

# E286 GRAPHICS TECHNOLOGY (YEAR 12) – 2008-2009

## Rationale

Graphics Technology caters for students who wish to develop their skill and knowledge in the graphic design context using the design process.

Students may also be given the opportunity to develop competencies which will equip them with a broad educational and industry entry-level skills, as well as providing them with future links to training and post secondary studies.

In response to design problems, negotiated with the teacher, students will be expected to develop proposals and solutions, either individually or in teams.

Students will be encouraged to adopt an enterprising approach to the design process. This will entail the acquisition and development of individual and collaborative planning and teamwork, innovation, initiative, creativity, flexibility, and persistence in problem solving. Through the investigation, design and production of projects in a number of media, students will learn to collect, use, and communicate information and ideas whilst also developing marketing and distribution options for products and services.

## 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.

Appropriate resources are critical in achieving the outcomes of the subject. Students will have access to and participate in at least two forms of modern print technology.

**If schools wish to vary these components they may do so, provided it can be demonstrated that the outcomes are able to be achieved and that the subject is 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 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 Graphics Technology the student is provided with opportunities to meet each of the following outcomes:

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| <p><b>Outcome 1:</b> Demonstrates and applies selected elements and principles of design to specific projects.</p>           |
| <p><b>Outcome 2:</b> Displays methodology, initiative, flexibility and persistence in solving problems.</p>                  |
| <p><b>Outcome 3:</b> Carries out a variety of roles independently and collaboratively to achieve identified goals.</p>       |
| <p><b>Outcome 4:</b> Uses appropriate resources relevant to the design and production requirements of a graphic product.</p> |
| <p><b>Outcome 5:</b> Demonstrates understanding of production parameters and graphic medium used in product development.</p> |
| <p><b>Outcome 6:</b> Presents solutions in verbal, graphical and written form.</p>   |

<p><b>Outcome 1:</b> Demonstrates and applies selected elements and principles of design to specific projects.</p>
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The following components amplify the context and meaning of the outcome. The student:

- describes and applies specific principles and/or elements of design to designated projects
- describes the essential elements and principles of design in written format
- demonstrates the essential elements and principles of design in graphical form
- evaluates examples of good graphic design.

<p><b>Outcome 2:</b> Displays methodology, initiative, flexibility and persistence in solving problems.</p>
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The following components amplify the context and meaning of the outcome. The student:

- clarifies the design brief
- investigates the problem and establishes design parameters
- produces sketches of ideas and possible solutions
- compiles a design folio to supplement the design process and finished work
- produces finished artwork in preparation for and suitable for production

- locate, consult and make reference to any related resources
- persists with a problem, trying a variety of approaches until a solution is produced.

**Outcome 3:** Carries out a variety of roles independently and collaboratively to achieve identified goals.

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

- can identify and describe the roles of various positions within a graphic design and production team
- can assume and carry out various roles within a graphic design and production team
- reflects on their own and collective contributions to shared goals, and behaves appropriately
- sets realistic time-lines, goals and deadlines, and makes progress towards achieving them.

**Outcome 4:** Uses appropriate resources relevant to the design and production requirements of a graphic product.

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

- uses appropriate software to achieve a required standard of output
- demonstrates making ready for a production run
- demonstrates appropriate production techniques
- uses appropriate equipment and processes to produce a graphics product
- uses appropriate processes and equipment to produce a graphics product which is enhanced by the understanding of the production process
- uses image manipulation and compilation techniques to produce original images appropriate to the project
- produces a presentation-visual of the product
- applies occupational health and safety practices
- demonstrates an understanding of maintenance requirements for resources used

- evaluates the image for clarity and originality of presentation.

**Outcome 5:** Demonstrates understanding of production parameters and graphics medium used in product development.

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

- investigates and evaluates a range of production processes related to product development
- demonstrates an understanding of the properties of the medium used
- contrasts and describes design and production processes used in the production of graphics products
- uses appropriate tools and/or processes to develop and produce design solutions.

**Outcome 6:** Presents solutions in verbal, graphical and written form.

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

- verbally presents reasons for various graphical decisions that were made throughout a project
- presents graphical solutions in hardcopy form to the client
- presents in written form as supplements to the project brief reasons for various graphical solutions
- prepares the end product for presentation and/or distribution.

## Common Assessment Framework

The framework outlined below specifies a series of common assessment tasks for this subject. The teacher has the flexibility to select from the Graphics Technology outcomes those to be assessed in each task. On completion of the subject the student must have been given 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 may not be 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.

