# Pre-approved Learning and Assessment Plan

Stage 2 Digital Communication Solutions (photography)

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.

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| --- | --- | --- | --- |
| School |  | Teacher(s) |  |

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| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **2** | **D** | **C** | **S** | **20** |  |

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

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| 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.

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| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Digital Communication Solutions — 20-credits

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 – 20%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| I | D | P | E |
| Task 1- Camera techniques;  Produce a set of 6 images to reflect skills in selected techniques of photography and present these in a personal photographic exhibition. The exhibition should reflect your interests, skills and abilities within the field of photography. The techniques of photography to use are:   * Long Depth of field * Short Depth of field * Frozen Motion * Blurred Motion (available light) * Panning * Flash   Students will use digital editing in the final production of prints. Students produce 6 A4 sized Exhibition Quality Prints. One image for each technique of photography is required.  Students then evaluate each photography technique used and the planning and processes used in the creation of the personal photographic exhibition. Students may (if applicable) review the photographic techniques used and planning or exhibition strategies be used in their solution for Assessment Type 2. |  |  | 1, 2 | 1 | Evidence for this assessment type should be provided in multimodal form to a maximum of 4 minutes, 600 words in written form or a combination of these |
| Task 2- Manipulation of digital images;  Students will use Abode Photoshop, to create an A3 poster to advertise tourism in central Australia.  Students will be required to;   * Select at least six images supplied by the teacher (shared folder on Lannaps) * Accurately manipulate images to meet specified requirements that show evidence of importing images, resizing, cropping, selections, layers or layer masks and application of type. Images are to be montage together with added type to produce A3 poster. The poster will be printed via the coloured photocopier * Produce a concise work recorded showing stages in the poster construction   Students will evaluate the work completed and review how these processes and techniques may influence their solution in Assessment Type 2. |  |  | 1, 2 | 1 | Evidence for this assessment type should be provided in multimodal form to a maximum of 2 minutes, 400 words in written form or a combination of these. |

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 |
| To design and produce a product to showcase photographic skills and techniques for a specified audience use. It may take the form of a calendar, coffee table book, website or a series of posters for an important issue.  Section 1. Create a design brief  Identifying end users’ needs and outline constraints and considerations that then establish the criteria to evaluate the product with.  Research and analyse factors to inform the design brief e.g. investigation and analysis of existing solutions (commercial calendars, coffee book tables, website or posters), collecting and analysing data from a target audience (questionaries or survey) or selection and validations of photographic equipment and techniques etc.  The amount of digital photographic images needed for the product will vary and need to be negotiated with the teacher. As a guide; 12 images for a calendar or website, 20+ images for a book and 6 posters.  Provide a description of your final product that include layout and technical information related to your product.  Section 2. Create your product  Create your product to your design brief specifications.  Provide evidence showing the major stages of production undertaken (work record) and your completed solution. This can be presented in multimodal form or as a written table format that include images of stages and comments that identify issues and solutions that arise during production.  The final product could be printed outside of the school.  Section 3 Evaluate your product  Evaluate your product against the criteria established in the design brief.  Indicate the changes you would make (if any) to the way in which your product was created and discuss any feedback provided from the specified audience. | 1 | 1, 2 | 1, 2 | 1 | Provide evidence for the three sections, using a document of a maximum 2000 words, or 12 minutes of multi-modal presentation |

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 |
| Part 1: Resource Investigation  Students will investigate and analyse the functional characteristics and properties of two or more materials or components that you are considering for use in the creation of your solution. (E.g. camera equipment (camera types, lenses or lighting), camera settings, printing quality of paper, resolution of images etc.)  You will report on how this research into and testing of the functional characteristics and properties of these materials or components will affect their selection for use in the realisation of your solution.  Part 2: Issues Exploration  Students investigate and analyse ethical, legal, economic and/or sustainability issues related to their solution.  Issues relating to the genre is to be focused on and should include how these impact on individuals and communities. | 1, 2 | 2 |  | 1 | Evidence for this assessment type, Resource Study, (comprising of the two sections: Resource Investigation and Issues Exploration) should be provided in written or multimodal form or a combination of both. It should be up to a maximum of 2000 words if written or the equivalent in multimodal form, where 1000 words is equivalent to 6 minutes |

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