



# School-developed Learning and Assessment Plan form

Stage 2 Digital Communication Solutions (Photography)

School \_\_\_\_\_ Teacher(s) \_\_\_\_\_

Other schools using this plan \_\_\_\_\_

SACE school code		

Year

Enrolment code				
Stage	Subject code			No. of credits (10 or 20)
2	X	X	X	20

Program variant code (A-W)

School use only

Approved  Not approved

Signature of Principal/delegate \_\_\_\_\_ Date \_\_\_\_\_

### Addendum

Please only use this section for any changes made after the learning and assessment plan has been approved.

#### Changes made to the 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 of changes

The changes made to the learning and assessment plan support student achievement of the performance standards and retain alignment with the subject outline.

Signature of principal or delegate \_\_\_\_\_ Date \_\_\_\_\_

# Assessment overview

## Stage 2 Digital Communication Solutions (Photography) – 20 credits

Complete the table below to show details of the planned tasks. Use numbers to show where students will have the opportunity to provide evidence for each of the specific features for all assessment design criteria.

### Assessment Type 1: Specialised Skills Tasks - 20%

Assessment details	Assessment design criteria				Assessment conditions (e.g. task type, word length, time allocated, supervision)
	I	D	P	E	
<p><b>Skills Task 1 - Controlling Movement</b></p> <p>Students present a minimum of 2 images, <b>1 x fast shutter speed</b> and <b>1 x slow shutter speed</b> to demonstrate their understanding of how shutter speeds can be used to control motion using either Natural or Artificial Lighting.</p> <p>Students must document their process in the form of a <b>Mini Design Process Record</b>. This document contains formative sections to assist students in technical writing and analysis skills. This process is completed for <b>both</b> Fast and Slow Shutter Speed.</p> <p><b>Mini Design Process Record</b></p> <ul style="list-style-type: none"> <li>• <b>Ideas</b> (formative) <i>Analysis of Existing Examples</i></li> <li>• <b>Research</b> (formative) <i>Analysis of Tutorials</i></li> <li>• <b>Production</b> <ul style="list-style-type: none"> <li>• <b>Problem Solving</b> (P2) <i>Evidence of problem solving</i></li> <li>• <b>Post Processing</b> (P1 &amp; 2) <i>Analysis of original image, steps of post-production</i></li> <li>• <b>Final Image</b> (P1)</li> </ul> </li> <li>• <b>Evaluation</b> (E1)</li> </ul>			1, 2	1	<p>Evidence for each task should be provided in multimodal form to a maximum of 3 minutes or <b>500 words</b> in written format.</p> <p><b>Time Allocated:</b> 5 weeks</p> <p><b>Task requirements:</b> Mini Design Process Record 2 x Final Images</p>
<p><b>Skills Task 2 - Creative Techniques</b></p> <p>Students chose 2 varied <b>creative photographic techniques</b> and present 1 x final image for each technique. Students can choose to work with Natural and/or Artificial Lighting.</p> <p>Students must document their process in the form of a <b>Mini Design Process Record</b>. This document contains formative sections to assist students in technical writing and analysis skills. This process is completed for <b>both</b> 2 x Creative Techniques.</p> <p><b>Mini Design Process Record</b></p> <ul style="list-style-type: none"> <li>• <b>Ideas</b> (formative) <i>Analysis of Existing Examples</i></li> <li>• <b>Research</b> (formative) <i>Analysis of Tutorials</i></li> <li>• <b>Production</b> <ul style="list-style-type: none"> <li>• <b>Problem Solving</b> (P2) <i>Evidence of problem solving</i></li> <li>• <b>Post Processing</b> (P1 &amp; 2) <i>Analysis of original image, steps of post-production</i></li> </ul> </li> </ul>			1, 2	1	<p>Evidence for each task should be provided in multimodal form to a maximum of 3 minutes or <b>500 words</b> in written format.</p> <p><b>Time Allocated:</b> 5 weeks</p> <p><b>Task requirements:</b> Mini Design Process Record 2 x Final Images</p>

