# Pre-approved Learning and Assessment Plan

Stage 2 Communication Products (Context: Graphics- game 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/B** | **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 |
| Specialized Skills Application 1  Vehicle Customisation:  Using the supplied 3D model of a motor vehicle, students will need to develop textures and then import it into Unity 3D. In Unity they will need to develop coding underpinning a UI that allows the user to customize the colour and decals of the vehicle. Appropriate UI layout documents will be generated. |  | 2,3 | 1,2,3 |  | 2 week class time for practical aspects; supervised; game builds, unity project folders; planning docs (can be done out of class). |
| Specialized Skills Application 2  Character controls and abilities:  Students are supplied with a character model that comes with animations. They are to import this to Unity3D and then configure the animations and create abilities to control the model. These will entail the development of a simple UI (buttons) and both melee and ranged abilities. Planning documentation and an evaluation of their system realization process is required. | 1 | 1,2 | 1 | 2 | 3 weeks of class time, supervised; game builds, unity project folder; planning docs (can be done out of class), evaluation. |
| Materials Application  Students investigate and evaluate different image formats and their use in the 3D game design environment. Image types will include .psd, .jpg, .exr and .png . They will discuss when and why you would use different image formats during a production.  Students will engage in a process of research and testing to evaluate the functional characteristics of these components. The investigation should involve practical testing, comparative evaluation and a summative evaluation.  Examples of quantitative data that could be gathered include:   * time taken to produce * number of steps needed * net model features required, and balance of advanced/basic processes.   Examples of qualitative data that could be gathered:   * material mapping and effect * quality and usage of file type | 3,4 | 3 |  | 3 | 2 week – includes homework time; max words 800 if written, 5 mins if oral. |

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 product  ‘Boss Challenge’  Using the skills developed and supplied models, students create a ‘boss challenge’ against a player character. They need to develop a range of mechanics for the ‘boss’ that a character would need to overcome. The ‘boss’ model will need to have animations configured to support this. Development of planning documentation, a product record and evaluation of the process is required. (\*PG rated) |  | 2,3 | 1,2,3 | 1,2,3 | 4 weeks class time plus homework; appropriate planning documents, game builds, project folders from Unity; Product Record; Evaluation. |
| Major product  Game level:  Students are supplied a selection of ready-made game level components – props, walls, floors etc and need to construct a level in Unity3D that also contains elements of interactivity through coding eg puzzles, lighting changes when the player character enters areas, doors/gates opening, teleporters etc. Students produce the product that they designed in their Folio task. They keep a product record that includes evidence of:   * development of skills * selection and use of appropriate components, specialized processes, and production techniques * application of knowledge and understanding to create the product * appropriate and accurate use of appropriate equipment and processes * modification of the design brief as a result of technical problems that arise * use of gaming components, features and processes with appropriate characteristics and properties * ongoing reflection on ideas and procedures.   Presentation of the major product will be negotiated by each student with the teacher, but will typically comprise of an annotated presentation boards, technical drawings, and screen captures of graphics. |  | 3 | 1,2,3 | 2 | 8 weeks; game builds, project folders from Unity; Product record (Folio). |

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.  *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*.* | 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. |

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