



# HULL ADULT EDUCATION CENTRE STANDARDS AND PROCEDURES

## For EVALUATIONS FOR CERTIFICATION And COURSE SYLLABUS

**SUBJECT/DEPARTMENT: OPTIONS:** CMP 5062-2-Graphics (Photoshop);  
5067-3-Job Search; 5069-3-Career Choice

**TEACHERS RESPONSIBLE FOR EXAM INVIGILATION:**  
Sheldon Macgillivray

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## STANDARDS IN ORDER OF THE ASSESSMENT PROCESS<sup>1</sup>

### STEP 1 : PROCEDURES BEFORE THE EXAM

**1.1 Criteria/evidence of support learning required for student to write the evaluation for certification:** 10 PROBLEM-BASED PROJECTS THAT ARE CONCENTRATED ON 10 MAIN AREAS OF PHOTOSHOP PRECEDE THE EXAM. CUMULATIVE GRADES OF THOSE 10 PROJECTS TO WRITE EXAM IS 75% IN ADDITION TO FORMATIVE ASSESSMENT THROUGHOUT

**1.2 Special exam conditions<sup>2</sup>:** THE CENTRE'S ADMINISTRATION IS AUTHORIZED TO IMPLEMENT THE MEASURES BELOW FOR ADULTS WITH SPECIAL NEEDS. A REPORT ANALYZING THE ADULT'S SITUATION MUST BE INCLUDED IN THE ADULT'S FILE. THE RELEVANCE OF THE MEASURE IN TERMS OF THE ADULT'S SPECIFIC NEED, AS RECOGNIZED BY WQSB COMPLEMENTARY SERVICES PERSONNEL, MUST BE INDICATED IN THE ADULT'S FILE.

- THE ADULT MUST USE THIS MEASURE REGULARLY AND THE ADULT MUST HAVE BEEN INVOLVED IN THE DECISION TO USE THIS MEASURE.
- A TOOL MUST NEVER PERFORM THE TASK FOR THE ADULT.

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<sup>1</sup> LOOK FOR ANY SANCTIONS RELATED TO "GEA" (GENERAL EDUCATION ADULT) IN *Administrative Guide for the Certification of Studies and Management of Ministerial Examinations*, Chapter 4 "Evaluation of Scholastic Learning" and Chapter 5 "Support Measures for the Evaluation of Learning" in [http://www.education.gouv.qc.ca/fileadmin/site\\_web/documents/dpse/sanction/Guide-sanction-2015\\_ang.pdf](http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/sanction/Guide-sanction-2015_ang.pdf)

<sup>2</sup> Refer to 5.2.2 "Support Measures" in *ibid.*  
or 5.2.2 "Mesures d'adaptation pour l'évaluation des apprentissages" *Guide intégré 2015*

