HOMEWORK & DEADLINES:

Any student who fails to complete specific tasks or homework on set deadlines will be given a day's grace, and if still unfinished, will be put in **Supervised Study** that same day after school between 3:30-5:00.

Remember also, that is the policy of Hautlieu School that each students' should spend an average of up to 5 hours of homework per subject per week, and the homework set in this module reflects that commitment.

ASSESSMENT:

This unit is part of your first Coursework module and will be assessed using the following assessment criteria. Each assessment objective is awarded between 0-18 marks out of a total of 72 marks. Current grade boundaries are: A*= 66/72 A=59/72 B=48/72 C =38/72 D=28/72 E=17/72

Assessment Objectives A-Level Photography: (Edexcel)

A01 – Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

AO2 – **Explore** and select appropriate resources, media, materials, techniques and processes, reviewing and refining their ideas as work develops.

AO3 – Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

AO4 – Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

	0	0 Level 1 Limited ability			Level 2 Basic ability		Level 3 Emerging competent ability		Level 4 Competent and consistent ability		Level 5 Confident and assured ability			Level 6 Exceptional ability		Mark awarded					
Marks	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		16 1	7	18	
Assessment Objective 1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding	No rewardable material	of ide limite Susta focus inves show ability inforr conte other Limite in an and c	lopmen as sho ed abilit ined a ed tigatior limited y, parti med by extual a source ed abili alytical critical rstandii	ws ty nd ns d lailly and es ity	of ide basic Susta and fr invest basic, inform conte other Basic and c	analyti	ws ns are Illy nd es ical	Development of ideas shows emerging competence in ability Sustained and focused investigations show emerging competence informed by contextual and other sources Emerging competence in analytical and critical understanding		ng ability focused show petence d other petence nd	Development of ideas shows competent and consistent ability Sustained and focused investigations are competent and consistent, informed by contextual and other sources Competent and consistent analytical and critical understanding		Development of ideas shows confident and assured ability Sustained and focused investigations are confident and assured, thoroughly informed by contextual and other sources Confident and assured analytical and critical understanding			e e fii a tii c o E a a	Development of ideas shows exceptional ability Sustained and focused investigations are exceptional, thoroughly informed by contextual and other sources Exceptional analytical and critical understanding				
Assessment Objective 2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops	No rewardable material	to ex select to int Limit review ideas	Limited ability to explore and select appropriate to intentions Limited ability to review and refine ideas as work develops		explore and explore and in ability to and refine and refine is as work intentions intentions ited ability to ew and refine in ability to as work intentions ited ability to explore and refine in ability to review and refine in ability to and refine in ability to explore and refine in ability to ex		ing com ity to ex- elect app entions jing com ity to re- efine idea develops	plore ropriate petence view as as	Competent and consistent ability to explore and select appropriate to intentions Competent and consistent ability to review and refine ideas as work develops		Confident and assured ability to explore and select appropriate to intentions Confident and assured ability to review and refine ideas as work develops			Exceptional ability to explore and select appropriate to intentions Exceptional ability to review and refine ideas as work develops							
Assessment Objective 3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress	No rewardable material	limite partia to int Limite reflect		evant s	is ba part relev inter Basi refle on v	ty to masic and ially want to ntions c abilit ect criti work an press	d y to cally	shows compereieva intenti Emerg in abil critica	to recor emergin atence an nce to ions ging com ity to ref Ily on wo rogress	ng nd petence flect	compe consist relevat intenti Compe consist reflect		d nd ility to ly on	Ability to record is confident and assured, and relevant to intentions Confident and assured ability to reflect critically on work and progress		exceptional and relevant to intentions Exceptional ability to reflect critically on work and		ity	•		
Assessment Objective 4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements	No rewardable material	prese and r respo Limite realis and r conne	meaning onse ed abili se inten make	gful ity to ations where	to p pers mea resp Basi to re inter and conr whe	c abilit resent onal ar ningfu onse c abilit aalise ntions make nection re opriate	a nd I Y	in abil persor meani Emerg in abil intenti	ing com ity to pro- nal and ingful res- jing com ity to res- ions and ctions wi priate	esent a sponse petence alise make	consist presen and m respon Compe consist realise and m	etent an tent abi intentio ake ttions w	ility to sonal ful nd ility to ons	assure presen and ma respon Confide assure realise and ma	ent and d ability intentio ake tions wh	to mal l to ns	Exceptional ability to present a personal and meaningful response Exceptional ability to realise intentions and make connections where appropriate				

