

Pre-approved Learning and Assessment Plan

Stage 1 Digital Communication Solutions

Pre-approved learning and assessment plans are for *school use only*.

- Teachers may make changes to the plan, retaining alignment with the subject outline.
- The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
- The plan does not need to be submitted to the SACE Board for approval.

School _____ Teacher(s) _____

SACE school code			Year		Enrolment code			Program variant code (A–W)
					Stage	Subject code		
			1	X	X	X	10	

Addendum – changes made to the pre-approved learning and assessment plan

Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:

- what changes have been made to the plan
- the rationale for making the changes
- whether these changes have been made for all students, or for individuals within the student group.

Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

Signature of principal or delegate

_____ Date _____

Stage 1 Digital Communication Solution (10-credits)

Assessment overview

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

Assessment Type 1: Specialised Skills Tasks

Assessment details	Assessment design criteria				Assessment conditions (e.g. task type, word length, time allocated, supervision)
	I	D	P	E	
<p>Digital Photography processing</p> <p>Students demonstrate a range of skills in digital photography processing (e.g. use of camera RAW, manual settings – f stop; ISO; shutter speed, selection of lenses, contrast and curve adjustments, exposure adjustments, white balance, composition element). Students produce a contact sheet containing 10 images and then choose 6 of those images to produce as postcard prints. Students present images in multimodal form using appropriate technical language to explain processes, procedures and techniques used and any solutions to problems encountered.</p>			1,2	1	This task should be presented in multimodal form to a maximum of three minutes
<p>Digital media manipulation</p> <p>Using software available, investigate four different manipulation tools that alter or enhance images for use in an advertising campaign nominated by or negotiated with the teacher. Provide evidence of before and after digital manipulated images, outlining the skills and techniques used. Reflect on any problems encountered using the technical language of the software program.</p>			1,2	1	This task should be presented in multimodal form to a maximum of three minutes

Assessment Type 2: Design Process and Product

Assessment details	Assessment design criteria				Assessment conditions (e.g. task type, word length, time allocated, supervision)
	I	D	P	E	
<p>Students produce a series of 4-25x20 cm photographs based on a selected theme. They produce a product record that has two parts.</p> <p>Part 1- Design development</p> <p>Students show evidence of key design phases:</p> <p>investigation and analysis</p> <p>Students create a design brief</p> <ul style="list-style-type: none"> outlining context, constraints and considerations identifying end-users needs, problems or opportunities. research and analyse factors to inform design brief reviewing existing products, processes or techniques including printing options, and presentation techniques. research and analyse an ethical, legal, economic or sustainability issue related to their design brief. <p>Students need to identify criteria to evaluate how well the finished product satisfies the design brief.</p>	1,2	1,2			The evidence for the design development should be a maximum of 1000 words if written or 6 minutes of recorded oral communication, or the equivalent in multimodal form.

Assessment details	Assessment design criteria				Assessment conditions (e.g. task type, word length, time allocated, supervision)
	I	D	P	E	
<p><i>design development and planning.</i></p> <p>Students develop at least three design options for the brief and justify the selection. They show a sequence plan or timeline to undertake the product realisation to a maximum of one page using a table, Gantt or spreadsheet format. Any product specifications may be included.</p>					
<p>Part 2 – Solution realisation</p> <p>Students create and evaluate the solution. The student provides evidence of the solution in the form of images or a video recording and evaluates the completed solution. Students include:</p> <ul style="list-style-type: none"> • the final prints • a minimum of four prints that are rejected and reasons annotated • analysis of the final product and solution features (evaluate how well the requirements of the design brief have been met including what worked well, what did not go according to plan, and what was learnt.) • reflection on the effectiveness of the realisation process (this can include possible modifications to improve the outcome, and discuss how the solution is to be used.) 			1,2	1	The evidence for the solution realisation task should be a maximum of 500 words if written or 3 minutes of recorded oral communication, or the equivalent in multimodal form.

Four assessments. Please refer to the Stage 1 Design, Technology, and Engineering subject outline.