- THE ADULT MUST BE CONTINUOUSLY MONITORED SO THAT IT CAN BE CONFIRMED ON HIS OR HER FINAL COPY THAT HE OR SHE HAS USED THE AUTHORIZED MEASURE.
- EXTENDING THE TIME ALLOTTED FOR THE EXAMINATION BY UP TO ONE THIRD OF THE TIME NORMALLY ALLOWED. THE EXAMINATION MUST, HOWEVER, BE ADMINISTERED IN A SINGLE DAY AND CERTAIN ARRANGEMENTS MUST BE MADE TO ENSURE THAT THE TIME IS EXTENDED WITHOUT THE ADULT COMING INTO CONTACT WITH OTHER ADULT LEARNERS DURING LUNCHTIME OR BREAKS.
- ALLOWING THE PRESENCE OF AN ATTENDANT (INTERPRETER, INVIGILATOR, ETC.) WHO PROVIDES THE ADULT WITH THE NECESSARY ASSISTANCE RELATIVE TO THE SPECIFIC NEEDS IDENTIFIED IN THE ADULT'S FILE. THE ATTENDANT MUST NOT ASK ANY LEADING QUESTIONS, CLARIFY QUESTIONS BY EXPLAINING THEM, MAKE SUGGESTIONS THAT MIGHT INFLUENCE THE ADULT'S ANSWERS, CORRECT SPELLING OR GRAMMAR OR MAKE ANY CHANGES WHATSOEVER TO THE ADULT'S ANSWERS.
- THE ATTENDANT MAY READ AN EXAMINATION TO THE ADULT, EXCEPT WHEN THE READING COMPETENCY IS BEING EVALUATED IN THE LANGUAGE OF INSTRUCTION.
- ALLOWING STUDENTS TO USE A READING AID (E.G. VOICE SYNTHESIZER) AND A WRITING AID (E.G. GRAMMAR AND SPELLING SOFTWARE, WORD PREDICTION SOFTWARE) FOR THE MINISTERIAL EXAMINATIONS (INCLUDING READING COMPREHENSION EXAMINATIONS IN THE LANGUAGE OF INSTRUCTION).
- ANY VOICE RECOGNITION FUNCTION MUST BE DE-ACTIVATED FOR THE DURATION OF THE EXAMINATION THAT EVALUATES THE WRITING COMPETENCY.
- ALLOWING ADULTS TO USE A COMPUTER, WHILE RESPECTING CERTAIN CONDITIONS: LIMITING INTERNET ACCESS (EXCEPT FOR THOSE EXAMINATIONS WHERE SUCH ACCESS IS PERMITTED), PROHIBITING COMMUNICATION BETWEEN THE DIFFERENT WORKSTATIONS ON A NETWORK, PROVIDING TECHNICAL ASSISTANCE BEFORE AND DURING THE EXAMINATION SESSION, ENSURING THAT DOCUMENTS ARE SAVED SEVERAL TIMES THROUGHOUT AND PROVIDING A FINAL PRINTED COPY OF THE EXAMINATION IN 12-POINT FONT. THIS COPY MUST INCLUDE A FOOTER INDICATING THE ADULT'S NAME AND PERMANENT CODE, THE INVIGILATOR'S NAME, THE EXAMINATION COURSE CODE AND THE DATE OF THE EXAMINATION.
- ALLOWING ADULTS TO USE VARIOUS WRITING IMPLEMENTS.
- ALLOWING ADULTS TO GIVE THEIR ANSWERS USING A TAPE RECORDER.
- ALLOWING ADULTS TO USE A READING AID SUCH AS A MONITOR, MAGNIFYING GLASS OR INCLINED READING STAND.
- ALLOWING ADULTS TO TAKE THE EXAMINATION IN AN ISOLATED LOCATION, WITH SUPERVISION

**1.3 Identification of the student's name and student number and date of examination on all student booklets and mark summaries of all exams. SHELDON MACGILLIVRAY**

**1.4 Student's name MUST appear on course attendance list on the date s/he writes the course exam. SHELDON MACGILLIVRAY**

**1.5 Sequencing of exam parts: NA**

### **1.6 Prescribed time for administering exams** DETERMINED AS PER SPECIFIC EXAM REQUIREMENTS

- **Procedures to follow if exam is longer than 120 minutes: 3 HOURS UNDER TEACHER SUPERVISION**

### **1.7 Exam only conditions, if applicable:** STUDENT MUST DEMONSTRATE THAT PRIOR KNOWLEDGE MIRRORS COMPETENCIES REQUIRED TO WRITE THE EXAM AS PER COURSE CURRICULUM

### **1.8 Confidentiality of materials:**

- Designated area(s) for exam writing: CLASSROOM DESIGNATED AREA UNDER DIRECT SUPERVISION BY TEACHER THROUGHOUT THE DURATION OF THE EVALUATION

### **1.9 Theft or disappearance of ministerial exam materials:**

SHOULD A MINISTERIAL EXAMINATION BE STOLEN, THE EDUCATIONAL INSTITUTION MUST:

- PROMPTLY NOTIFY THE PERSON IN CHARGE OF THE CERTIFICATION OF STUDIES AND ADMINISTRATION OF MINISTERIAL EXAMINATIONS OF THE SITUATION
- PROMPTLY NOTIFY THE DIRECTOR OF THE DIRECTION DE LA SANCTION DES ÉTUDES, WHO, AFTER DISCUSSION WITH THE EDUCATIONAL INSTITUTION, WILL DECIDE ON THE IMMEDIATE COURSE OF ACTION
- SEND A WRITTEN REPORT TO THE DIRECTOR OF THE DIRECTION DE LA SANCTION DES ÉTUDES DESCRIBING THE CAUSES AND CIRCUMSTANCES OF THE THEFT
- WHEN A BREACH IN CONFIDENTIALITY IS BROUGHT TO THE ATTENTION OF A STAFF MEMBER OF A SCHOOL OR CENTRE, USE OF THIS MINISTERIAL EXAMINATION FOR THE PURPOSES OF EVALUATION OF LEARNING MUST STOP IMMEDIATELY.

