COMPUTER GRAPHICS AND DESIGN 3
COURSE CODE: CGD315113

FOLIO GUIDELINES

These guidelines provide students, teachers and markers with details about what students have to do for the Extended Design Project that forms part of their external assessment for this subject.

This document does not repeat essential information found in other documents and must be read in the context of:

- THE COURSE DOCUMENT
  [www.tasc.tas.gov.au/course/CGD315113]
- THE TASC GUIDE TO AUTHENTICITY AND ACADEMIC INTEGRITY
  [www.tasc.tas.gov.au/1468]


RESOURCE REQUIREMENTS

Students undertaking this course must have access to appropriate industry-standard graphics software applications and suitable hardware to enable the efficient operation of such applications.

The final folio MUST be submitted in electronic format by the student to their teacher for external assessment by 5.00pm on 25 October 2017.

The teacher cannot extend this published final 'due to teacher date' however they may set an earlier deadline for the purpose of internal assessment.

ADVICE TO STUDENTS

THE EXTENDED DESIGN PROJECT

You will undertake an extended design project using computer generated graphics, or digital content, in a field of design.

As part of the Extended Design Project, you must:

- provide a clear, concise design brief
- follow a structured design process as evident in a commercial setting
- prepare a presentation of your design process and a written analysis essay for external assessment
- use contemporary digital design methods in the presentation of the project.
You must work within a contemporary design context, creating content in, and for, a digital environment. Your project will use design principles, processes and practice to explore the diverse range of possibilities available for designing and creating visual content in the digital world.

Your project must be presented in digital media format as specified in the course document. Presentation of your Design Project must be to the accepted standards of the specialised area being studied.

When choosing the subject of your design project you must take into consideration environmental and social factors. You must fully justify your choice in the documentation of your design process and your teacher must approve it. The projects must have rigor in terms of design and design process, including context and purpose.

Your Folio content must be comparable with, or lower than, the M classification category (content is moderate in impact) of the Australian National Classification Scheme www.classification.gov.au. Classifiable elements are themes, violence, sex, language, drug use and nudity. Material that does not comply with this classification category will not be marked.

**PROJECT REQUIREMENTS**

You must submit projects on a USB.

Examiners MUST be able to view the displayed work in a maximum of four minutes (including opening titles, credits, etc.). Any material that exceeds 4 minutes will not be viewed.

All your work must clearly state the title of the project. Sketches to show development of the initial concept through to final design ideas must accompany the project. Storyboards are an essential aspect of any animation or motion graphic sequence. Sketches and storyboards must be included in your folder for submission.

Material such as brochures and Internet based information will not be assessed as part of the project but may be included to substantiate evidence of research. Such information must demonstrate a direct connection to the project’s design development.

Animation and motion graphic sequences must adhere to a range of maximum time limits as follows:

- Commercial: 30 or 60 seconds maximum
- Story/music clip: 3 minutes maximum
- Industrial walk through or process: 3 minutes maximum
- Special effect sequences: 3 minutes maximum

You must acknowledge and clearly state any 3D objects/images used in the project from an outside source on the Extended Design Project Proforma.

A folder will be provided to you through your school in which to submit the required material for external assessment.

You must complete and submit the Extended Design Project Proforma available on the TASC website at http://www.tasc.tas.gov.au/_course/CGD315113 with your folio.
PRESENTATION

Your project folio must be submitted in digital format using a USB.

You are advised to check this copy carefully prior to submission, as TASC WILL NOT be responsible for files that are non-operational and cannot be viewed by examiners, therefore CANNOT be assessed.

The TASC will provide a folder for you to include the hard copy supporting documentation that accompanies your electronic version. This will be the Extended Design Project Proforma and the TASC Candidate Declaration form. You must also include the digital version of your project folio (USB) in your folder. The completed TASC candidate declaration form MUST be stapled to the front of the folder.

Your work must be identified by your TASC candidate number ONLY. Your name or the name of your school must NOT appear anywhere in the folio.

All projects must include the following as part of your folio:

- A Design Brief: a reproduction of an existing design is not a ‘design’ project.
- It is essential that you provide evidence of research through sketches that show development of design solutions to prove that the major project design is your own original work. Storyboarding for animations or motion graphic sequences as well as site maps for web based interactive projects is also essential. Any commercially published material provided by you must have a stated clear link to the project.
- You must also include screen grabs and supportive summary text that explains the project production process using computer graphics applications to prove the project is your original work.
- Any content NOT generated by you must be acknowledged correctly.

Note: No physical projects will be accepted for external assessment. Any physical projects submitted (e.g., 2D models or 3D models) will be returned to your school and NOT assessed.

The graphics heavy nature of Computer Graphics and Design folios must be considered in the submission of the final document, you must consider the final purpose of the document, in this case it is for external assessment through the TASC eMarking process.

The folio MUST be a single coherent folio presentation and not a series of separate files. It MUST be submitted as a PDF and/or MP4 generated from a word processor, desktop publishing or presentation application, or as an interactive content space.

Students should ensure they have:

- made considered use of graphical elements
- properly optimised images used in the folio presentation.

This kind of optimisation should be standard, it will ensure the folio content will be stable and displayed in the format that the candidates wished them to be.

Animated content produced by the student may be submitted as a file separate to the design folio but MUST reflect contemporary screen aspect ratios and have an appropriate compression codec applied.

