

2024 - 2027

APPLIED VOCATIONAL CERTIFICATE IN  
**CREATIVE MEDIA**

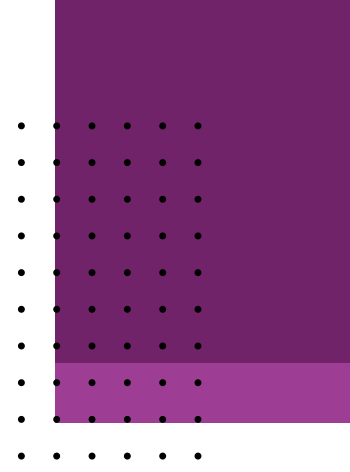


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**GOVERNMENT OF MALTA**  
MINISTRY FOR EDUCATION, SPORT, YOUTH,  
RESEARCH AND INNOVATION  
DIRECTORATE FOR STEM AND VET PROGRAMMES

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## Applied Vocational Certificate Programme

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The Applied Vocational Certificate (AVC) programme is designed to emphasize the practical application of vocational subjects, providing students with hands-on experience directly related to the workplace. This programme is aligned with the Malta Qualifications Framework (MQF) and offers a final certification at MQF Level 3, with exit points at MQF Levels 1 and 2. To earn the final certificate, candidates must complete all three units over the secondary cycle and meet the requirements for coursework and controlled assessments as outlined in the specific subject syllabi.

The AVC programme focuses on equipping candidates with both theoretical knowledge and practical skills relevant to specific industries, preparing them for future employability or education. This skills-based approach ensures that students develop the competencies necessary for the workforce while also providing a clear pathway for academic progression. The programme supports continuous learning, with opportunities to advance to post-secondary institutions that offer courses at MQF Levels 1-3, and potentially even higher, such as MQF Level 4. Recognized and accredited by various educational institutions, the AVC programme represents a vital step in the lifelong learning journey, aligning with both industry needs and educational standards.

Spanning over three scholastic years (Years 9, 10 and 11) and comprising 10 credits, the AVC programme fosters the development of technical and vocational skills in specific industries. This structure supports the holistic growth of candidates, preparing them not only for future employment but also for future academic pursuits in line with this policy's objectives and the relevant subject syllabi.



## Subject Programme

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The Award in Applied Creative Media (MQF 3) is designed to provide students with a comprehensive introduction to the dynamic world of media production. This course offers a mix of theoretical knowledge and hands-on experience, fostering both technical proficiency and creative expression. Throughout the program, learners will be exposed to the foundational elements of media, including photography, videography, audio recording, and post-production, equipping them with the skills necessary to create impactful media content.

The course cultivates a creative mindset while encouraging collaboration and independent work. By engaging with industry-standard equipment and techniques, students gain the confidence to pursue further studies or career opportunities. This program offers a strong foundation for personal and professional growth within the media industry.

By the end of the programme students will be able to:

- Operate professional equipment safely and responsibly.
- Create basic media content independently.
- Work effectively in a media environment as part of a team.
- Develop ideas for creative media content.
- Identify future career aspirations and opportunities within the media sector taking in consideration once inspirations and considerations.
- Evaluating own practical work, considering strengths and areas for development.
- Developing skills in communicating ideas through creative work and presentation.





## Assessment

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Throughout the three-year programme candidates will be assessed in order to ensure that the unit learning outcomes have been achieved. To achieve each outcome candidates must satisfy the Assessment Criteria for the respective unit, which criteria are listed in the sections below. Assessment will be carried out through different components, which together add up to a global mark of maximum 300 marks.

The components include:

### Coursework:

This refers to the two assignments set by teachers and given to candidates once internally verified. Each assignment should contain both written and practical tasks. An Assessment Front Sheet is to be completed for every assignment. Once the candidate's work is corrected, marks and feedback are to be inputted in the Assessment Front Sheet of each candidate. These assessment decisions, like the assignment briefs, also need to be internally verified.

### Controlled Assessment:

This refers to the assessment set by the Director and issued through the Education Assessment Unit (EAU) during the last term of the scholastic year. This assessment includes both written and practical tasks and covers the grading criteria indicated in the Assessment Criteria section of each unit. The controlled grading criteria are listed in the syllabus. It should be noted that for this assessment the Assessment Front Sheet is to be filled in and assessment decisions should be internally verified.

