



VISUAL  
COMMUNICATION  
– PHOTOGRAPHY  
(Year 12 E283)

*Common Assessment Tasks*



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# Guidelines for the Common Assessment Tasks

## *Visual Communication - Photography (Year 12) – E283*

This package contains the requirements for the eight Common Assessment Tasks in Year 12 Visual Communication – Photography. The specific content of each task is to be determined by the school provider dependent upon the mode of delivery by the teacher.

Each task description is presented with the following headings:

### **1. Outcomes**

The teacher has the flexibility to select from the Visual Communication – Photography outcomes those to be assessed in each task. On completion of the subject the student must have been provided with at least two opportunities to demonstrate achievement in each outcome.

### **2. Task**

The task to be completed.

### **3. Task Description**

The task description outlines what requirements are necessary for the students to complete the task. In most cases, it provides guidelines for the teacher to ensure that the major focus of the task has been understood.

### **4. Task Parameters**

The task parameters determine the context and conditions in which the task is to be carried out.

### **5. Authentication**

This section relates to the requirements of the student and the teacher in ensuring the task has been completed by the student. It is important that the teacher is able to authenticate all work completed for assessment by the student.

### **6. Performance Criteria**

Each outcome is assessed against the performance criteria to determine the level of student achievement.

# Record of Performance

## *Visual Communication - Photography (Year 12) – E283*

OUTCOME	1	2	3	4	5	6	7	8	FINAL
<b>Outcome 1:</b> Makes appropriate decisions based on the environmental impacts of processes and products, and contributes to the safe working environment.									
<b>Outcome 2:</b> Applies investigation, communication and information processing skills to collect, analyse and document information relevant to various projects and assignments.									
<b>Outcome 3:</b> Plans and organises individually and with others to meet deadlines and achieve goals.									
<b>Outcome 4:</b> Understands developments in photography, and shows an awareness of the impact of photography on industrial, political and social aspects of modern society.									
<b>Outcome 5:</b> Utilises a design process as an integral part of problem solving.									
<b>Outcome 6:</b> Demonstrates an appreciation of the technical, aesthetic and communicative merits of personal work, and the creative work of others.									
<b>Outcome 7:</b> Applies knowledge and understanding of photographic systems, materials and processes.									
<b>Outcome 8:</b> Demonstrates competence in a range of technical skills, and applies them to the solving of a variety of photographic problems.									
<b>FINAL GRADE</b>									

## **Task 1:**

## **Investigation**

**Curriculum Council requirements are outlined below. Evidence must be provided to demonstrate student achievement of each of the selected outcomes.**

### ***Outcomes***

The teacher has the flexibility to select from the Visual Communication – Photography outcomes those to be assessed in each task. On completion of the subject the student must have been provided with at least two opportunities to demonstrate achievement in each outcome.

### ***Task***

Plan and execute an investigation of an aspect of photography chosen by the student. At least half of the investigation should involve practical exercises.

### ***Task Description***

This task requires students to:

- select a particular aspect of photography for an in-depth investigation, prepare and have approved by the teacher prior to beginning the investigation a statement of intent describing the project;
- using a design process, research and plan the investigation
- use a range of research techniques to collect, collate, make inferences from, and present pertinent information
- design and execute practical exercises, and report on the findings
- appropriately label and document all practical work produced
- make a short oral and/or visual presentation concerning the investigation, including any information gathered or discovered, and any images produced.

Possible topics for investigation might include:

abstract images, infra-red film, montage, emphasising grain, fireworks, astronomy, advertising, cross-processing of colour film, print toning and colouring, digital imaging and editing, time-lapse photography, nature photography, etc. (This is not an exhaustive list and teachers should feel free to expand upon it.)

### ***Authentication***

The following authentication procedures will apply:

- The teacher will monitor student progress.
- The student should retain all relevant documentation of the development of the task, including schedules, plans, sketches and diagrams, practical experiments, images produced, analyses, etc.
- Information collected from other sources (ie. not the student's own work) must be acknowledged.