- **Local exam materials:** CENTRE DIRECTOR NOTIFIED IN WRITING AND EXAM MUST BE ALTERED

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## **STEP 2: Procedures DURING THE EVALUATION PROCESS**

### **2.1 Authorized materials allowed during examinations:** LAB COMPUTER, PHOTOSHOP ELEMENTS 7.0

### **2.2 Use of electronic devices and cellphones:** LAB COMPUTERS AND PHOTOSHOP ELEMENTS 7.0 SOFTWARE PROGRAM

### **2.3 Academic offences**

- **Plagiarism:** WHEN A CANDIDATE IS DISCOVERED CHEATING OR DELIBERATELY ASSISTING ANOTHER PERSON, HIS OR HER COPY IS CONFISCATED AND S/HE IS ASKED TO LEAVE THE ROOM. THE FAIL CODE OR MARK OF 0 WILL BE TRANSMITTED TO THE MINISTRY. THE CENTRE WILL THEN DETERMINE WHETHER OR NOT, AND UNDER WHAT CONDITIONS, THE EVALUATION MAY BE RETAKEN. THE STUDENT MAY BE SUSPENDED FROM THE CENTRE SUBJECT TO ADMINISTRATIVE DISCRETION.

- **Cheating:** WHEN A CANDIDATE IS DISCOVERED CHEATING OR DELIBERATELY ASSISTING ANOTHER PERSON, HIS OR HER COPY IS CONFISCATED AND S/HE IS ASKED TO LEAVE THE ROOM. THE FAIL CODE OR MARK OF 0 WILL BE TRANSMITTED TO THE MINISTRY. THE CENTRE WILL THEN DETERMINE WHETHER OR NOT, AND UNDER WHAT CONDITIONS, THE EVALUATION MAY BE RETAKEN. THE STUDENT MAY BE SUSPENDED FROM THE CENTRE SUBJECT TO ADMINISTRATIVE DISCRETION.
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### **STEP 3: Procedures AFTER THE EVALUATION PROCESS:**

**3.1 Materials to be collected from student:** ELECTRONIC FILES, EXAM BOOKLET, DIGITAL FOLDER

**3.2 Marking and recording exam results:** EVALUATION OF THE EXAMINATION WILL BE DONE IN ACCORDANCE WITH CMP 5062-2 EVALUATION GUIDE ASSOCIATED WITH THE CMP 5062-2 EXAM. ALL RESULTS WILL BE SUBMITTED VIA WQSB RESULTS SHEET

**3.3 Copyright procedures for exam materials, if applicable** NA

**3.4 Student performance criteria :** 60% OVERALL

**3.5 Transmission of results:**

- **Deadline for transmission to office:** 5 WORKING DAYS FROM EXAM COMPLETION
- **Format of Academic Results sheet:** HAEC STUDENT RESULTS TEMPLATE

**Failure:** ECHEC AND SUBMIT MARK

**Course Complete:** INDICATE COURSE COMPLETE ON HAEC MARKS TEMPLATE

**Abandon:** AD

**3.6 Confidentiality of results:**

- AT NO TIME WILL EXAMINATIONS (CURRENT OR OBSOLETE) BE USED AS EVALUATION TO SUPPORT LEARNING OR AS CLASSROOM PRACTICE EXERCISES OR FOR PRETEST PURPOSES.
- NO INFORMATION RELATED TO THE CONTENT OF THE EXAMINATIONS WILL BE DIVULGED TO STUDENTS BEFORE THE EXAMINATIONS ARE ADMINISTERED.
- IN ORDER TO ENSURE THE INTEGRITY OF THE EXAMINATIONS, COPIES OF EXAMINATIONS AND RELATED MATERIALS (E.G. ANSWER SHEETS, WORK SHEETS, EVALUATION FORMS) MUST NEVER BE CORRECTED, SHOWN, GIVEN TO STUDENTS OR REVIEWED IN THEIR PRESENCE AFTER A MINISTERIAL EXAMINATION HAS BEEN ADMINISTERED. THIS IS TO ENSURE CONFIDENTIALITY AND EQUITY OF THE EVALUATION IN THE EVENT THAT IT IS USED AGAIN FOR A RETAKE, AS THERE ARE A LIMITED NUMBER OF VERSIONS OF EXAMINATIONS AVAILABLE.