### Portfolio

Throughout the three-year programme candidates are required to keep a portfolio. The main aim of this portfolio is to showcase the candidate's work and skills obtained. More information about the portfolio can be found on page 41.



## Programme Certification

Upon completion of the three-year programme, candidates will receive a certificate and a certificate supplement indicating the MQF Level achieved. Each applied vocational subject within the AVC programme is structured to be qualified at MQF Level 3, with possible exit points at MQF Level 2 or MQF Level 1. The final qualification level depends on the total marks obtained by the candidate over the three years (with a maximum of 300 marks) as indicated in the table below.

Candidates who are absent for an entire year of the programme can qualify up to a maximum of MQF Level 2, while those absent for two full years can qualify up to a maximum of MQF Level 1.

Marks obtained across the three years	Grade	AWARD
270 - 300	1	MQF Level 3
240 - 269	2	
210 - 239	3	
180 - 209	4	
150 - 179	5	
120 - 149	6	MQF Level 2
90 - 119	7	
60 - 89	8	MQF Level 1
0 - 59	N/A	Fail



## Quality Assurance

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Assessment is a fundamental component of the learning process. It provides candidates with feedback on their progress and achievements while adhering to key standards of reliability, validity, and fairness. To maintain these standards, it is crucial to follow established rules and procedures. The assessment guidelines ensure that all evaluations are:

- Aligned with the appropriate standards, quality, and level.
- Fair and equitable to all students.
- Valid and reliable.

In order to ensure quality, assignment briefs and assessment decisions undergo internal verification by the designated internal verifier. This process ensures that assessments align with the intended learning outcomes and comply with established policy procedures. Furthermore, moderation will be conducted each academic year by moderators that will evaluate candidates work based on a specified rubric and moderation criteria ensuring that work has been fairly, accurately and consistently graded. During both internal verification and moderation, candidates marks are subject to change.





# UNIT 1:

## AN INTRODUCTION TO STILL IMAGE

### Unit Description:

In this unit, candidates will familiarize themselves with standard photographic equipment and practices. Through hands-on learning, they will develop essential skills in camera handling and care, enabling both technical and artistic use of equipment, with a focus on nurturing creativity.

Candidates will gain experience in various scenarios they may encounter as photography assistants, including different lighting setups and key processes, fostering their creative abilities. The unit will also stress safe working practices to protect both individuals and equipment while enhancing the candidates' creative potential.

### Learning outcomes:

At the end of the unit, I can:

LO 1: Demonstrate an understanding of the parts, functions, and proper handling of photographic equipment.

LO 2: Prepare photographic equipment for a specific task.

LO 3: Use photographic equipment to capture still images.

LO 4: Use lighting to enhance the photographic process.

LO 5: Edit photos using digital software.





## Assessment Criteria and Content

<b>Subject Focus:</b>	Parts, functions and proper handling of photographic equipment		
<b>LO 1.</b>	Demonstrate an understanding of the parts, functions and proper handling of photographic equipment.		
<b>K1</b>	K-1. Label FOUR parts of a photographic camera. (1 mark)	K-1. Outline the function of TWO different camera parts. (1 mark)	K-1. Describe the difference between TWO different types of cameras. (2 marks)
	Photographic camera parts: e.g. shutter release button, viewfinder, monitor, flash hot shoe, pop-up flash, power button, battery-chamber, memory card slot, command dial, mode dial, LCD control panel, lens mount, lens release button, lens mount index, mirror, tripod mount, dioptre adjustment control, playback button.  Types of cameras: mirror SLR; mirrorless system cameras; micro4/3; medium format.		
<b>K2</b>	K-2. List FOUR different types of lenses (1 mark)	K-2. Outline the use of TWO different types of lenses. (1 mark)	K-2. Describe ONE lens care and ONE lens handling procedure. (2 marks)
	Types of lenses: e.g. 'prime', 'zoom', 'telephoto', 'macro', 'wide-angle', 'super wide-angle'.  Lens care and maintenance: <ul style="list-style-type: none"> <li>• Lens care: e.g. use of lens caps, filters as protection, lens cloth, wind blowers, brushes, cleaning solutions, swabs, lens wipes, lens protection and carry cases.</li> <li>• Lens handling in relation to: e.g. changing lenses, when a lens is on the move, handing lenses over.</li> </ul>		
<b>K3</b>	K-3. List FOUR common supports for photographic cameras. (1 mark)	K-3. Outline the function of TWO parts of a camera support system. (1 mark)	K-3. Describe ONE proper use and ONE precaution needed when operating a camera on a support system. (2 marks)
	Common supports for photographic cameras: e.g. tripods, monopods, multiuse supports such as table top tripods, sandbags, clamps, mounts.  Parts of a camera support system: e.g. quick release plate, the head, centre column, the legs, bubble level, locks.  Proper use and precautions when operating a camera on a support system: <ul style="list-style-type: none"> <li>• Proper use: support is well balanced and on a levelled surface; centre column is not leaning excessively; support is stable and balanced when camera is mounted; quick release is locked in the right position before releasing the camera from operator's hands; all locks are secured correctly.</li> <li>• Precautions: never leave a camera mounted on a tripod unattended; beware of people movement in the vicinity of camera; stow away tripod bags when not in use as they can be a trip hazard; use of sandbags to increase tripod stability; camera tripod height adjustments.</li> </ul>		

