



## Year 9 Photographic and Digital Media

### Task 3: Research and Journal

**Due Date:** Friday 31st October, 2025

**Task Distributed:** Friday 17th Oct, 2025

**Unit:** Digital Manipulation and Organisation

**Task Type:** Folio and Reflection

**Task Weighting:** 25%

**Outcomes:** 1, 3

#### Task Description

This assessment task requires students to create a website documenting all photographic work that they have completed in class up to the hand-in date in the style of a professional website.

Students will need to research different websites from professional photographers for inspiration and ideas. What information to include will be up to the student based on their research.

The website must document six images demonstrating digital manipulation techniques to address the following themes

- \*Change the sky
- \*Levitation
- After the Apocalypse
- Ghost
- Hybrid Creatures
- Make Me Famous

Themes marked with an asterisk\* must be done. The other four images can be made up of any combination of the other four themes.

The website must also contain a statement from the student, describing their photographic practice in response to questions supplied in the support materials included with this notification.

Students are responsible for ensuring that all links and pages within their website works correctly and shows a variety of content types including but not limited to an image carousel, a collapsible group, buttons, and a shortcut for contacting them via school email.

#### NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

- Analyse: Identify components and the relationship between them.
- Demonstrate: Show by example

Check the NESA Glossary of Key Words for further guidance

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

#### Details of Submission

The website link for this task is to be submitted digitally through the class Moodle by 11:59 on the due date: Friday 31st October, 2025

## Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within 14 Days of the due date.
- At this time, feedback including information on how to improve will be provided through a class discussion relating to the assessment rubric.
- Students can clarify or seek further feedback by speaking with their teacher.
- You will also receive feedback on your literacy performance based on the criteria in the school's literacy marking rubric. The marks achieved for literacy will account for between 10% – 20% of the maximum task value.

Upon return of the task, students will also be expected to complete a self-reflection.

Students will reflect on the completed task through the completion of a self-reflection form in the Week 7A Formative Task which will include aspirational statements for improved learning.

## How does this link to my learning?

- The completion of this task links to student learning by directly utilising skills and knowledge developed in class during Terms 1, 2, 3, and 4.
- Through the completion of this task, students will receive feedback about their progress in this course and how successful they are in producing high-quality practical work
- The Assessment Outcomes for this Task are:
  1. Develops a range of photographic and digital methods with an understanding of the function of artmaking and how perspectives affect meaning.
  3. Can interpret and explain photographic and digital works by examining procedures and concepts of the artist through critical and historical studies

## Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available on the school website under the Learning Tab for each year group.

MARKING CRITERIA	Descriptors				
	E Limited	D Basic	C Sound	B High	A Outstanding/Extensive
Develops a range of photographic and digital methods with an understanding of the function of artmaking and how perspectives affect meaning.					
Six Digitally Manipulated Imaged	1-2 limited accomplishment in use of photoshop has been demonstrated. An attempt has been made to create a digitally manipulated image with a strong reliance on AI	3-4 basic accomplishment in use of photoshop has been demonstrated: transitions between manipulated areas, colour and tone, shadows and edges are uneven and unnatural-looking across most of the images	5-6 sound accomplishment in use of photoshop has been demonstrated: transitions between manipulated areas are smooth, colour and tone is consistent, shadows appear natural and all edges are refined in places in the supplied images	7-8 high accomplishment in use of photoshop has been demonstrated: transitions between manipulated areas are smooth, colour and tone is consistent, shadows appear natural and all edges are refined in most places in the supplied images	9-10 outstanding accomplishment in use of photoshop has been demonstrated: seamless transitions between manipulated areas, colour and tone is consistent, shadows appear natural and all edges are refined in the supplied images
	1 manipulated images show limited use of imagination or humour with limited evidence of an idea related to each theme	2 manipulated images show some use of imagination and/or humour with limited evidence of an idea related to each theme	3 manipulated images show some use of imagination, humour and/or evidence of an idea related to each theme	4 manipulated images show use of imagination, humour and/or evidence of an idea related to each theme	5 manipulated images show sophisticated use of imagination, humour and/or evidence of an idea related to each theme
	1 the group of works is largely incomplete and what is supplied is limited in refinement	2 there are inconsistencies across the group of works with most being unresolved or refined	3 there are inconsistencies across the group of works with some being much less resolved than others	4 most images are of the same standard across the group of works	5 standard of resolution and photography is consistently high across the group of works
Can interpret and explain photographic and digital works by examining procedures and concepts of the artist through critical and historical studies					
Artists Statement	1-2 Artist's statement shows limited understanding of photographic procedures	3-4 Artist's statement shows basic understanding of photographic procedures	5-6 Artist's statement shows developing understanding of photographic procedures	7-8 Artist's statement shows developed understanding of photographic procedures	9-10 Artist's statement shows highly developed understanding of photographic procedures

