

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)

AO1 – 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.

Marks	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
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Objectives																				
Assessment Objective 1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding	No rewardable material	Development of ideas shows limited ability Sustained and focused investigations show limited ability, partially informed by contextual and other sources Limited ability in analytical and critical understanding			Development of ideas shows basic ability Sustained and focused investigations are basic, partially informed by contextual and other sources Basic analytical and critical understanding			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			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			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	Limited ability to explore and select appropriate to intentions Limited ability to review and refine ideas as work develops			Basic ability to explore and select appropriate to intentions Basic ability to review and refine ideas as work develops			Emerging competence in ability to explore and select appropriate to intentions Emerging competence in ability to review and refine ideas as work develops			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	Ability to record is limited and partially relevant to intentions Limited ability to reflect critically on work and progress			Ability to record is basic and partially relevant to intentions Basic ability to reflect critically on work and progress			Ability to record shows emerging competence and relevance to intentions Emerging competence in ability to reflect critically on work and progress			Ability to record is competent and consistent, and relevant to intentions Competent and consistent ability to reflect critically on work and progress			Ability to record is confident and assured, and relevant to intentions Confident and assured ability to reflect critically on work and progress			Ability to record is exceptional and relevant to intentions Exceptional ability to reflect critically on work and progress			
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	Limited ability to present a personal and meaningful response Limited ability to realise intentions and make connections where appropriate			Basic ability to present a personal and meaningful response Basic ability to realise intentions and make connections where appropriate			Emerging competence in ability to present a personal and meaningful response Emerging competence in ability to realise intentions and make connections where appropriate			Competent and consistent ability to present a personal and meaningful response Competent and consistent ability to realise intentions and make connections where appropriate			Confident and assured ability to present a personal and meaningful response Confident and assured ability to realise intentions and make connections where appropriate			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

A01

2. ANALYSE

To interpret images and demonstrate understanding

3. PLAN

To specify ideas and organise shoot

4. RECORD

To visualise, compose and photograph

A03

5. EXPLORE

To experiment, review, edit, refine, and modify pictures/shoots

A02

6. EVALUATE

To assess pictures and reflect on work

A04

7. PRESENT

To produce a personal work book and select, print and mount final outcomes

TRACKING SHEET: SUMMER TERM

DEADLINE Wed 19 July

<p>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.</p> <p>Sections to complete</p>	<p>Blog posts to improve/ Actions to take</p>	<p>Assessment Objectives Self-evaluate Award marks</p>
<ol style="list-style-type: none"> 1. Reflection on what you learned at SJ workshop. 2. Devise and include the 3 questions that were presented to Jonny and Tanja / responses 3. Include images that you made as response to tasks set by Tanja and Jonny plus evaluation and analysis <p>Complete Artists references: Tanja Deman & Jonny Briggs (see BLOG for guidance) Deadline = Monday 19th June</p>	<p>Complete</p>	<p>A01</p>
<p>Week 2: 19 – 25 June Tuesday 20 June Hautlieu School / location – all day <i>Workshop with Tanja on location in Jersey</i></p> <p>Sections to complete</p>	<p>Complete</p>	
<ol style="list-style-type: none"> 1. <i>Editing: Upload and process images from workshop using Lightroom.</i> 2. <i>Experimentation: Select your best images and adjust accordingly in colour/ B&W</i> 3. <i>Analyse: At least two images using this method of analysis: Description – Interpretation - Evaluation – Theory/Context</i> 4. <i>Evaluation: Evaluate your outcomes in relation to Tanja’s practice and theme of Environment</i> 		<p>A01, A02 & A03</p>

<p>Week 3: 26 June – 2 July</p> <p>Independent Study: What Are Archives?</p> <p>Sections to complete</p>		
<ol style="list-style-type: none"> 1. 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. 2. Analyse each image in detail using this method of analysis: <i>Description – Interpretation - Evaluation – Theory/Context</i> 3. Essay: Write a 1000 word essay and answer this question: <i>Whose Archive is it Anyway?</i> <p>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.</p> <p>Extension: You MUST choose at least one of these options</p> <p>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.</p> <p>C) Plan at least one photo-shoot and make a set of images that respond to your research above and/ or Personal Investigation.</p> <p>Deadline: Mon 3 July</p>	<p style="color: red;">1 & 2 not complete</p> <p style="color: green;">Essay complete – read over it and do a final draft</p>	<p>A01</p> <p>A02, A03</p>

<p>Week 4: 3 – 9 July Tuesday 4 July Hautlieu School – normal lesson time <i>Workshop with Jonny in the Photographic Studio – bring personal objects/items</i></p> <p>Sections to complete</p>	<p>Complete</p>	
<ol style="list-style-type: none"> 1. <i>Editing: Upload and process images from workshop using Lightroom.</i> 2. <i>Experimentation: Select your best images and adjust accordingly in colour/ B&W</i> 3. <i>Analyse: At least two images using this method of analysis: Description – Interpretation - Evaluation – Theory/Context</i> 4. <i>Evaluation: Evaluate your outcomes in relation to Jonny’s practice and theme of Family</i> 		<p>A01, A02 & A03</p>
<p>Week 5: 10 – 16 July Tuesday 11 July Hautlieu School – normal lesson time <i>Workshop with Tanja developing photo-montage skills from on-location shoot.</i></p> <p>Sections to complete</p>	<p>Completed two sketch photo montage need to complete final</p>	
<ol style="list-style-type: none"> 1. <i>Editing: Upload and process images from workshop using Lightroom.</i> 2. <i>Experimentation: Select your best images, make adjustment and experiment with montage/ collage techniques using Photoshop and/ or analogue processes</i> 3. <i>Analyse: Annotate creative processes used and analyse final outcomes using this method of analysis: Description – Interpretation - Evaluation – Theory/Context</i> 4. <i>Evaluation: Evaluate your outcomes in relation to Tanja’s practice and theme of Environment</i> 		<p>A03 & A04</p>
<p>Week 6: 17 – 21 July Tuesday 18 July Hautlieu School – normal lesson time</p>		

<p><i>Workshop with Jonny developing photo-montage skills from studio shoot</i></p> <p>Sections to complete</p>		
<ol style="list-style-type: none">1. <i>Editing: Upload and process images from workshop using Lightroom.</i>2. <i>Experimentation: Select your best images, make adjustment and experiment with montage/ collage techniques using Photoshop and/ or analogue processes</i>3. <i>Analyse: Annotate creative processes used and analyse final outcomes using this method of analysis: Description – Interpretation - Evaluation – Theory/Context</i>4. <i>Evaluation: Evaluate your outcomes in relation to Jonny’s practice and theme of Family</i> <p>Final Deadline: Wed 19 July</p>		