Subject **Communication Products II** Birdwood High School, **Teacher**  Andrew Fitzner 2017

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| **Weighting of Assessment Types** | **Name of Assessment**(as described in the assessment details following) |  | **Learning Requirements** *(Indicate the Learning Requirements addressed)* | **Assessment Design Criteria***(Indicate the Assessment Design Criteria addressed)* |
| **Due Dates** | Investigate and critically analyse the purpose, design concepts, processes, and production techniques of existing products or systems | Create, test, validate, modify, and communicate design ideas for an identified need, problem, or challenge | Investigate, analyse, and use the differing characteristics and properties of materials, components, processes, and equipment to create products or systems safely | Use the design process to select materials, components, processes, techniques, and equipment, to develop and implement solutions and ideas for products or systems | Apply appropriate knowledge and understanding of skills, processes, procedures, and techniques to a range of technological activities | Evaluate product or system development and outcome, and reflect on technological ideas and procedures used, with reference to the design brief | Analyse the impact of technological practices, products, or systems on individuals, society, and/or the environment | Investigating | Planning | Producing | Evaluating |
| Assessment Type  | Weighting(%)  |
| Skills and applications tasks | 20 | **Specialised Materials Application 1:** Camera Techniques | **T1 Week 4**24/02/2017 |  |  |  |  | ✓ | ✓ |  |  |  | 1,2,3 | 3 |
| **Specialised Materials Application 2:** Manipulation of digital images | **T2 Week 3**19/05/2017 | ✓ |  | ✓ |  | ✓ |  |  |  |  | 1,2 |  |
| **Materials Application 1:**ISO or File size or Digital Image Data Formats | **T1 Week 8**24/03/2017 | ✓ | ✓ |  |  |  |  |  | 4 | 3 | 3 | 3 |
| Product | 50 | **Minor:**Photo Genre | **T2 Week8**23/06/2017 | ✓ | ✓ |  | ✓ | ✓ |  |  | 1,2 | 1 | 1,2,3 | 1 |
| **Major:**Students produce the product they have designed. | **Investigation****T3 Week 5**25/08/2017**Final****T4 Week1**20/10/2017 | ✓ | ✓ |  |  | ✓ |  |  |  |  | 1,2,3 |  |
| *External component* | *30* | *Folio: Product design* | **T3 Week 8**15/09/2017 | *Please refer to the Business, Enterprise, and Technology Learning Area Manual for details.* |
| *Folio: Product evaluation* |

| Name of Assessment(Assessment Type) | Description of Assessment (a description of the flexible, and where appropriate, negotiable, ways in which students show evidence that demonstrates their learning against the performance standards, including to the highest standard) | Assessment conditions as appropriate (e.g. task type, word length, time allocated, supervision) |
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| **Specialised Materials Application 1:** Camera Techniques*(Skills and applications task)* | Using a Digital SLR camera the students are to produce and print six images that demonstrate the following Techniques. Long Depth of Field, Short Depth of Field, Blurred Motion (available light), Frozen Motion, Panning and Flash. | Six A4 images suitable to be mounted for presentation. A 200 word written evaluation. |
| **Specialised Materials Application 2:** Manipulation of digital images *(Skills and applications task)* | Images supplied by teacher need to be accurately manipulated to meet specified requirements. This task assesses student’s level of skill in using Adobe Photoshop to manipulate digital images. Skills addressed include fundamental Photoshop skills such as importing images, resizing, cropping, selections, layers/ layer masks and the application of type. | Students will have three weeks of class time to complete this task.Images are to be Montague together with type added to produce an A3 poster. |
| **Materials application 1:**ISO or File size or Digital Image Data Formats.*(Skills and applications task)* | Students investigate, test, analyse and evaluate the properties of using different ISO settings or Different File sizes or two or more digital image data formats that may be suitable for use in the production of their product/s. Investigate the more commonly used formats and investigate two in greater depth comparing images on screen and printed on different printers/paper. Students may negotiate with the teacher how to test the above, and present their findings in the form of tables, comparative examples, annotated displays, multimedia presentations or written reports. There should also be some information from secondary sources. | Students negotiate their method of presentation.If written, a maximum of 800 words or a maximum of 5 minutes of recorded multimedia material. |
| **Minor product:**Photo Genre*(Product)* | Students produce a series of 6 images of a chosen Genre, eg. Landscape, Seascape, Urbanscape, Sport, Fashion, Automotive, Portraiture etc. The focus of this task is on visual composition and the use of camera techniques and lighting controls to achieve an effective and visually satisfying series of images. Some minor digital manipulation of images is permitted as needed to produce quality prints.Students are required to complete a partially prepared design brief describing their topic so their evaluation can address the design brief. They maintain a visual record of their stages of production. | Six A3 images are to be mounted for presentation. Independent work in classAn oral evaluation by each student will be required.  |
| **Major product:** | Using the design process students are to produce a product. The product may be a CD cover and booklet, or a series of posters for a Social campaign, or a coffee table book, or a calendar, or a Web site promoting their own photography. | The most suitable production of the images is to be negotiated as part of the design process. Eg. If it is a CD cover, it would be a minimum to include a cover, four page booklet and back of CD at least. |
| *Folio**(External component)* | *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’. The investigation phase of the design process should also include an analysis of the impact on individuals, society, and/or the environment of technological practices related to the type of product that the student is designing.* | *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.* |