<ul style="list-style-type: none"> <li>• Final Image (P1)</li> <li>• Evaluation (E1)</li> </ul>					
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### Assessment Type 2: Design Process and Product – 50%

Assessment details	Assessment design criteria				Assessment conditions (e.g. task type, word length, time allocated, supervision)
	I	D	P	E	
<p>Students are required present a minimum of <b>3 x photographs</b> showcasing a photographic technique of their choosing. A minimum of <b>1 x image</b> is to be produced as a high quality, photographic product.</p> <p>Students must document the <b>full design process</b> in the form of a <b>Design Process Record</b> for both the <b>Photographs</b> and the <b>Product</b>.</p> <p><b>Design Process Record</b></p> <ul style="list-style-type: none"> <li>• Design Brief</li> <li>• Photographs <ul style="list-style-type: none"> <li>• Investigation (I1) <i>Analysis of the design features of existing products, processes, and/or production techniques</i></li> <li>• Development and Planning (D1,2) <i>Communication of concept, plan with testing and validation</i></li> <li>• Production (P1,2) <ul style="list-style-type: none"> <li>○ Problem Solving (P2) <i>Evidence of problem solving</i></li> <li>○ Post Processing (P1,2) <i>Analysis of original image, steps of post-production</i></li> <li>• Final Images (P1)</li> </ul> </li> </ul> </li> <li>• Product <ul style="list-style-type: none"> <li>• Investigation (I1) <i>Analysis of the design features of existing products, processes, and/or production techniques</i></li> <li>• Development and Planning (D1,2) <i>Communication of concept, plan with testing and validation</i></li> <li>• Production (P1,2) <ul style="list-style-type: none"> <li>○ Problem Solving (P2) <i>Evidence of problem solving</i></li> <li>○ Evidence of Production (P1,2) <i>Pre-production stages, steps of production</i></li> <li>○ Final Product (P1)</li> </ul> </li> <li>• Evaluation (E1) <i>Effectiveness of the Photographs and Product</i></li> </ul> </li> </ul>	1	1,2	1, 2	1	<p>This task should be up to a total maximum of <b>2000 words</b>.</p> <p><b>Time Allocated:</b> 18 weeks</p> <p><b>Task Type:</b> Design Process Record</p> <p>3 x Final images (minimum) with 1 x Printed Product (minimum)</p>

**Assessment Type 3: Resources Study – 30%**

Assessment details	Assessment design criteria				Assessment conditions (e.g. task type, word length, time allocated, supervision)
	I	D	P	E	
<p><b>Resource Investigation and Issues Exploration</b></p> <p>Students <b>investigate, analyse</b> both the functional characteristics and properties of two or more materials or components and the ethical, legal, economic and/or sustainability issues to inform them about Photography.</p> <p>They report on how their research into and <b>testing</b> of the functional characteristics and properties of these materials or components will affect their selection for use in the realisation of their future works.</p> <p><b>Suggested topics depending on student’s interest / requirement;</b></p> <p><b>Functional characteristics and properties;</b></p> <ul style="list-style-type: none"> <li>Information captured on a camera – megapixels / Jpeg vs Raw</li> <li>Equipment required – lenses, lighting etc.</li> <li>Image size &amp; resolution for printing – 300dpi, 150dpi and 72dpi</li> <li>Colour Management for printing</li> </ul> <p><b>Ethical, legal, economic and/or sustainability issues</b></p> <ul style="list-style-type: none"> <li>Copyright, permissions, ownership</li> <li>Sustainability of various printed products</li> <li>Social issues regarding image content</li> </ul>	1, 2	2		1	<p>To be presented in written or multimodal form or a combination of both. It should be up to a <b>maximum of 2000 words</b> if written or the equivalent in multimodal form, where 1000 words is equivalent to 6 minutes.</p> <p><b>Time Allocated:</b> 5 weeks</p>

Please refer to the Stage 2 Design, Technology, and Engineering subject outline.