

E283 VISUAL COMMUNICATION - PHOTOGRAPHY (YEAR 12) - 2008-2009

Rationale

This subject caters for the individual who, through the medium of photographic techniques and a core of design with sub-strands of information, systems and materials, can develop and apply a broad range of problem-solving skills in the production of visual works that satisfy client and social requirements in a number of specific contexts.

Photography provides students with an appreciation of the scope and potential of the medium, together with the opportunity to develop a command of the design process and the effective application of principles of two-dimensional design. Students will be expected to develop solutions to problems in technical, informational, and image design fields. Presentation requirements at both individual image and whole-of-portfolio levels, and the nature of certain aspects of the subject provide a need for consideration of the concept of enterprise and the marketing of work produced.

Knowledge and skills acquired through the study of this subject, are transferable and applicable to a wide range of further education and future employment needs both inside and outside the photographic industry.

Subject Design

This subject stipulates a set of outcomes. These describe what the student can do as a result of studying the subject. On completion of the subject the student must have been provided with at least two opportunities to demonstrate achievement of each outcome.

A set of components is listed under each outcome. These components are specified for the development of each outcome and indicate how students will demonstrate achievement of the outcome in this subject. The teaching/learning program will give coverage to all components in order to ensure each outcome is appropriately addressed.

If schools wish to vary these components they may do so, provided it can be demonstrated that the outcomes are still able to be achieved and that the subject is still assessed through the common assessment framework described for the subject. Proposals for variations must be submitted to the Curriculum Council for approval.

The assessment framework, based on a series of generally defined common assessment tasks, has been stipulated for the subject. Each task measures student performance on a subset of subject outcomes. A generalised set of performance criteria supports the assessment framework.

A procedure for rating student performance on each outcome and allocating grades has also been stipulated.

Subject Outcomes

Within the context of Visual Communication - Photography the student is provided with opportunities to meet each of the following outcomes:

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

Components of Outcomes

Outcome 1: Makes appropriate decisions based on the environmental impacts of processes and products, and contributes to the safe working environment.
--

The following components amplify the context and meaning of the outcome. The student:

- adopts recommended work practices to minimise environmental impacts
- utilises materials and resources in cost-effective manner
- applies appropriate health and safety practices without supervision.

Outcome 2: Applies investigation, communication and information processing skills to collect, analyse and document information relevant to various projects and assignments.

The following components amplify the context and meaning of the outcome. The student:

- locates, evaluates and applies relevant information using a variety of methods and strategies
- compiles documentation relevant to a range of practical and written exercises.

Outcome 3: Plans and organises individually and with others to meet deadlines and achieve goals.

The following components amplify the context and meaning of the outcome. The student:

- contributes to the cooperative working environment by fulfilling and meeting individual responsibilities
- respects the needs and responsibilities of others, and participates collaboratively in a group
- prepares timelines and monitors progress in order to meet deadlines
- sets goals, and plans effectively to achieve them.

Outcome 4: Understands developments in photography, and shows an awareness of the impact of photography on industrial, political and social aspects of modern society.

The following components amplify the context and meaning of the outcome. The student:

- identifies significant contributions in the evolution of photographic procedures and technology
- examines the role of photography in the development of modern society
- describes the various applications and roles of photography in industry, science and mass communication.

Outcome 5: Utilises a design process as an integral part of problem solving.

The following components amplify the context and meaning of the outcome. The student:

- applies a design process to solve problems in a range of photographic contexts
- uses graphic, written and presentation skills to display design development and solutions
- develops ideas and evaluates design solutions in terms of specified design parameters, visual impact, and technical merit.

Outcome 6: Demonstrates an appreciation of the technical, aesthetic and communicative merits of personal work, and the creative work of others.

The following components amplify the context and meaning of the outcome. The student:

- uses an understanding of the elements of composition and principles of design to critically analyse a range of photographic images
- evaluates the technical aspects of their work, and the work of others
- justifies their personal interpretation of photographic work
- discusses the communicative intention of photographic works

Outcome 7: Applies knowledge and understanding of photographic systems, materials and processes.

The following components amplify the context and meaning of the outcome. The student:

- uses equipment, systems and materials within their designed function
- utilises appropriate processes in the creation of photographic images.

Outcome 8: Demonstrates competence in a range of technical skills, and applies them to the solving of a variety of photographic problems.

The following components amplify the context and meaning of the outcome. The student:

- demonstrates proficiency in technical camera skills
- chooses and manipulates appropriate subject lighting
- utilises appropriate creative image manipulation techniques.