## Literacy Rubric

LITERACY MARKING CRITERIA	Descriptors				
	0	1	2	3	4
<b>Vocabulary</b> Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect	- Symbols or drawings	- Only simple and nontechnical words are used.	- Some precise and technical words are used.	- Sustained use of precise and technical words.	-Sustained, consistent and fluent use of precise and technical words.
<b>Punctuation</b> Use of correct and appropriate punctuation for effect and to aid in reading of the text	- No or minimal evidence of correct sentence punctuation (less than 25%)	- Limited evidence of correct sentence punctuation (at least 25%)	- Some correct sentence level punctuation (at least 50%).	- Mostly correct sentence level punctuation (80%) and <i>at least two</i> examples of other punctuation.	-Writing contains accurate use of all applicable punctuation.
<b>Sentences</b> Intentionally constructs a variety of sentences to match purpose and audience	- No evidence of sentences - Drawings, symbols, a list of words OR text fragments	- At least one sentence is used correctly.	- Some correct formation of sentences. (at least 50%)	- Most sentences (80%) are correct but are largely unsophisticated.	- All sentences are correct including sophisticated sentences.
<b>Paragraphs</b> Paragraphs are used to effectively structure information and partition events and ideas	- No correct use of paragraphing - may be a block of text or random breaks	- Ideas are separated, provide at least ONE correct break between ideas - Paragraphs may contain some unrelated ideas	- At least ONE paragraph is well structured and develops an idea	- All paragraphs are focused on one idea or a set of like ideas but may not be linked effectively.	- Paragraphing creates flow, connectivity and supports argument.
<b>Text Structure</b> Uses features of the appropriate text type	- No evidence of structural components of the appropriate text type	- Minimal evidence of the structural components of the appropriate text type.	- Some evidence of the structural components of the appropriate text type.	- Substantial evidence of the structural components of the appropriate text type.	- Coherent and controlled use of the appropriate structural components of the text type.

## Artist's Statement

*Create your artist's statement by responding to the following questions. These must be in sentences and organised into paragraphs where appropriate. It is expected that your response be at least 150 words and no greater than 200 words*

- How long have you been taking photographs?
- What got you interested in photography in the first place?
- What sort of images have you created in class this year in Photography?
- What skills did this require you to learn or refine?
- What sort of photography did you create this year that has interested you the most?
- What skills do you wish to continue to develop, whether you continue with Photography or not?
- How do you see yourself engaging with photography in the future?
- Write a sentence that relates to you as a photographer.

### Sample Response:

I have been taking photographs for about four years, starting when I borrowed my dad's camera and realised how powerful images can be in telling stories. This year in class, I explored a variety of styles including portraits, street photography, and macro shots. Creating these images helped me improve my understanding of composition, lighting, and post-processing techniques. I found portrait photography the most engaging because it captures human emotions and connections. Moving forward, I want to continue developing my technical skills, especially in lighting and editing, as well as my creative eye for unique perspectives. Whether I pursue photography professionally or as a hobby, I see it as a meaningful way to document life and express myself. Photography has become a valuable part of how I observe and connect with the world around me.