# Pre-approved Learning and Assessment Plan

Stage 2 Communication Products (Context: Digital 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** | **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%

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| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| I | Pl | Pr | E |
| Specialized Skills Application 1  Camera Techniques: Students are to investigate six different camera techniques (long depth of field, short depth of field, blurred motion, frozen motion, panning and flash) and give a brief example of how the technique was performed using an example from the internet (that is correctly referenced) to illustrate the desired result. Students will then produce an image of each camera technique individually. Student will evaluate what they have produced in comparison to their investigation. | 3 |  | 1,2,3 | 3 | 2 weeks.  Written report of 400-500 word length that includes 6 individual produced images. |
| Specialized Skills Application 2  Photoshop skills: Students will be provided with an assortment of images that have been post-processed in Adobe Bridge and Photoshop. This task assesses student level of skills to manipulate digital images in Photoshop. Skills addressed are importing images, resizing, cropping, selections, layers/layer masks and tools including application of font. Students produce a document describing the various tools used and their application. |  | 3 | 1,2,3 |  | 3 weeks.  Post –processing of a number of images  300 word document describing the various tools used and their application and the images selected and then manipulated. |
| Materials Application  Students test different lenses through which photographic images can be captured. They investigate how the properties of lenses affect the composition of the image. Presentations of findings could be in the form of annotated images or examples, annotated displays or multimedia oral presentation. | 3,4 | 2 | 2 | 3 | 3 weeks.  400 words if written or 5 minutes recorded oral or multimodal presentation. |

Assessment Type 2: Product – weighting 50%

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| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| I | Pl | Pr | E |
| Minor product  Photo genre; students produce a series of 6 images of a chosen genre (e.g. landscape, seascape, urban-scape, sport, fashion, automotive, portraiture, wildlife or architecture). The focus of this task is on visual composition and use of camera techniques and lighting controls to achieve an effective and visually satisfying series of images. Post-processing is encouraged in producing quality prints. | 1,2 | 1 | 1,2,3 | 1,2 | 8 weeks.  6 A4 images are to be printed and laminated for presentation. Independent work in class. An oral evaluation by each student will be videoed. |
| Major product  Using the design process, students are to produce a product. The product may be a CD cover and booklet, a series of posters for a social campaign, a coffee table book, a calendar, a website promoting their photography or and exhibition.  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 CAD features and processes with appropriate characteristics and properties * ongoing reflection on ideas and procedures. |  | 2,3 | 1,2,3 | 3 | 12 weeks.  A production of images as suitable for the design brief identified.  (if a CD cover was selected it would be a minimum to include a cover, four page booklet and back of CD)  The 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. |

Assessment Type 3: Folio – weighting 30%

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| 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. From their investigations, students should generate solution(s) to their design brief intentions, communicate these intentions effectively, and provide evidence of testing and modifying during the design process.  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.*