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- EXAMS WILL BE CARRIED IN SEALED ENVELOPES OR BOXES AND STORED IN A LOCKED CABINET.
- TEACHERS WILL INFORM THE STUDENT OF HIS OR HER RESULTS AND ADVISE WHICH EVALUATION CRITERIA THEY HAVE FAILED WITHOUT COMPROMISING THE CONFIDENTIALITY OF THE EXAM.
- STUDENTS MAY RECEIVE THEIR EXAM RESULT THROUGH PRIVATE CONSULTATION WITH THE COURSE TEACHER, BUT MAY NOT SEE THEIR EXAMINATION PAPER POST-EVALUATION

### 3.7 Storage of WRITTEN EXAMS

- **Storage location of marked exams:** LOCKED OPTIONS LOCKER IN LOCKED MAIN OFFICE
- **Length of time to store written exams:** COMPLETED EXAMINATIONS ARE STORED FOR 3 YEARS
- **Shredding/disposal of written exams:** AFTER 3 YEARS EXAMINATIONS ARE SHREDDED BY A PRE-DESIGNATED, CERTIFIED COMPANY

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### Step 4: Procedures FOR EVALUATION RETAKES

**4.1 Entitlement to retakes:** THIS EXAMINATION MAY BE RETAKEN ONLY ONCE DUE TO LIMITED VERSIONS. STUDENTS MAY RETAKE THE EXAM ONLY IF THEIR SCORE IS BELOW THE REQUIRED 60% TO PASS. WHEN THE D.E.D. ESTABLISHES COMPULSORY MINIMUM REQUIREMENTS FOR EACH DISTINCT PART OF THE EXAM, THE STUDENT WILL REDO THE PART THAT S/HE HAS FAILED.

**4.2 Remediation process before first, second, third retake:** STUDENTS WILL REVIEW AREAS THAT ARE REQUIRED TO BE RE-EVALUATED PRIOR TO RE-TAKING THE EXAMINATION.

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### Teachers responsible for preparing *HAEC Standards & Procedures*:

School Year: 2017-2018

Name(s): SHELDON MACGILLIVRAY

Director: SCOTT CAVERS

Date: AUGUST 30, 2017

Signatures: \_\_\_\_\_

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## COURSE SYLLABUS

### **PRS 5067-3: CAREER CHOICE PRS 5069-3: JOB SEARCH**

**PRS 5067-3 is Career Choice** and worth 3 credits. Participation and 4 projects are evaluated individually out of 100% and averaged overall for the final result.

**PRS 5069-3 is Job Search** and worth 3 credits as well. Again participation and 4 projects are evaluated individually out of 100% and averaged overall for the final result.

### **PRS 5067-3 Career Choice Syllabus (quick glance)**

#### ***Unit 1-My Personal Profile*** **(Who am I? What can I do?)**

Through interactive discussion, video, group work and class involvement students begin to identify aptitudes, reflection of experiences, strengths, skills and personality traits that create a personal profile. This becomes the launch pad for the remainder of this course.

#### **4 themes (done in various forms: group, individual, class; written, video, verbal):**

- Reflection of Experiences (personal, school, work) .5 weeks
- Analysis of Aptitudes (students examine 3) .5 weeks
- Personality Traits (Myer' Briggs analysis) .5 weeks

**Assignment 1-My Personal Profile (written in pieces as per themes above, pieces put together to create the finished essay) .5 weeks**

#### ***Unit 2-COPS COPEs CAPS 1 week*** **(Based on what I can do, what would I be good at?)**

This is a formal assessment that measures values, interests and abilities that narrow their career choices down to 3 "Career Cluster" areas such as Science Professional, Service Skilled etc. Within these clusters are numerous careers to choose from.

#### **Assignment 2-COPS COPEs CAPS POPPLET RESEARCH PROJECT 1week**

-Students choose 1 career cluster, usually the highest scoring and explore next steps in reaching that job. This includes researching schools, tuition, years of study, average salary, demand in Canada, skills, aptitudes and experience needed for this type of work etc.

-They use Popplet to organize their work in a mind map.