Evidence of Student Achievement

For the purpose of moderation of assessments, and to provide a tangible record of achievement, each student is required to produce and maintain the items below:

I. Folio

Students shall compile and maintain a folio of practical work that:

- A. contains all assessable practical work completed as part of the subject
- B. demonstrates progress through a series of exercises to meet syllabus requirements
- C. neatly presents work in a consistent and orderly system
- D. contains appropriate technical data
- E. is readily available for moderation and/or consensus inspection.

II. Theory notebook or file

Students shall maintain a notebook or file containing:

- A. an outline of the intended subject and the assessment details and program
- B. outlines and requirements of practical assignments and design briefs, and written assignments
- C. analyses, research and design work completed in the subject of meeting design brief parameters
- D. notes and assignments pertinent to history, design and appreciation, techniques, materials and processes as encountered during the subject
- E. evidence of tests and/or examinations completed by the student.

Note that this 'theory notebook' may be incorporated into the student's folio provided this is done in a neat, orderly and systematic manner (e.g. as a separate division).

Common Assessment Framework

The framework outlined below specifies a series of common assessment tasks for this subject. The framework specifies the outcomes which may be assessed in the tasks. The teacher must select outcomes for the tasks from the specified outcome list in the table below. On completion of the subject the student must have been provided with at least two opportunities to demonstrate achievement of each outcome.

Each common assessment task measures student performance on a subset of subject outcomes. For each outcome measured in a task, student performance will be rated as Very High (V), High (H), Satisfactory (S) or Not Demonstrated (ND).

Task and Task Description

The term ‘task’ should not be confused with ‘project’. Each task is not a separate individual project but a broad description of the type of activity that the student is to complete to satisfy the specified outcomes within that task. The organisation and number of projects is up to the individual school, as long as all tasks are covered during the subject.

VISUAL COMMUNICATION - PHOTOGRAPHY		
Task	Suggested Outcomes	Task Description
One	2,3,5,6,7,8	Investigation Plan and execute an investigation of an aspect of photography chosen by the student. At least half of the investigation should involve practical exercises.
Two	1,3,5,7,8	Advanced field photography 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.
Three	1,3,5,6,7,8	Portraiture or fashion (studio) Produce a set of portraits or fashion images that would be suitable for inclusion in a quality magazine, advertising brochure, or a models portfolio.
Four	1,3,5,6,7,8	Still Life Produce a still life image suitable for being incorporated into an advertising spread, book cover, social issues poster, publicity brochure etc.
Five	2,3,6	Photographic History Produce written assignments relating to the photographic history, and the impact of the medium on industrial, political, and social aspects of modern society.
Six	2,3,4,6	Design Demonstrate understanding of the principles of visual design concepts and conventions, and image analyses, and appreciation of their application to photographic image making.
Seven	1,3,6,7,8	Technical skill development Produce a range of images using or incorporating advanced materials processing skills and techniques
Eight	All	Client-directed design project 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.

The above set of tasks represent assessable activities that would be undertaken within a range of projects defined by the teacher at the commencement of the subject.

Common Assessment Tasks Booklet

The *Common Assessment Tasks* booklet for this subject further describes each task, and defines parameters for its completion. Schools are free to determine specific assessment details within these parameters. Copies of the booklet are available from the Curriculum Council and are included with the syllabus, on the Curriculum Council website (<http://www.curriculum.wa.edu.au>).

Performance Criteria

Ratings for student performance of each outcome will be based on the following criteria:

Outcome 1: Makes appropriate decisions based on the environmental impacts of processes and products and contributes to the safe working environment.

Satisfactory	High	Very High
The student abides by all rules and guidelines of safe work practice for minimising environmental impacts of activities and processes.	The student abides by all rules and regulations, and endeavours to modify personal work practice to minimise environmental impact of activities and processes. Appraises the health and safety aspects of the workplace, and contributes positively towards safety and safe working habits.	The student abides by all rules and regulations, monitors the workplace and endeavours to modify workplace practice to minimise environmental impacts of activities and processes. Is pro-active in the maintenance of a safe working environment.

Outcome 2: Applies investigation, communication and information processing skills to collect, analyse and document information relevant to various projects and assignments.

Satisfactory	High	Very High
The student investigates recommended resources, documenting relevant information.	The student analyses and utilises information from the recommended resources.	The student independently locates, analyses and utilises a wide variety of information appropriate to project work.

Outcome 3: Plans and organises individually and with others to meet deadlines and achieve goals.