	<p>A-1. Take ONE photograph in fully automatic mode while holding and handling the camera correctly.</p>	<p>A-1. Take TWO photographs of the same subject using different lenses while handling the lenses safely.</p>	<p>A-1. Take TWO photographs using a support system safely with manual focusing.</p>
<p><b>A1</b></p>	<p>Taking a photograph in full automatic mode:</p> <ul style="list-style-type: none"> <li>• Handling of a camera: positioning of hand in relation to the camera body; handling of lens attached to the camera body; use of strap to prevent dropping of camera; removing camera from storage; storing camera after use;</li> <li>• Operating a camera: turn camera on and off; removing and replacing lens caps; setting the camera in automatic mode; using the viewfinder and LCD screen; pushing the shutter release to take a photograph.</li> </ul> <p>Taking photographs using different lenses:</p> <ul style="list-style-type: none"> <li>• Handling of lenses: swapping lenses on camera; use of lens caps and rear lens caps; correctly stowing away of lenses;</li> <li>• Taking photographs: using the shutter release to adjust auto-exposure and auto-focus; taking photographs of a subject using different lenses; review and compare captured images.</li> </ul> <p>Taking photographs using a support system safely with manual focusing:</p> <ul style="list-style-type: none"> <li>• Support system: setting up the support system correctly making sure all parts are fastened and locked correctly; securing camera to quick release plate correctly; making sure legs are fully locked before mounting camera; securing and releasing quick release plate onto camera support system while camera is attached to it; placing support system on a surface;</li> <li>• Focusing: taking photographs while focusing manually on different elements within the frame; using focusing ring.</li> </ul>		

<b>Subject Focus:</b>	Photographic equipment and composition.		
<b>LO 2.</b>	Prepare photographic equipment needed for a specific task.		
<b>K4</b>	K-4. Name FOUR photographic accessories commonly found in a camera kit bag. (1 mark)	K-4. Outline the use of TWO camera accessories commonly found in a camera kit bag. (1 mark)	K-4. Describe the use of ONE filter and ONE lens attachment in photography. (2 marks)
	<p>Photographic accessories: e.g. filters, spare batteries, battery charger, memory cards, memory card reader, filters, filter holder, lens cleaning kit, lens hoods, lens attachments.</p> <p>Filters and lens attachments:</p> <ul style="list-style-type: none"> <li>• Filters: e.g. UV/clear haze, polarising, Neutral Density (ND), Graduated Neutral Density (GND), colour/warming/cooling, close-up, special effects;</li> <li>• Lens attachments: step-up and step-down rings; lens tubes; telephoto; macro; lens hood.</li> </ul>		
<b>K5</b>	K-5. List FOUR different camera angles. (1 mark)	K-5. Identify FOUR different shot sizes. (1 mark)	K-5. Describe the composition of TWO photographs. (2 marks)
	<p>Camera angles: e.g. eye level, low angle, high angle, Dutch, bird's eye view, worm's eye view.</p> <p>Shot sizes: e.g. Macro close-up; Extreme close-up; Big close-up; close-up; Medium close-up (MCU); Medium Shot (MS); Medium Long Shot (MLS); Long Shot (LS); Wide Shot; Extreme Long Shot (XLS).</p>		
<b>C1</b>	C-1. Identify FOUR formal elements in a given photograph. (2 marks)	C-1. Explain how the shot size and angle affect the narrative of a photograph. (2 marks)	C-1. Discuss the importance of shot composition in a photograph. (2 marks)
	<ul style="list-style-type: none"> <li>• Formal elements in a photograph: e.g. line, shape, form, texture, pattern, colour, space.</li> <li>• Importance of shot composition: directs the eyes of the viewer, pleases the eyes, conveys a story or narrative better, helps the photographer guide the viewer's interpretation of the photograph.</li> </ul>		
<b>A2</b>	A-2. Create an equipment list for a specific task.	A-2. Prepare equipment and accessories to be used for a specific task.	A-2. Take FOUR photographs using different compositions shot sizes, and camera angles.
	<p>Creating an equipment list for a specific task: completeness of list; appropriateness of selected equipment.</p> <p>Preparation of equipment and accessories to be used for a specific task: check if the camera is functioning prior to a shoot; check charge of batteries and charge as necessary for camera and flash; make sure cards are in camera and they are not full and format as necessary; check all lenses have caps and are clean – clean as necessary, make sure no filters are missing and that filters are all clean – clean as necessary; make sure camera kit is in the kit bag and consumables don't need replacing.</p>		