### ***Unit 3-My Likely Career Choice .5 weeks***

This is a research based project where student choose 1 career from Career Clusters (Unit 2) and research it based on 10 criteria such as demand in Canada, average salary, prerequisite skills etc.

#### **Assignment 3-My Likely Career .5 weeks**

Create PowerPoint answering 10 criteria they will have to research and presenting this PowerPoint.

### ***Unit 4-Career Cruising .5 weeks***

#### **(Having narrowed down my career choice, what are my immediate next steps?)**

Students work within the Career Cruising site to make an extensive plan for immediate next steps. This plan includes an analysis of current credits and required prerequisites. They go through an extensive program that helps them plan the rest of their high school, helps them choose schools in the region to attend afterward, and goes as far as providing them information through video interviews of people in various occupations and what a day in the life of that job is like. This process helps the student make a plan to follow toward their career choice from Unit 3.

#### **Assignment 4-Career Cruising Portfolio .5 weeks**

-Students complete a portfolio education plan online at Career Cruising. They are required to submit this plan.

### **PRS 5069-3 Job Search Syllabus (quick glance)**

As above, the following 4 units begin with class, group, pairs and individual work that is around each concept and culminate into 4 projects. This side of the course is practical in nature where the first half, Career Choice, is very theoretical.

#### ***Unit 1-Cover Letter .5 weeks***

Students are introduced to the cover letter, its parts, good and bad examples and what a successful cover letter requires. Why they need one is also discussed. Students are exposed to video, article, reflection, and discussion.

#### **Assignment 1-Cover Letter .5 weeks**

In pairs students write a cover letter in a writing workshop process. Each section takes 1 day.

#### ***Unit 2-The Resume .5 weeks***

Students are introduced to the resume, its parts, good and bad examples and what a successful resume requires. Students are exposed to video, article, reflection, and discussion to enrich their understanding.

#### **Assignment 2-The Resume .5 weeks**

Through a writing workshop, students work in groups to develop each part of the resume such as Objective Statement, Skill Summary Statements, Experience sections etc. The group moves from section to section together and must assist one another to completion before moving to the next section. The culmination of this group work is a functional working resume.

#### ***Unit 3-Job Search online .5 weeks***

Students explore the working world and namely job sites. They learn how to create profiles, setup job alerts and where to look.

#### **Assignment 3-Job Search .5 weeks**

Students create a PADLET board of all sites and resources they encountered in their exploration of job search online. They setup job alerts and apply for real positions. The assignment itself becomes a go to tool long after the course as a place for each student to start their own job searches.





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### ***Unit 4-The Interview .5 weeks***

Students are introduced to the interview. They are provided material through video, article, scripts, interview formats such as STAR, types of questions, good strategies, handshaking, body language, dress, and of course, role playing.

### **Assignment 4-The Interview .5 weeks**

Students are formally interviewed by me for a job/career of their choosing. This is often a job they are actually applying for. They are required to bring their resume and cover letter, dress appropriately and have researched said company and job. They also must show their class book which they have been keeping in order throughout the term. We pretend it is a portfolio of sorts.

## **CMP 5064-2, CMP 5062-2: Course Syllabus Quick Glance**

### **PART A CMP 5064-2 Using a New Micro Computing Application** **(Mandatory) (Photoshop)**

#### ***Unit 1-Digital Photography***

Students learn digital photography techniques and apply them around the school. Each day a new technique is demonstrated via PowerPoint presentation and can be done with Smart Phones and not necessarily a high end camera.

#### **Project 1-Digital Workflow**

As Photoshop users, students go through the professional best practice of capturing an image, uploading an image, editing an image and saving an image.

#### ***Unit 2-The User Interface***

Students form groups of 3 and are provided a topic related to Photoshop's User Interface. Each group will provide a short lesson to the class on their respective areas and then have us apply our understanding by performing an activity in Photoshop.

Students consult Chapter 2: "The User Interface", explore the program itself, and watch a video to extend their understanding

#### **Project 2-The User Interface Lesson**

Student groups must submit a lesson plan, present their area on the Smart Board and have us perform an activity on Photoshop to apply what we have learned. When all groups have presented most of the user interface has been explored and explained and students have a much stronger foundation to move forward in the program

#### ***Unit 3-The Tool Bar***

Students consult Chapter 3: "The Toolbar PDF" as well as multiple video tutorials and in class demonstrations to understand how the tool bar works, and the tools available to them. This feature of Photoshop is the most heavily used and therefore we invest a lot of time in understanding it and how to use it.