To this end, we ask that teachers and students work together – to ensure that animation files submitted for assessment MUST be no larger than 100 megabytes.
RESEARCH ANALYSIS ESSAY

You must include a research analysis essay (approximately 1500 words) that highlights clear links between the chosen design specialisation and the industry that is most relevant to your project work. The essay must include typical design considerations referencing a contemporary or historical perspective, computer graphic production processes and industry examples relevant to the specialisation area in the essay content.

The research analysis essay is NOT a commentary of the design process undertaken by the student but a higher level analysis of the specialisation area under study.

A plan for your research analysis essay in the form of a mind map or as series of notes outlining the format of the essay must also be included.

NOTE: Students will be penalised against criterion 6 if referencing conventions are not appropriately used. Refer to TASC Guide to Academic Integrity (http://www.tasc.tas.gov.au/1468).

ADVICE TO TEACHERS

The projects will be marked by a panel of examiners (that includes the Chief Marking Examiner) at a centralised location.

INSTRUCTIONS TO MARKERS

Projects will be assessed on:

Criterion 5  Demonstrate knowledge and understanding of design principles and elements
Criterion 6  Demonstrate understanding of the context and process of design
Criterion 8  Competently use digital technologies to create content.

TASC will seek Expressions of Interest via an electronic register from current and former teachers of Computer Graphics and Design interested in marking the Folio. Markers will be selected from these expressions of interest. More information will be available later in the year about this register via the TASC website.

MARKING GUIDE

The following explanations are used to assist in achieving a common standard in marking.

Explanation of Criterion 5: *Demonstrate knowledge and understanding of design principles and elements

This criterion is used to assess the degree to which a student can employ the elements and principles of design when solving design problems in a range of contexts. The knowledge of elements and principles appropriate to the design context are an important consideration.

For example, a scenario may be to design a consumer product. The solution to such a problem may be found by applying the appropriate rules of form, function and aesthetics while also considering sustainable, ethical, social and environmental impacts.

A student’s understanding may be demonstrated by various means, including: the manipulation of design principles and elements in the production of design solution; and verbal or written discussions.
TYPICAL EVIDENCES:

- Use of a camera in a 3D Scene—composing a still or animated render sequence, use of aesthetic qualities like balance, depth, proportion, contrast, colour, scale, rule of thirds, hierarchy etc.
- Graphic Design in electronic illustration or screen. — balance, proportion, harmony, contrast, depth, colour, scale, proportion, hierarchy, rule of thirds etc. (refer to Project Requirements — page 2)
- An understanding of basic structural components and materials where applicable.
- Images and typography - appropriate application of principles and elements of design in images and basic rules of typography followed in layout, selection and formatting of type.
- Some indications that the concept of Form and Function are adequately addressed and that these take into account appropriate / relevant precedents.
- If the design is product based, would it function well and have potential commercial success in the real world?
- 3D printed model or physical model/installation (scanned images or digital photographs of the model only)
- 3D based design — appropriate application of scale and proportion in overall consideration of form and functional aspects of the design.
- Use and application of appropriate functional and form considerations in a design solution and how these are interrelated with visual, tactile and aesthetic design factors and social and ethical considerations where appropriate to the context of the design.

Explanation of Criterion 6: *Demonstrate understanding of the context and process of design

This criterion is used to assess the degree to which a student can apply the process of design in developing solutions to teacher directed and self-generated scenarios. It also provides scope for students to develop understanding of the historical context of design and how this has impacted on the social, economic and environmental fabric of contemporary society.

For example, the extended project must document the design brief, concept development, production and evaluation stage to provide evidence that each stage of the design process has been addressed.

A student’s understanding may be demonstrated by various means including: addressing the stages of design in the production of design solutions and verbal or written discussions.

Standard elements relating to academic integrity are included here to ensure that there is an externally assessed focus on academic integrity.

TYPICAL EVIDENCES:

- Industry Analysis Essay — historical and current contexts, contemporary society — computer graphics and design based industries.
- Evident use of a design process/various stages — reflective of what is seen typically in industry/workplace, that is, projects reflect a resolved design process consisting of a developed proposal or brief, design research and concept development, appropriate production of the solution and appraisal of outcomes from the process
- A design process related to the type or style of project, e.g. House=architectural process.
- Referencing— correct and complete
- A Design brief including elements of the target audience, requirements, limitations, context, project management
• A Student evaluation of the project design outcomes

• Evolutionary sketches that show design concept development from raw concepts progressively through to fully resolved design solutions. Ideally this would include documented evidence of concepts that have been eliminated / excluded from the process.

• Evolution of the design through screenshots with annotations of computer graphic production processes and around any modifications to the original proposed design concept.

Explanation of Criterion 8: *Competently use digital technologies to create content
This criterion is used to assess the degree to which a student can express their design ideas using a range of techniques and software applications. It enables the student to comply with standards and conventions across a range of design contexts that are teacher directed or within their chosen area of specialisation. This could be as simple as knowing and applying appropriate screen resolution and frame rate settings to an animation.

A student’s understanding may be demonstrated by the completion of teacher-directed design tasks and through the completion of the externally assessed folio.

TYPICAL EVIDENCES:

• Level of mastery of digital content creation software e.g. use of correct resolution in any bitmapped based images, good topology flow and structures in 3D modelling processes.

• Standards and conventions like correct use of lighting and texturing, and/or rigging and motion.

• Animation techniques – use of camera, well-structured shots as opposed to the ‘rollercoaster’ effect, keyframing and tweening and/or use of frame by frame methods

• Scale and proportion

• Demonstration of competence across a range of digital content creation applications

• Animation and motion based content – selection of appropriate aspect ratio, codec, content resolution and compression for playback medium.