<b>Subject Focus:</b>	Photographic equipment		
<b>LO 3.</b>	Use photographic equipment to capture still images.		
<b>K6</b>	K-6. Outline focus and depth of field. (1 mark)	K-6. Outline white balance and ONE common pre-set found in a photographic camera. (1 mark)	K-6. Describe TWO elements of the exposure triangle. (2 marks)
	<p>White balance and pre-sets in a photographic camera:</p> <ul style="list-style-type: none"> <li>• White balance;</li> <li>• Pre-sets: incandescent; florescent; cloudy; shade; direct sunlight.</li> </ul> <p>Exposure triangle: definition of ISO; definition of shutter speed; definition of aperture; the relationship between the three variables.</p>		
<b>C2</b>	C-2. State FOUR common shooting modes found in digital cameras and explain their use. (2 marks)	C-2. Discuss how TWO different shooting modes will affect the photographic process. (2 marks)	C-2. Justify the correct setup to achieve a good photograph in ONE given case scenario. (2 marks)
	<p>Shooting modes found in digital cameras: e.g. Manual mode, Auto mode, Aperture Priority, Shutter Priority, Program AE mode, Auto Flash off mode.</p> <p>Justification of a correct setup to achieve a good photograph: lens; support; shooting mode; camera settings.</p>		
<b>A3</b>	A-3. Use a photographic camera to produce FOUR stills for a given brief.	A-3. Operate a camera to capture stills which are technically correct for a given brief.	A-3. Take photographs using camera functions to control the outcomes of a photographic shoot for a given brief.
	<ul style="list-style-type: none"> <li>• Production of stills: photographs respond effectively to a given brief.</li> <li>• Operation of camera to capture stills: well focused subject; correct exposure; correct white balance.</li> <li>• Using composition and camera functions: shutter speed; ISO; good white balance; composition.</li> </ul>		

<b>Subject Focus:</b>	Light equipment and setups in photography		
<b>LO 4.</b>	Use light to improve the photographic process.		
<b>K7</b>	K-7. Outline TWO basic concepts about light.(1 mark)	K-7. Outline ONE type of light equipment and ONE light setup commonly used in photography. (1 mark)	K-7. Describe the use of TWO light modifiers in photography. (2 marks)
	<p>Concepts: e.g.</p> <ul style="list-style-type: none"> <li>• Light sources: natural; artificial,</li> <li>• Direction of light: e.g. front, side, back,</li> <li>• Quality of light: hard light; soft light.</li> </ul> <p>Light equipment and light setups used in photography:</p> <ul style="list-style-type: none"> <li>• Light equipment: e.g. flash gun, studio strobe lights, light stands, grips, light meter, sync trigger, incandescent bulbs, compact fluorescent light, LEDs;</li> <li>• Light setups: e.g. available light, single light, three-point, top lighting, under lighting, low key lighting, backlighting, high key lighting, flash.</li> </ul> <p>Light modifiers: e.g. reflectors, soft boxes, umbrellas, diffusers, gels, barn doors, snoot, beauty dish, flags.</p>		
<b>C3</b>	C-3. Outline TWO strengths and TWO weaknesses while shooting with different lights. (2 marks)	C-3. Explain TWO effects of light on your photograph. (2 marks)	C-3. Justify the light choices of your photographs. (2 marks)
	N.B. For assessment purposes, this criterion should be assessed after A-4.		
<b>A4</b>	A-4. Shoot TWO photographs using available light.	A-4. Shoot ONE photograph using a basic three-point lighting setup.	A-4. Shoot TWO photographs using light to create a specific mood.
	<p>Shooting TWO photographs using available light: exposure; filters; composition.</p> <p>Shooting ONE photograph using a basic three-point lighting setup: setting up a three-point lighting shoot; safety and care when handling lights; photographs are technically and aesthetically correct.</p> <p>Shooting TWO photographs using light to create a specific mood: use of correct lighting equipment to create a specific mood; use of light modifiers to achieve desired mood; safety and care when handling lights; photographs are technically and aesthetically correct.</p>		