### ***Performance Criteria***

Each outcome is assessed against the performance criteria to determine the level of student achievement.

## **Task 2: Advanced Field Photography**

Curriculum Council requirements are outlined below. Evidence must be provided to demonstrate student achievement of each of the selected outcomes.

### ***Outcomes***

The teacher has the flexibility to select from the Visual Communication – Photography outcomes those to be assessed in each task. On completion of the subject the student must have been provided with at least two opportunities to demonstrate achievement in each outcome.

### ***Task***

Produce a set of images showing an analysis of features of the landscape, features of modern and/or historic architecture, or details of some other outdoor subject requiring technical precision.

### ***Task Description***

This task requires students to:

- Use a design process to research and plan images on either a landscape or an architectural theme, or some other outdoor subject that requires detailed planning and technical precision.
- Make film, lens, filter, and metering selections and composition decisions that enhance the impact of the images produced.
- Employ precision film processing and printing procedures to produce images of excellent technical standards.

### ***Authentication***

The following authentication procedures will apply:

- The teacher will monitor student progress.
- The student should retain all relevant documentation related to the task, including research material, design work (sketches and diagrams, plans, etc.), practical experiments, technical data, etc., and images produced.
- Information collected from other sources (ie. not the student's own work) must be acknowledged.

### ***Performance Criteria***

Each outcome is assessed against the performance criteria to determine the level of student achievement.

## **Task 3: Portraiture or Fashion (Studio)**

Curriculum Council requirements are outlined below. Evidence must be provided to demonstrate student achievement of each of the selected outcomes.

### ***Outcomes***

The teacher has the flexibility to select from the Visual Communication -- Photography outcomes those to be assessed in each task. On completion of the subject the student must have been provided with at least two opportunities to demonstrate achievement in each outcome.

### ***Task***

Produce a set of portraits or fashion images that would be suitable for inclusion in a quality magazine, advertising brochure, or a models portfolio.

### ***Task Description***

The task requires students to:

- use a design process to research and plan a core set of portraiture or fashion images. At least a third of the photographs presented for assessment should show a resemblance to planned images;
- organise availability of model/s, materials, equipment and facilities, and fully coordinated the construction and/or setting up of suitable backgrounds, sets (if appropriate), props, etc.;
- design and co-ordinate the setting up of lighting for the photographs;
- determine and adjust for lighting ratios that are suitable for the style of photographs being produced;
- control aspects of the shoot including film selection, posing, fashion changes, lighting changes, adjusting lighting ratio, determining appropriate exposure, etc.;
- present images produced in an appropriate form.

### ***Authentication***

The following authentication procedures will apply:

- The teacher will monitor student progress.
- The student should retain for inclusion in his/her folio of work (see 'Evidence of Achievement'), all relevant documentation relating to the task including research material, design work (sketches and diagrams, plans, etc.), technical data, and images produced.
- Information collected from other sources (ie. not the student's own work) must be acknowledged.

### ***Performance Criteria***

Each outcome is assessed against the performance criteria to determine the level of student achievement.

## **Task 4:**

## **Still Life**

Curriculum Council requirements are outlined below. Evidence must be provided to demonstrate student achievement of each of the selected outcomes.

### ***Outcomes***

The teacher has the flexibility to select from the Visual Communication – Photography outcomes those to be assessed in each task. On completion of the subject the student must have been provided with at least two opportunities to demonstrate achievement in each outcome.

### ***Task***

Produce a still life image suitable for being incorporated into an advertising spread, book cover, social issues poster, publicity brochure, etc.

