.

Principles of design

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.

Project

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 will require the application of project management approaches/techniques to a design process to create quality digital solutions.

Project management

The discipline of planning, organising, securing and managing resources to bring about the successful completion of a project efficiently and effectively.

Production process

The production process refers to the stages required to complete a product, from the idea to the completion of the final product.

Responsive design

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.

Style guide

The set of rules, conventions, procedures or standards used for the designing and development of documents for publication, either electronic or print.