<b>Subject Focus:</b>	Editing photos		
<b>LO 5.</b>	Edit photos using digital software.		
<b>K8</b>	K-8. List FOUR techniques used in photographic manipulation. (1 mark)	K-8. Outline TWO uses of photographic manipulation. (1 mark)	K-8. Describe TWO techniques needed to produce a given photographic manipulation. (2 marks)
	<p>Photographic manipulation techniques: e.g. selecting, masking, layering, blending, combining, merging, extracting, flipping, resizing, inverting, colour correcting, colourising, cropping, rotating, orientating, transforming, cloning, distorting.</p> <p>Uses of photographic manipulation: e.g. enhancement, restoration of photographs, for art purposes, for commercial use, removal of background for print, creating composites.</p>		
<b>A5</b>	A-5. Apply basic grading to photographs.	A-5. Manipulate photographs using digital software.	A-5. Create a composite using different images from your sources.
	<p>Applying a basic grade to a photograph:</p> <ul style="list-style-type: none"> <li>• Import image into a photo editing software;</li> <li>• Apply a basic grade: adjust temperature or tint or exposure or contrast or shadows or highlights or whites or blacks;</li> <li>• Save and export photograph to compare with original.</li> </ul> <p>Manipulation of a photograph:</p> <ul style="list-style-type: none"> <li>• Improve lighting and colour: e.g. hue/saturation, levels, curves;</li> <li>• Transform: e.g. crop, straighten, transform tool;</li> <li>• Clean up shots: spot healing brush tool;</li> <li>• Remove or cover objects in shot: e.g. clone stamp tool, healing brush, content-aware fill;</li> <li>• Apply filters;</li> <li>• Finishing: blends well; coherent with the rest of the photograph.</li> </ul> <p>Creation of a composite using different images: planning through a sketch; presentation of a document containing the techniques used to create the final piece; final product is coherent and blends well; manipulation is indistinguishable.</p> <p>N.B. For assessment purposes, at least THREE photographs should be used as sources in creating the final product. Otherwise no marks should be awarded at all</p>		

**Controlled Assessment:**

In Unit 1, **LO 4 (K7, C3, A4)** and **LO 5 (K8 and A5)** will be assessed through a controlled assignment.



## Rubrics:

<b>A1</b> <ul style="list-style-type: none"> <li>Take ONE photograph in fully automatic mode while holding and handling the camera correctly.</li> <li>Take TWO photographs of the same subject using different lenses while handling the lenses safely.</li> <li>Take TWO photographs using a support system safely with manual focusing.</li> </ul>				
Criteria	Excellent (2 Mark)	Good (1 Mark)	Needs Improvement (0.5 Marks)	Marks
<b>Photographs respond to the given brief and Being Creative</b>	Photos thoroughly address the brief. Demonstrates excellent creative skills and shoots aesthetically pleasing photographs.	Photos somewhat address the brief. Demonstrates creative skills and shoots aesthetically pleasing photographs with some guidance.	Weak connection to the brief. Attempts to be creative in the photographs with guidance.	
<b>Proper camera handling techniques and care for equipment</b>	Demonstrates excellent camera handling skills and properly stores equipment without assistance.	Handles and stores equipment adequately with some guidance.	Shows limited handling in camera and equipment storage with some guidance.	
<b>Shooting Photographs in Auto Mode</b>	Captures FIVE technically flawless photographs in auto mode with excellent exposure without assistance.	Captures FIVE technically good photographs in auto mode with some guidance.	Captures a photograph in auto mode with several technical flaws with some guidance.	
<b>Two Photos with Different Lenses</b>	Captures two photos that effectively utilize the characteristics of the chosen lenses using manual focusing without assistance.	Captures two photos with different lenses using manual focusing with some guidance.	Captures two photos with different lenses using autofocus with guidance.	
<b>Use of Tripod</b>	Effectively utilizes a tripod for stability without assistance.	Utilizes a tripod with some guidance.	Utilizes a tripod with a lot of guidance.	
<b>Total</b>				