GRAPHICS TECHNOLOGY		
Task	Outcomes	Task Description
One	The teacher has the flexibility to select from the Graphics Technology outcomes those to be assessed in each task	<b>Desktop Publishing</b> Compile a brochure, booklet or magazine which includes multiple columns, text wrapping and modified and/or enhanced images.
Two		<b>Image Production</b> Construct images through the use of layers, masks and filters suitable for printing, display or publishing to the WWW.
Three		<b>Computer 3D Graphic / Animation</b> Produce a 3D graphic or 3D animation that includes surface texture and an environment in which it is placed.
Four		<b>Web Page Design</b> The site should contain animations, wav/avi/gif files, and students' own constructed images. Sites should consist of multiple pages demonstrating good graphic design and contain multiple links or hyperlinks.
Five		<b>Product Design</b> Develop and produce a product that uses the design and production techniques available to the graphics student. These may include video clips, T-shirt designs or prints, or packaging and/or manufacturing of a product.
Six		<b>Printing</b> Produce print runs using two current print technologies. Editions should show good and consistent print quality and registration.

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 that accompanies 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 *Common Assessment Tasks* booklet are available from the Curriculum Council and can be found, along with the syllabus for this subject, on the Curriculum Council home page (<http://www.curriculum.wa.edu.au>).

## Performance Criteria

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

### Outcome 1: Demonstrates and applies selected elements and principles of design to specific projects.

Satisfactory	High	Very High
The student explores examples of good graphic design through the organisation and structure of the elements and principles of design. Uses visuals to communicate to the client a design solution. Uses simple notation throughout the design procedure to describe the elements and principles of design used.	The student explores examples of good graphic design through the organisation and structure of the elements and principles of design, and uses design guidelines to generate and communicate to a client multiple design solutions in visual form for a particular problem. Uses some notation throughout the design procedure to describe the elements and principles of design used.	The student independently explores examples of good graphic design through the organisation and structure of the elements and principles of design. Contrasts and describes elements and principles of design and printing processes used in the production of graphics. Uses design principles to generate, justify and communicate to a client multiple design solutions for a chosen problem.

### Outcome 2: Displays methodology, initiative, flexibility and persistence in solving problems.

Satisfactory	High	Very High
The student consults manuals, texts, online resources and existing graphical productions to produce a solution, which has been subject to modification during the design procedure, which is accompanied by simple notation.	The student consults manuals, texts, online resources and existing graphical productions, persists in trying a variety of approaches to produce a solution, and shows initiative in making notated modifications.	The student independently consults manuals, texts, online resources and existing graphical productions, demonstrating persistence with trying different approaches to produce a solution with critical comparisons to other possible solutions. Uses comprehensive notation to develop and justify solutions.

### Outcome 3: Carries out a variety of roles independently and collaboratively to achieve identified goals.

Satisfactory	High	Very High
The student displays organisational skills, identifies and describes roles in a project, and contributes to the achievement of agreed goals.	The student demonstrates effective organisational skills, displays initiative when working towards the achievement of set goals, and reflects on their own and the collective contributions to the achievement of goals, including the modification of inappropriate behaviour.	The student independently and collaboratively displays motivation, independence, cooperation and responsibility when working towards the achievement of agreed goals. Reflects on their own and the collective contributions to the achievement of shared goals, including the realisation of inappropriate behaviour, and displays leadership in achieving agreed goals.

### Outcome 4: Uses appropriate resources relevant to the design and production requirements of a graphic product.

Satisfactory	High	Very High
The student, with guidance, selects and uses appropriate resources to develop and produce graphic products that reflect an understanding of the production process used.	The student selects and uses appropriate resources to develop and produce quality graphics products, and demonstrates an understanding of production parameters.	The student independently selects and uses appropriate resources to develop and produce quality graphic products, and demonstrates a comprehensive understanding of production parameters.

**Outcome 5: Demonstrates understanding of production parameters and graphics medium used in product development.**

<b>Satisfactory</b>	<b>High</b>	<b>Very High</b>
With guidance, the student demonstrates an understanding of the materials and production techniques used to produce a graphics product.	Through their investigation, the student can demonstrate an understanding of, and select the materials and production techniques required to produce a graphics product.	The student independently researches and evaluates appropriate materials and production techniques required in the production of a graphics product.

**Outcome 6: Presents solutions in verbal, graphical and written form.**

<b>Satisfactory</b>	<b>High</b>	<b>Very High</b>
The student can present in verbal, graphical and written form their basic concepts in developing the design solution.	The student can present in verbal, graphical and written form their concepts and solutions in developing the final design solution, using some of the criteria of the elements and principles of design, cost, production, and client requirements.	The student can present in verbal, graphical and written form their concepts and solutions in developing the final design solution, using the criteria of the elements and principles of design, cost, production, end user and client requirements.

## 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
- 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. Where there are more than 50% of outcomes with a final rating of ND an E grade is 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

This subject has been designed to be completed through a structured education program of approximately 110 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.