**Stage 2 Digital Communication Solutions**

**Design, Technology and Engineering**

School Assessment

**Assessment Type 1: Specialised Skills Task 1**

Purpose

Students develop knowledge and skills through specialised skills tasks. They apply the skills, processes and techniques in the chosen context. This informs the design development for a solution in Assessment Type 2. Students evaluate and assess the development of their own skills in this assessment task. They review how these processes and techniques may influence their solution.

Description of task

Camera techniques;

Produce a set of 6 images to reflect skills in selected techniques of photography and present these in a personal photographic exhibition. The exhibition should reflect your interests, skills and abilities within the field of photography. The techniques of photography to use are:

* Long Depth of field
* Short Depth of field
* Frozen Motion
* Blurred Motion (available light)
* Panning
* Flash

Students will use digital editing in the final production of prints. Students produce 6 A4 sized Exhibition Quality Prints. One image for each technique of photography is required.

Students then evaluate each photography technique used and the planning and processes used in the creation of the personal photographic exhibition. Students may (if applicable) review the photographic techniques used and planning or exhibition strategies be used in their solution for Assessment Type 2.

Assessment conditions

Evidence for this assessment type should be provided in multimodal form to a maximum of 4 minutes, 600 words in written form or a combination of these.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

* Production (P1)
* Evaluation (E1)

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| Investigations and Analysis | | Design Development and Planning | Production | Evaluation |
| A | Comprehensive and insightful analysis of the design features of products, processes, materials, systems and/or production techniques  Purposeful research and critical analysis of ethical, legal, economic and/or sustainability issues | Insightful and comprehensive communication of design concepts using relevant technical language and visual representations  Insightful and thorough planning, development, testing and validation of design concepts and procedures | Highly proficient application of skills, processes, procedures and techniques to create a solution  Comprehensive development of solutions to technical problems that arise during the solution realisation | Comprehensive and insightful evaluation of the solution features, realisation process, and/or response to issues |
| B | Thoughtful and well-considered analysis of the design features of products, processes, materials, systems and/or production techniques  Detailed research and well-considered discussion of ethical, legal, economic and/or sustainability issues | Thoughtful and well-considered communication of design concepts using relevant technical language and visual representations  Well-considered planning, development, testing and validation of design concepts and procedures | Proficient application of skills, processes, procedures and techniques to create a solution  Thoughtful development of solutions to technical problems that arise during the solution realisation | Well-informed and detailed evaluation of the solution features, realisation process, and/or response to issues |
| C | Considered analysis of the design features of products, processes, materials, systems and/or production techniques  Research and some analysis of ethical, legal, economic and/or sustainability issues | Clear communication of design concepts using technical language and some visual representations  Competent planning, development, testing and validation of some design concepts and procedures | Competent application of skills, processes, procedures and techniques to create a solution  Development of solutions to technical problems that arise during the solution realisation | Considered evaluation of the solution features, realisation process, and/or response to issues |
| D | Identification of the design features of products, processes, materials, systems and/or production techniques  Some description of information about ethical, legal, economic and/or sustainability issues | Basic communication of design concepts using some technical language  Some planning and development of design concepts and/or procedures | Basic application of some skills, processes, procedures and techniques to create a solution  Some endeavour to develop solutions to technical problems that arise during the solution realisation | Some description of the solution features, realisation process, and/or response to issues |
| E | Attempted identification of the design features of products, processes, materials, systems and/or production techniques  Some accessing of information about ethical, legal, economic and/or sustainability issues | Superficial and simplistic communication of design concepts  Limited use of information to plan design concepts | Limited application of emerging skills  Attempted development of a solution to a technical problem | Emerging recognition of the solution features, realisation process, and/or response to issues |

Teacher comment:

Overall grade