<b>A2</b> <ul style="list-style-type: none"> <li>Create an equipment list for a specific task.</li> <li>Prepare equipment and accessories to be used for a specific task.</li> <li>Take FOUR photographs using different compositions, shot sizes, and camera angles.</li> </ul>				
Criteria	Excellent (2 Mark)	Good (1 Mark)	Needs Improvement (0.5 Marks)	Marks
<b>Equipment list and selection</b>	Optimal equipment list and selection for the given task.	Appropriate list and limited selection of equipment for the given task.	Limited equipment list and selection for the given task with some guidance.	
<b>Photographs respond to the given brief</b>	Captures photographs that effectively and creatively respond to the given brief.	Captures photographs that align reasonably well with the given brief.	Captures photographs that partially align with the given brief.	
<b>Varied camera shots and angles</b>	Exhibits an excellent variety of camera angles.	Utilizes a good variety of camera angles.	Demonstrates some variety of camera angles and shots with some guidance.	
<b>Creativity</b>	Exhibits excellent creativity in the photographs, showcasing innovative and unique approaches.	Displays some creativity in the photographs.	Demonstrates limited creativity in the photographs.	
<b>Composition</b>	Demonstrates excellent composition skills, creatively utilizing elements of design to create visually captivating and aesthetically pleasing photographs.	Demonstrates good composition skills, creatively utilizing elements of design to enhance the visual impact of the photographs.	Displays some composition skills in photography but lacks consistency.	
<b>Total</b>				

A3	<ul style="list-style-type: none"> <li>• Use a photographic camera to produce stills for a given brief.</li> <li>• Operate a camera to capture stills which are technically correct for a given brief.</li> <li>• Take FOUR photographs using camera functions to control the outcomes of a photographic shoot for a given brief.</li> </ul>			
Criteria	Excellent (2 Mark)	Good (1 Mark)	Needs Improvement (0.5 Marks)	Marks
<b>Photographs respond to the given brief and Being Creative</b>	Captures photographs that effectively and creatively respond to the given brief, showcasing innovative and unique approaches.	Captures photographs that align reasonably well with the given brief and display some creativity.	Captures photographs that partially align with the given brief and demonstrate limited creativity.	
<b>Well-focused subject and correct exposure</b>	The subject is consistently in sharp focus and photographs are consistently properly exposed.	The subject is mostly in focus and photographs are mostly properly exposed.	The subject is occasionally out of focus and photographs are occasionally underexposed or overexposed.	
<b>Correct white balance</b>	White balance is consistently correct, resulting in accurate and pleasing colors.	White balance is mostly correct, resulting in natural-looking color.	White balance is occasionally incorrect, resulting in minor color casts.	
<b>Shutter speed related: Mastery of camera functions (shutter speed, ISO, aperture)</b>	Demonstrates mastery of camera functions, utilizing them effectively to achieve desired results.	Displays good control and understanding of camera functions.	Shows some control and understanding of camera functions, but with inconsistencies.	
<b>Aperture-related: Mastery of camera functions (shutter speed, ISO, aperture)</b>	Demonstrates mastery of camera functions, utilizing them effectively to achieve desired results.	Displays good control and understanding of camera functions.	Shows some control and understanding of camera functions, but with inconsistencies.	
<b>Total</b>				