KEY SKILLS

SEVEN STEPS TO SUCCESS IN A-LEVEL PHOTOGRAPHY

1. RESEARCH To develop ideas and gain knowledge	AO1
2. ANALYSE To interpret images and demonstrate understanding	
3. PLAN To specify ideas and organise shoot	
4. RECORD To visualise, compose and photograph	AO3
5. EXPLORE To experiment, review, edit, refine, and modify pictures/shoots	AO2
6. EVALUATE To assess pictures and reflect on work	AO4
7. PRESENT To produce a personal work book and select, print and mount final o	outcomes

TRACKING SHEET: SUMMER TERM DEADLINE Wed 19 July						
Week 1: 12 – 18 June Tuesday 13 June Societe Jersiaise – all day Inspirations and starting point from the Photographic Archive and introduction to Tanja Deman's and Jonny Briggs practice. Sections to complete	Blog posts to improve/ Actions to take	Assessment Objectives Self-evaluate Award marks				
 Reflection on what you learned at SJ workshop. Devise and include the 3 questions that were presented to Jonny and Tanja / responses Include images that you made as response to tasks set by Tanja and Jonny plus evaluation and analysis Complete Artists references: Tanja Deman & Jonny Briggs (see BLOG for guidance) Deadline = Monday 19th June 		A01				
Week 2: 19 – 25 June Tuesday 20 June Hautlieu School / location – all day Workshop with Tanja on location in Jersey Sections to complete						
 Editing: Upload and process images from workshop using Lightroom. Experimentation: Select your best images and adjust accordingly in colour/ B&W Analyse: At least two images using this method of analysis: Description – Interpretation - Evaluation – Theory/Context Evaluation: Evaluate your outcomes in relation to Tanja's practice and theme of Environment 		A01, A02 & A03				

Week 3: 26 June – 2 July Independent Study: What Are Archives?	
Sections to complete	
 Research at least two photographers from the Photographic-Archive Societe Jersiaise and choose one photograph that illustrates the themes of Family or Environment from each. 	A01
 Analyse each image in detail using this method of analysis: Description – Interpretation - Evaluation – Theory/Context 	
3. Essay: Write a 1000 word essay and answer this question: <i>Whose Archive is it Anyway</i> ?	
To answer this question you need to reflect on Gareths Syvrets' talk at the Photo-Archive, read the text by theorist David Bate : <i>Archives, Networks and Narratives</i> and watch the Youtube clip and consider sub-questions listed on the blog.	
Extension: You MUST choose at least one of these options	A02, A03
B) Explore your own family/ personal archives over the Summer and make a blog post with some of the material and describe how it will inform and develop your Personal Investigation. Ask parents, grand-parents and other family members to look through photo-albums, letters, boxes etc.	
C) Plan at least one photo-shoot and make a set of images that respond to your research above and/ or Personal Investigation.	
Deadline: Mon 3 July	

Week 4: 3 – 9 July	
Tuesday 4 July Hautlieu School – normal lesson time	
Workshop with Jonny in the Photographic Studio – bring personal objects/items	
workshop with Johny in the Photographic Studio – bring personal objects/items	
Sections to complete	
1. Editing: Upload and process images from workshop using Lightroom.	A01, A02 &
2. Experimentation: Select your best images and adjust accordingly in	A03
colour/ B&W	
3. Analyse: At least two images using this method of analysis: Description	
– Interpretation - Evaluation – Theory/Context	
4. <i>Evaluation:</i> Evaluate your outcomes in relation to Jonny's practice and	
theme of Family	
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Week 5: 10 – 16 July	
Tuesday 11 July Hautlieu School – normal lesson time	
Workshop with Tanja developing photo-montage skills from on-location shoot.	
Sections to complete	
1. Editing: Upload and process images from workshop using Lightroom.	A03 & A04
2. Experimentation: Select your best images, make adjustment and	
experiment with montage/ collage techniques using Photoshop and/ or	
analogue processes	
3. Analyse: Annotate creative processes used and analyse final outcomes	
using this method of analysis: Description – Interpretation - Evaluation	
– Theory/Context	
4. <i>Evaluation:</i> Evaluate your outcomes in relation to Tanja's practice and	
theme of Environment	
Week 6: 17 – 21 July	
Tuesday 18 July Hautlieu School – normal lesson time	

Works	hop with Jonny developing photo-montage skills from studio shoot	
Section	ns to complete	
1. 2.	Editing: Upload and process images from workshop using Lightroom. Experimentation: Select your best images, make adjustment and experiment with montage/ collage techniques using Photoshop and/ or analogue processes	
3.	Analyse: Annotate creative processes used and analyse final outcomes using this method of analysis: Description – Interpretation - Evaluation – Theory/Context	
4.	<i>Evaluation:</i> Evaluate your outcomes in relation to Jonny's practice and theme of Family	
Final D	eadline: Wed 19 July	