# Pre-approved Learning and Assessment Plan

Stage 2 Communication Products (Context: Web Design)

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** | **C** | **C** | **A** | **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 Communication Products – 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: Skills and Applications Tasks – weighting 20%

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| I | Pl | Pr | E |
| Specialised Skills Application 1  Branding – The anatomy of a redesign  Students are to develop an understanding of redesigning an existing brand. They are required to select an existing (supplied) business/organisation and rebrand them in an effective and contemporary way using the programs Adobe Illustrator and/or Photoshop. The students are required to develop a refreshed logo design, a web banner graphic and a web page background image that is all consistent with their brand refresh. Investigating, planning and producing will all be required while developing and understanding important skills in working with vector images, graphics and editing. | 1 | 3 | 1,2,3 |  | Students will have 8 X 80 minute lessons to complete the task and work individually. |
| Specialised Skills Application 2  Imagery and Animation  Students are to design and create both a GIF Animation and also an interactive image slideshow using both Adobe Photoshop and Dreamweaver. Their designs are created to be integrated into a website for either an existing client or for their future Major Project. This could either be in the form of an interactive menu, introduction, portfolio display etc. Investigating, planning, producing and evaluating will all be required while developing and understanding important skills in computer graphic animation. | 1 | 2 | 1,2,3 | 2 | Students will have 9 X 80 minute lessons to complete the task and work individually. |
| Material Application Task  Adobe Dreamweaver VS Adobe Muse  Students are to investigate and evaluate what is the most proficient and effective software to use when constructing a contemporary website that is visually appealing. The discovered outcome will aid students in selecting a suitable program to use to develop their Major product. They report on how their research into and testing of the functional characteristics and properties of these specified components of the software programs will affect their selection for use in the realisation of their product(s) or system(s). The investigation should involve practical testing, a comparative evaluation of the two program types and a summative evaluation of the discovered outcome. They will need to be a combination of discovered and secondary sources displayed and provide both quantitative and qualitative data. | 1,3,4 | 3 |  | 3 | Students will have 6 X 80 minute lessons to complete the task and work individually.   Maximum word count: 800 words OR Maximum presentation time: 5 minutes. |

Assessment Type 2: Product – weighting 50%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| I | Pl | Pr | E |
| Minor Project  (Product) Freelance Photography or Cinematography Business Website  Students are given a topic by the teacher of a business (freelance photography or cinematography business) where they need to produce a simple website that incorporates skills in preparation for their Major Project. For this Project, students are required to take their own photos/videos to include on their site. This project will assess a variety of skills learnt to this point including graphic creation, manipulation, animation, contrast, alignment and the use of software from the Adobe Creative Suite. Investigating, planning, producing and evaluating will all be required, as well as students creating a design brief describing the topic. Students are required to produce a product record. A product record is used to provide evidence of modification and planning, production, and/or evaluation aspects of the design process that occur during the creation of the product, to inform assessment of the product. | 3 | 3 | 1,2,3 | 2 | Students will have approximately 12 X 79 minute lessons to complete the task and work individually. |
| Major Project  (Product)  Students produce their final product, a website for a business of their choice. They will need to manage their time effectively and keep a product record throughout the production process. This will provide evidence of; Development of your skills in Adobe Photoshop, Illustrator and Dreamweaver or Muse not included in Assessment Type 1.   * Selection and use of appropriate components, specialised processes, and production techniques. * Application of knowledge and understanding to create the product. * Safe and accurate use of appropriate equipment and processes. * Modification of the design brief as a result of technical problems that arise * Use of materials with appropriate characteristics and properties * Ongoing reflection on ideas and procedures.   A product record is used to provide evidence of modification and planning, production, and/or evaluation aspects of the design process that occur during the creation of the product, to inform assessment of the product(s) and support the evaluation in Assessment Type 3. |  | 3 | 1,2,3 | 2 | Student will have access to the entire Adobe Web Premium Creative Suite (CC), which includes Photoshop, Illustrator, Muse Dreamweaver, After Effects and Premier Pro. All computers also include Microsoft Office 2013 and other associated software/hardware that will enable them to complete work required.  Students will have approximately 6 weeks to complete the task and work individually. |

Assessment Type 3: Folio – weighting 30%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| I | Pl | Pr | E |
| External assessment ( two assessments for the Folio)  *Product design (documentation and analysis)*  *Students create a design brief and analyse their investigation and planning for their major product, based on the skills and activities outlined in the section ‘The Design Process’ section of the Learning Scope and Requirements .*  The design brief should include a statement of intent, functional outcomes, aesthetic considerations, and constraints. It can be presented in dot point form.  The investigating part of the design process should include an investigation into the impact on individuals, society, and/or the environment of technological practices related to the type of product that the student is designing. The analysis involved in investigation can be included in the product design documentation or in the product evaluation. | 1,2,3,  4,5 | 1,2,3 |  | 1,2,3,4 | The combined evidence should be a maximum of 2000 words if written, or a maximum of 12 minutes recorded oral documentation, analysis, and evaluation, or the equivalent in multimodal form. |
| *Product evaluation:*  *Students evaluate their producing skills, using evidence from the major product record in Assessment Type 2, and evaluate their realised major product.* The evaluation should include:   * a critical comparison of the realised product with the requirements of the design brief, and an explanation of and justification for any changes made * a review of criteria, standards, reliability, safety, quality, and cost-effectiveness * reflection on outcomes, with recommendations for possible improvement or redevelopment of designs or procedures * analysis of the impact of the product on individuals, society, and/or the environment (if not part of product design documentation) * evaluative observations about the student’s own skills development.   Evidence of development, with supporting written or oral summaries that explain, analyse, and evaluate the process and product, could take the form of:   * all or sections of the product record * photographic or electronic or digitally generated materials * audiovisual evidence * materials * products * models * sketches, diagrams, or annotations.   Oral summaries may emerge from teacher-led discussion questions*.* |

*Seven or eight assessments.**Please refer to the Stage 2 Design and Technology subject outline.*