**Pre-approved Learning and Assessment Plan**

**Stage 2 Digital Communication Solutions (multimedia) (from 2022)**

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** | **D** | **C** | **S** | **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 **Digital Communication Solutions (multimedia)** — 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:Specialised Skills Tasks – 20%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| I | D | P | E |
| **Specialised Skills Task 1**  This task requires you to demonstrate your skills in the use of multimedia/game authoring software to produce a simple platform or top down adventure game.  The application should demonstrate your skills and knowledge in coding and multimedia authoring to produce from the following features:   * Character movement within set environment * Jumping and gravity if a platform game * Non-Player Character (NPC) dialogue * Incorporate 2 levels * Collectables * Score * Enemy threats * Shooting * Health and lives * tart screen and end screen   Through this skills task you will demonstrate your proficiency in the use of recommended processes and techniques, knowledge, and skills in the development of the specified outcomes. Past formative workshops can be accessed to assist in finding solutions; however, modifications to the code will be required to be successful.  Students will include a short 2minute validation video to demonstrate functionality and to evaluate solution features. |  |  | 1,2 | 1 | Individual practical Skills Task. Students have access to resources and are encouraged to collaborate on ideas and problem solving.  Students will have 3 weeks (15 x 45-minute lessons) in which to complete this task.  2 minute video walkthrough and evaluation. |
| **Specialised Skills Task 2**  This task requires the student to demonstrate their understanding of fundamental game design principles, including: game mechanics, player motivation, structure, and gameplay in a 2D environment. They will be required to demonstrate skills in creativity and innovation, critical thinking, problem solving, communication and collaboration.  Students will be required to produce ideas and concepts using ‘paper and rapid prototyping techniques’ to produce the following:   * Design/concept art for a player character * Set of simple storyboards that outline the goals/purpose of the game * Environment in which each scenario is set   The work will be presented in a digital multimedia format and include the following   * What genre is the game? * Your character design mock-ups including annotated information in relation to character actions and features. Evidence should include the process from sketch to digital mock-up. * 3-4 short storyboards of player challenges (win or lose scenarios)   The presentation must include narration to discuss the process employed (i.e. iteration/collaboration/surveys) and an evaluation /explanation of the final concepts produced. |  |  | 1,2 | 1 | Individual practical Skills Task. Students have access to resources and are encouraged to collaborate on ideas and problem solving.  Students will have 4 weeks (20x45 minute lessons) in which to complete this task.  1-2-minute validation video and a 300-word evaluation. |

Assessment Type 2: Design Process and Product – 50%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| I | D | P | E |
| **Solution Realisation**  Produce an interactive multimedia application or game for industry, education or entertainment.  **Investigation:**   * Students will develop a design brief that includes functional outcomes, aesthetic considerations, and constraints * Students will investigate and analyse products that clearly relate to their design brief. Throughout the investigation students will explore product features such as function, aesthetics and constraints in direct relation to their brief.   **Design, Develop and Plan:**   * Concepts that have been analysed from the Investigation phase should be developed through a series of drawings and sketches. * Ideas should be tested and modified accordingly to validate product features   **Production**   * Developing solutions to technical and coding problems that may arise during realisation. * Appropriate processes and techniques should be employed to produce the solution. * Developing practical and technological skills and applying them to a range of applications. * Critical production stages including annotated images will be included as supporting evidence of the production process.   **Evaluation:**  Students evaluate the design process and product they have created in response to their design brief and the product realisation process.   * A critical comparison of the solution with the requirements of the design brief, and an explanation of and justification for any changes made * Reflection on outcomes, with recommendations for possible improvement or redevelopment of designs or procedures * Evaluative observations about the student’s own skills development. | 1 | 1,2 | 1,2 | 1 | 14 weeks of lesson time weeks (70 x 45-minute lessons).  Investigation max 800-words written document including associated graphics.  Design, develop and plan max 600-words written document including associated graphics and sketches.  Production should incorporate a 1000-word annotated multimodal product record of the creation of the product  Evaluation max 600-words written document including associated graphics. |

Assessment Type 3: Resources Study – 30%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| I | D | P | E |
| **Part 1: Materials Investigation (I1, D2)**  In this topic, students will research and analyse the characteristics and properties of two materials that they are considering for use within their product solution. They will investigate and test the ways in which the properties of materials relate to their performance and make recommendations for selection and application.  A material could include the following:   * Sound effects (Wav, Mp3 or MIDI formats) * Graphics (Jpeg, Gif, RAW formats)   The investigation should involve processes, (quantitative and qualitative) and practical testing, comparative analysis and a summative evaluation. There should also be some information from secondary sources and include tables, comparative examples, images and graphs.  **Part 2: Issues Exploration (I1, E1)**  Research a related issue that can be linked back to your product. This will include the critical investigation/analysis of the individual, social, ethical or environmental effects of selected technological products or processes in a given situation. | 1,2 | 2 |  | 1 | Three weeks of lesson time weeks (15x45 minute lessons).  Written report should be a maximum of 1000 words.  One week of lesson time weeks (5x45 minute lessons).  Written report should be a maximum of 1000 words. |

*Please refer to the Stage 2 Design, Technology, and Engineering subject outline.*