### ***Task Description***

This task requires students to:

- use a design process to research still life images and techniques and to design, plan and produce an image suitable for being incorporated into an advertising spread, book cover, social issues poster, publicity brochure, etc.;
- design a layout suited to the image and the function of the product;
- arrange availability of facilities and equipment, and acquire and have available at the appropriate time, all subject and support materials, special backgrounds, etc.;
- control all aspects of the shoot including setting-up and adjusting of lighting to suit the needs of the planned image;
- mock up the incorporation of the image produced into the layout planned;
- Note that consideration may need to be made as to fitting the completed item into the student's folio. Folding of a large item should be deemed acceptable.

### ***Authentication***

The following authentication procedure will apply:

- The teacher will monitor student progress.
- The student should retain for inclusion in his/her folio of work (see 'Evidence of Achievement'), all relevant documentation relating to the task including research material, design work if applicable (sketches and diagrams, plans, etc.), technical data, and images produced.
- Information collected from other sources (ie. not the student's own work) must be acknowledged.

### ***Performance Criteria***

Each outcome is assessed against the performance criteria to determine the level of student achievement.

## **Task 5:**

## **Photographic History**

Curriculum Council requirements are outlined below. Evidence must be provided to demonstrate student achievement of each of the selected outcomes.

### ***Outcomes***

The teacher has the flexibility to select from the Visual Communication – Photography outcomes those to be assessed in each task. On completion of the subject the student must have been provided with at least two opportunities to demonstrate achievement in each outcome.

### ***Task***

Produce written assignments relating to the photographic history, and the impact of the medium on industrial, political, and social aspects of modern society, including:

- the history and development of photography;
- the impact of photography on industrial, political, and social aspects of modern society.

### ***Task Description***

This task requires students to produce written assignments that investigate:

- – the history and/or future of the development of photographic techniques, equipment, materials technology, image style;
  - the work and contributions of one or more noted photographers and/or;
  - the development and acceptance of photography as an art form;
- – the importance and impact of photography in the mass media as relating to political issues;
  - the role played by photography as a recording medium in science, industry, etc.;
  - the use of photography and photographic processes within specific industries (such as advertising, printing, electronics, etc.).

### ***Authentication***

The following authentication procedures will apply:

- The teacher will monitor student progress.
- The student must retain the completed documentation as presented for assessment (see ‘Evidence of Achievement’).
- Information collected from other sources (ie. not the student’s own work) must be acknowledged.

### ***Performance Criteria***

Each outcome is assessed against the performance criteria to determine the level of student achievement.

## **Task 6:**

## **Design**

Curriculum Council requirements are outlined below. Evidence must be provided to demonstrate student achievement of each of the selected outcomes.

### ***Outcomes***

The teacher has the flexibility to select from the Visual Communication – Photography outcomes those to be assessed in each task. On completion of the subject the student must have been provided with at least two opportunities to demonstrate achievement in each outcome.

### ***Task***

Demonstrate understanding of the principles of visual design concepts and conventions, and image analyses, and appreciation of their application to photographic image making.

### ***Task Description***

This task requires the student to:

- demonstrate an understanding of the technical components of image design;
- use appropriate language to describe the ways in which photographs are organised to express ideas and feelings;
- select, combine and manipulate design elements using a range of camera and materials technology skills;
- show an understanding of the physical structure and psychology of photographic images;
- carry out appraisal and analysis of found images, plus those produced personally and by peers.

### ***Authentication***

The following authentication procedures will apply:

- The teacher will monitor student progress.
- The student should retain for inclusion in his/her folio of work (see ‘Evidence of Achievement’) all relevant images, documentation and appraisals relating to the task.
- Information and images collected from other sources (ie. not the student’s own work) must be acknowledged.

### ***Performance Criteria***

Each outcome is assessed against the performance criteria to determine the level of student achievement.

## **Task 7: Technical Skills Development**

Curriculum Council requirements are outlined below. Evidence must be provided to demonstrate student achievement of each of the selected outcomes.

### ***Outcomes***

The teacher has the flexibility to select from the Visual Communication – Photography outcomes those to be assessed in each task. On completion of the subject the student must have been provided with at least two opportunities to demonstrate achievement in each outcome.

