

# Information Processing and Technology (2010)

Advice for teachers

---

Highlighted syllabus standards

August 2010

# Information Processing and Technology (2010)

## Advice for teachers

### *Highlighted syllabus standards*

Compiled by the Queensland Studies Authority  
August 2010

### ***About this advice***

This advice is intended to help teachers implement the syllabus in their school setting. The tables highlight:

- different aspects in the standards
- how these aspects vary across the different standards.

# Information Processing and Technology (2010)

Key: Qualitative differences across the standards

Cognitive processes demonstrated in the response

Additional differences across the standards

	Standard A	Standard B	Standard C	Standard D	Standard E
Knowledge and application	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li><u>detailed description and explanation</u> of links between information technology concepts, terminology, processes, and principles</li> <li><u>detailed and effective application</u> of set processes to <u>solve</u> simple <u>and</u> familiar problems.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li><u>description and explanation</u> of information technology concepts, terminology, processes, and principles</li> <li><u>effective application</u> of set processes to <u>solve</u> simple <u>and</u> familiar problems.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li><u>description</u> of information technology concepts, terminology, processes, and principles</li> <li><u>application</u> of set processes to <u>solve</u> simple <u>or</u> familiar problems.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li><u>statements</u> of information technology facts</li> <li><u>elements</u> of set processes to <u>partially solve</u> simple <u>or</u> familiar problems.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li><u>reproduction of isolated</u> information technology facts</li> <li><u>elements</u> of set processes <u>used</u>.</li> </ul>
Analysis and synthesis	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li><u>detailed interpretation and analysis</u> of problems <u>and</u> situations from <u>multiple perspectives</u></li> <li><u>designed and developed effective</u> solutions to unrehearsed or complex problems.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li><u>interpretation and analysis</u> of problems <u>and</u> situations</li> <li><u>designed and developed</u> solutions for unrehearsed or complex problems.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li><u>analysis</u> of problems <u>and</u> situations</li> <li><u>designed and developed partial</u> solutions for unrehearsed or complex problems.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li><u>identification</u> and classification of problems <u>or</u> situations</li> <li><u>designed or developed elements</u> of solutions for unrehearsed or complex problems.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li><u>restated</u> problems <u>or</u> situations</li> <li><u>superficial elements</u> of unrehearsed or complex problems.</li> </ul>

	Standard A	Standard B	Standard C	Standard D	Standard E
Evaluation and communication	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>• <b>comprehensive</b> testing of processes and solutions, application of <b>self-determined</b> and prescribed criteria, reasoning <b>and</b> evidence to draw conclusions and <b>make supported recommendations.</b></li> <li>• <b>comprehensive construction</b> of documentation and <b>fluent</b> presentation of information using suitable communication conventions to convey meaning <b>appropriate to the context.</b></li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>• <b>reliable</b> testing of processes and solutions, application of <b>prescribed</b> criteria, reasoning <b>and</b> evidence to draw conclusions and <b>make supported recommendations</b></li> <li>• <b>effective construction</b> of documentation and <b>effective</b> presentation of information using suitable communication conventions to convey meaning <b>appropriate to the context.</b></li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>• testing of process or solutions, application of prescribed criteria, reasoning <b>or</b> evidence to draw conclusions and <b>make recommendations</b></li> <li>• <b>construction</b> of documentation and presentation of information using communication conventions to convey meaning.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>• <b>elements</b> of testing of processes or solutions to <b>draw inferences</b></li> <li>• <b>presentation</b> of information using <b>elements</b> of communication conventions.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>• <b>elements</b> of testing</li> <li>• <b>presentation</b> of information.</li> </ul>