<b>A4</b> <ul style="list-style-type: none"> <li>Shoot TWO photographs using available light.</li> <li>Shoot ONE photograph using a basic three-point lighting setup.</li> <li>Shoot TWO photographs using light to create a specific mood.</li> </ul>				
Criteria	Excellent (2 Mark)	Good (1 Mark)	Needs Improvement (0.5 Marks)	Marks
<b>Photographs respond to the given brief and Being Creative</b>	Captures photographs that effectively and creatively respond to the given brief, showcasing innovative and unique approaches.	Captures photographs that align reasonably well with the given brief and display some creativity.	Captures photographs that partially align with the given brief and demonstrate limited creativity.	
<b>Utilizes natural/light effectively to capture desired results</b>	Effectively utilizes natural and available light to capture photos with excellent lighting and ambiance.	Uses natural and available light reasonably well to capture desired results.	Demonstrates some understanding but with inconsistencies in using natural and available light.	
<b>Light Setup for Three-Point Lighting - Proper placement and positioning of key, fill, and backlight</b>	Displays excellent understanding and precision in placing the key, fill, and backlight, resulting in perfect lighting ratios and desired shadows.	Demonstrates proper placement and positioning with minor inconsistencies in placing the key, fill, and backlight.	Shows some understanding but with inconsistencies in placing the key, fill, and backlight.	
<b>Uses correct lighting equipment and light modifiers</b>	Uses the correct lighting equipment and light modifiers skillfully to create a specific mood with great impact.	Uses appropriate lighting equipment and light modifiers but with some inconsistencies in creating the desired mood.	Uses some correct lighting equipment and light modifiers, but with inconsistencies in creating the desired mood.	
<b>Demonstrates safety and care when handling lights</b>	Demonstrates excellent safety precautions and care when handling lights.	Demonstrates good safety precautions when handling lights with minimal guidance.	Shows some safety awareness but with occasional lapses in handling lights.	
<b>Total</b>				

<b>A5</b> <ul style="list-style-type: none"> <li>Apply basic grading to photographs.</li> <li>Manipulate photographs using digital software.</li> <li>Create a composite using different images from your sources.</li> </ul>				
Criteria	Excellent (2 Mark)	Good (1 Mark)	Needs Improvement (0.5 Marks)	Marks
<b>Basic Manipulation: Improving lighting and colour, transforming, and other basic editing techniques</b>	Successfully enhances lighting and colour, executes precise transformations, and showcases advanced skills in other basic editing techniques.	Effectively improves lighting and colour, performs accurate transformations, and demonstrates proficiency in other basic editing techniques.	Demonstrates some improvement in lighting and colour, transforming, and other basic editing techniques, but with inconsistencies.	
<b>Cleaning up shots and removing or covering objects in a shot</b>	Successfully performs cleanup tasks and flawlessly removes or covers objects in a shot, achieving seamless results.	Effectively cleans up shots and removes or covers objects in a shot using different tools with minimal errors.	Demonstrates some proficiency in cleaning up shots and removing or covering objects in a shot with some guidance.	
<b>Creation of a Composite using at least three different images: Creativity and Adherence to the Given Brief</b>	Demonstrates excellent creativity and successfully adheres to the given brief, creating a compelling composite using multiple images.	Shows good creativity and adherence to the given brief when creating a composite with multiple images.	Demonstrates some attempts at creativity and adherence to the given brief, but with noticeable flaws or inconsistencies.	
<b>Creation of a Composite using at least three different images: Skills in Creating the Composite</b>	Successfully creates a seamless composite using at least three different images, showcasing advanced skills in blending and integration.	Successfully creates a composite using at least three different images with reasonable blending and integration.	Shows some attempts but with noticeable flaws in creating a composite with multiple images.	
<b>Ability to save and export photographs in appropriate file formats and settings, and effectively organize, transfer, and back up data</b>	Successfully saves, exports, and organizes photographs with appropriate file formats and settings, demonstrating excellent skills in data management, transfer, and backup.	Proficiently saves, exports, and organizes photographs with appropriate file formats and settings, demonstrating solid skills in data management and backup with minimal guidance.	Displays some understanding but with occasional errors in saving, exporting, organizing, transferring, and backing up data.	
<b>Total</b>				

## UNIT 2:

# AN INTRODUCTION TO MOVING IMAGE

### Unit Description:

In this unit, candidates will familiarise themselves with standard audiovisual equipment and practices. Through a hands-on approach, they will be trained in proper handling and care of equipment. Candidates will be given the opportunity to appreciate and understand the requirements of various situations they can find themselves in while working as an assistant in a production company.

Through practice, in this unit, learners will strengthen their ability to handle professional-grade equipment adequately and safely. In addition, they will be introduced to interpersonal skills which will be useful while on a shoot when dealing both with talent and crew.

### Learning outcomes:

At the end of the unit, I can:

At the end of the unit, I can:

LO 1. Properly handle videography equipment to shoot short videos.

LO 2. Use common gear for videography shoots.

LO 3. Record a video shoot.

LO 4. Assemble a basic video edit.