### ***Task***

Produce a range of images using or incorporating advanced materials processing skills and techniques.

### ***Task Description***

This task requires students to:

- plan and produce photographs displaying or incorporating various advanced techniques and processes;
- plan and produce colour prints from colour transparencies or negatives.

### ***Authentication***

The following authentication procedures will apply:

- The teacher will monitor student progress.
- The student should retain for inclusion in his/her folio of work (see 'Evidence of Achievement'), all relevant documentation relating to the task including research material, design work if applicable (sketches and diagrams, plans, etc.), technical data, and images produced.
- Information and images collected from other sources (ie. not the student's own work) must be acknowledged.

### ***Performance Criteria***

Each outcome is assessed against the performance criteria to determine the level of student achievement.

## **Task 8: Client Directed Design Project**

Curriculum Council requirements are outlined below. Evidence must be provided to demonstrate student achievement of each of the selected outcomes.

### ***Outcomes***

The teacher has the flexibility to select from the Visual Communication – Photography outcomes those to be assessed in each task. On completion of the subject the student must have been provided with at least two opportunities to demonstrate achievement in each outcome.

### ***Task***

Use a design process to research, plan, and produce a set of images to satisfy a set brief as issued by the teacher or some other client.

### ***Task Description***

This task requires the students to:

- accept a brief given, or procure an alternative brief from another client and obtain approval from the teacher;
- use a design process to research the theme or requirements and plan a suitable set of images. The designing process may need to be extended to also cover various non-photographic aspects (such as layout, text, etc.) as required by the brief;
- consult with the client at appropriate intervals and stages;
- work strictly within a given time-line (provided that the teacher considers it fair and reasonable);
- produce the required photographs with the guidance of the plan;
- mount the images in accordance with the requirements of the brief, including the addition of text, diagrams, or any other special features;
- write an appraisal for the overall project.

### ***Authentication***

The following authentication procedures will apply:

- The teacher will monitor student progress.
- The student should retain for inclusion in his/her folio of work (see ‘Evidence of Achievement’) all relevant images, and documentation relating to the design content of the task (eg. research and/or theory material, ideas generation and development, production plans, sequences and time-lines, image analyses, technical data, etc.).
- Information and images collected from other sources (ie. not the student’s own work) must be acknowledged.

### ***Performance Criteria***

Each outcome is assessed against the performance criteria to determine the level of student achievement.

# GRADING COMBINATIONS

## *Visual Communication - Photography (Year 12) – E283*

V	H	S	ND	GRADE
8	0	0	0	A
7	1	0	0	A
7	0	1	0	A
6	2	0	0	A
6	1	1	0	A
6	0	2	0	A
5	3	0	0	A
5	2	1	0	A
5	1	2	0	A
4	4	0	0	A
4	3	1	0	A
4	2	2	0	A

V	H	S	ND	GRADE
2	3	3	0	B
2	2	4	0	B
1	7	0	0	B
1	6	1	0	B
1	5	2	0	B
1	4	3	0	B
1	3	4	0	B
0	8	0	0	B
0	7	1	0	B
0	6	2	0	B
0	5	3	0	B
0	4	4	0	B

5	0	3	0	B
4	1	3	0	B
4	0	4	0	B
3	5	0	0	B
3	4	1	0	B
3	3	2	0	B
3	2	3	0	B
3	1	4	0	B
2	6	0	0	B
2	5	1	0	B
2	4	2	0	B

3	0	5	0	C
2	1	5	0	C
2	0	6	0	C
1	2	5	0	C
1	1	6	0	C
1	0	7	0	C
0	3	5	0	C
0	2	6	0	C
0	1	7	0	C
0	0	8	0	C

**A final rating of ND for any outcome will result in a grade of D being awarded. Where there are more than 50% of outcomes with a final rating of ND an E grade is awarded.**