Satisfactory	High	Very High
The student follows formulated plans to achieve goals in consultation with the teacher, and interacts effectively with others.	The student formulates personal plans to achieve goals within proposed time frames. Contributes effectively in group situations.	The student formulates and suitably modifies personal plans to maintain time management efficiency. Assumes an appropriate level of leadership, and is cooperative in group situations.

Outcome 4: Understands developments in photography, and shows an awareness of the impact of photography on industrial, political and social aspects of modern society.

Satisfactory	High	Very High
The student identifies historical developments of photography, and outlines their impact.	The student explains factors and consequences of significant events in the development of photography.	The student analyses factors in the development of photography and their impact and role in society.

Outcome 5: Utilises a design process as an integral part of problem solving.

Satisfactory	High	Very High
The student applies components of a design process in project work as directed.	The student develops solutions to project work through the understanding of a design process.	The student integrates all aspects of a design process to develop variety, and produce creative solutions.

Outcome 6: Demonstrates an appreciation of the technical, aesthetic and communicative merits of personal work, and the creative work of others.

Satisfactory	High	Very High
The student identifies design elements, technical aspects and communicative intent of photographic works.	The student appraises aspects of photographic works and endeavours to apply this knowledge to project work.	The student utilises information acquired through critical analysis of photographic works.

Outcome 7: Applies knowledge and understanding of photographic systems, materials and processes.

Satisfactory	High	Very High
The student can identify and use systems, materials and processes as instructed.	The student selects and uses known systems, materials and processes to achieve planned results.	The student readily applies knowledge and understanding of systems, materials and processes, and independently modifies and/or extends systems and processes to achieve planned solutions.

Outcome 8: Demonstrates competence in a range of technical skills, and applies them to the solving of a variety of photographic problems.

Satisfactory	High	Very High
The student uses equipment, materials and processes as instructed.	The student selects and correctly uses equipment, materials and processes with due compensation for a variety of situations and images.	The student selects and correctly uses equipment, materials and processes, and manipulates them to creatively enhance images.

Rating Procedure

Before a final grade can be awarded, the final rating achieved for each outcome must be determined. This is done using the following process:

- V is attained when at least 50% of ratings are at a Very High level, and at least 50% of the remainder are at a High level or better.
- H is attained when at least 50% of ratings are at a High level or better, and at least 50% of the remainder are at a Satisfactory level or better.
- S is attained when at least 50% of ratings are at a Satisfactory level or better.
- ND is attained when more than 50% of ratings are at a Not Demonstrated level.

Where a student fails to achieve a final rating of S for an outcome, teachers are encouraged to provide the student with an additional opportunity to demonstrate S if:

- the student has completed all the CATs incorporating that outcome; and
- the student has demonstrated S for that outcome in at least one task.

The additional opportunity should not simply be a repetition of a task, but should be an equivalent task which reflects a change of context in which the task is done.

Professional judgement should then be used to determine whether a final rating of ND or S is appropriate in each situation.

Grading Procedure

At the completion of this subject grades will be awarded in the following manner:

- A Very High in at least 50% of outcomes, and High or better in at least 50% of the remainder.
- B High or better in 50% of outcomes, and Satisfactory or better in the remainder.
- C Satisfactory or better in all outcomes.

- D Satisfactory or better in at least 50% of the outcomes.
- E Not Demonstrated in more than 50% of the outcomes.

A final rating of ND for any outcome will result in a grade of D being awarded.

Specific details giving examples of the combination of V, H and S resulting in different grades can be found in the *Common Assessment Tasks* booklet.

Time Allocation

The subject has been designed to be completed through a structured education program of approximately 120 hours in any suitable contexts and series of learning experiences. Typically the subject will be studied over the period of one school year. For administrative reasons schools wishing to vary this delivery pattern (e.g. over a shorter period or over a longer period up to two school years) are required to notify the Chief Executive Officer of the Curriculum Council.

Subject Completion

Students must complete the school's structured educational and assessment program for a subject in order to be eligible to receive a grade unless there are exceptional and justifiable circumstances. In situations where the school considers that insufficient information has been gathered to justify the award of a grade for the subject, a result of U (for unfinished) should be allocated. The Curriculum Council offers the flexibility for the U to be converted to a grade after the final grades have been submitted. Further details on assessment and grading are provided in Volume I of the Syllabus Manuals.

Resources

Support Material

Support material for this subject, including a resources list can be ordered through the Curriculum Council Publications Catalogue and is available on the Curriculum Council website <http://www.curriculum.wa.edu>.