### **Project 3-EHarmony Profile**

This project is problem based in that a client has contracted the student to make an image of them look much younger for their eHarmony profile. They are to take the older image and use the tools on the toolbar to attempt to make them look 20 years younger while keeping a realistic aspect to the original image.

### **Unit 4-Brush Styles**

Students consult a PDF lesson on Brushes and how to use them, download them, upload them to Photoshop and find them in the program. They also learn how to define brush tips and patterns. These are very useful aspects of the program as students move forward.

### **Project 4-Glve Marty Hair**

Students are asked to utilize pattern and brush knowledge, alongside the toolbar and user interface to add hair to Marty (a bald teacher at the school).

### **Unit 5-Layers**

Layers are heavily used in Photoshop. They are often used in advertising, movie posters, CD and DVD covers, game cover design, etc. Students consult the PDF Chapter 5: Layers, video tutorials and in class practice and demonstration before attempting the assignment.

### **Project 5-Movie poster/game/CD/DVD cover/Advertisement**

Students are asked to create 1 of 3 options and using 20-30 layer components, create movie poster, DVD/CD or Game box cover, an advertisement or a pre-approved project of their choice using layers.

### **Unit 6-Restoration**

Students consult Chapter 6: Restoration PDF, video tutorial and in class demonstrations prior to completing a project that encompasses damaged photo restoration, another industry standard for Photoshop professionals.

### **Project 6-Restore a damaged photo**

Students are asked to either bring in an old damaged photo or find one online. They are to restore the photo from its damaged state using aspects demonstrated and conveyed in the Chapter 6: Restoration PDF as well as shown in class.

### ***Unit 7-Filters and Effects***

Students consult Chapter 7: Filters and Effects PDF, video tutorial and in class demonstrations prior to completing this project. There is also a research component to explore different artistic styles and artists and choose one they prefer most.

### **Project 7-Art Impressionism**

Students are asked through research to choose an artist or art form they like. They are then asked to find a sample painting. Using Google Images they are to find a similar PHOTO to the painting. They are then asked to use the knowledge gained in Chapter 7 Filters and Effects to apply various filters and effects in Photoshop to attempt to re-create the painting on the photo, or to mimic the art style in general.

### ***Unit 8-Colour, Lighting, Tone***

Students consult Chapter 8: Colour, Lighting, Tone, video tutorial and in class demonstrations prior to completing this project. They are encouraged to explore the use of levels, adjustment layers and lighting to play with colour and tone in a photograph.

### **Project 8-Six Word Memoir**

Students are asked to find visual representations of their current perspective and play with the colour, lighting and tone within the image. They are then asked to add a 6 word memoir

to the image that ties in the mood of the colour, lighting and tone or vice versa, create a 6 word memoir and add it to an image and change colour lighting and tone to fit the mood and essence of it.

### **Project 9-Summative**

Students are asked to rely on all of their acquired knowledge in this project. They are to consult free, advance tutorials on a site called PH LEARN. Once chosen, they are to attempt to re-create the final product of that tutorial in our version of Photoshop. There is a high degree of difficulty involved as the tutorials do not use our older version of Photoshop. This is on purpose. Students are asked to apply their understanding of the program to find work-arounds and overcome obstacles to achieve the same outcome as the advance tutorials. This will require students to try a number of techniques, many times complex and in great combination to reach the outcome of the tutorial-thereby a great measure of their competency in the program.

### **Project 10-Participation mark and Padlet Portfolio**

Student attendance is average throughout the term to provide a participation mark weighted out of 50% of this project 10. Also, they have been keeping their finished work in an online gallery showcase designed by them on PADLET-this is also weighted 50%. Both of these marks out of 50% are combined to provide a Project 10 mark out of 100%. Students work on these throughout the term.

Students are required to complete these projects in their entirety and to 60% or higher overall average to obtain a successful result for CMP 5064-2

## **PART B CMP 5062-2 GRAPHICS (EXAM)**

After completing CMP 5064-2 students have met the pre-requisites to write CMP 5062-2 and do so immediately following the completion of the projects. This result is submitted as CMP 5062-2