## Unit content:

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### LO 1. Properly handle videography equipment to shoot short videos.

Camera types used in film and television: studio cameras; ENG cameras; film cameras; prosumer video camera; super chip cameras; camcorders; mobile phones; DSLR; mirrorless cameras; action cameras.

Parts of a video camera: e.g. lens hood, lens, filter thread, focus ring, zoom ring, iris dial, zoom rocker, AWB button, built-in microphone, handle, on/off button, viewfinder, eyepiece, record button, tally lamp, tripod mounting hole, accessory hot shoe, shutter speed button, AE button, OIS button, gain switch, auto iris button, SDI output terminal, HDMI output terminal, battery, DC port, LCD monitor, XLR inputs, microphone holder, memory card slot.

Properties of video:

- Frame rate: 24, 25, and 50
- Aspect ratio: 4:3, 16:9, 1.85:1, 2.39:1
- Resolution: SD (720x576), 720p (1280x720), HD (1920x1080) UHD or 4K (3840x2160), 8K (7680x4320)
- Raster format: interlaced and progressive video.

Focusing techniques: rack focus, split focus, gaining focus on the subject, losing focus on the subject, shifting focus)

Correct equipment handling practices: equipment care; storage; transportation; protection; Health and Safety.

Camera settings for a given scenario: shutter speed; gain; aperture; white balance.

Handling of a camera: careful handling of a camera; right positioning of hands; opening and closing LCD monitor; removing camera from storage; storing camera after use;

Operating a camera: turn a camera on and off; remove and replace lens caps; set the white balance; use the autofocus button; use the zoom rocker; use the viewfinder and LCD screen; push the record button to capture video; review the captured video; replacing batteries; replacing recording media.

## LO 2. Use common gear for videography shoots.

Camera supports used in videography and television studios: e.g. tripods, pedestals, cranes, jibs, dollies, mounts, shoulder rigs, Steadicams, track systems; pedestals; robotic supports.

Rigs and equipment: e.g. dolly tracks, Steadicams, shoulder mounts, vehicle mounts, jibs, follow focus, sliders, UAVs.

Camera movements in moving image production: e.g. dolly forward/dolly back, track left and right, pedestal up and down, pan, tilt, crane up and down and left and right, zoom.

Recording media: SD/SDHC/SDXC cards; compact flash; CF-AST cards; SSDs.

Proper practices: workflow; ingest; backup; formatting.

Differences between raw and compressed file formats: size (storage and duration of recording); quality; processing power; postproduction.

Purpose of the 180° rule: e.g. to organise camera angles, to preserve consistent screen direction, to preserve consistent screen space between characters and/or characters and objects.

Managing video files from a digital video shoot: writing protecting media after use; labelling of SD cards; importing video files; organising imported video files; creating backups of video files in a separate location; checking files are copied correctly; releasing media for reuse; storing media cards when not in use.

Common hazards encountered during a video shoot: e.g. weather, time pressure, tripping hazards, lifting hazards, water, location, action.

Cables/connectors: e.g. RCA, BNC, SDI, HDMI, OPTICAL, XLR, JACKS, USB.

Practices when managing cables: e.g. labelling, grouping, taping down, avoiding wires (when possible), wrapping cable, storage, transportation.

Equipment: e.g. lavalier microphone, shotgun microphone, handheld microphone, Blimp System, windshields, shock-mounts, XLR cables, digital audio recorders.



### LO 3. Record a video shoot.

Methods and etiquette when miking interviewees:

- Methods: proper placement; direction; places to avoid; attachment (securing); hiding;
- Etiquette: courtesy; respect; introduction and information; asking for help; keeping it professional

Necessary systems for capturing audio:

- Microphone pick-up pattern: omnidirectional, cardioid;
- Types of microphones: dynamic or condenser;
- Wind shielding: foam or fur or none;
- Equipment: audio recorders; cables; support system; headphones.

Importance of risk assessment when planning a video shoot: safeguarding people and property; abiding with local legislation; insurance purposes; avoiding production delays.

Legal and contractual considerations when planning a video shoot: e.g.

- Legal Forms: Talent Release Forms; Location Release Forms,
- Ownership of work and Copyright,
- Licensing and Trademarks.

Ethical considerations when planning a video shoot: fair use of public domain; transformative uses; accuracy, fairness, and objectivity; boundaries and privacy.

Record audio and video which is technically and aesthetically correct:

- Preparation: equipment list, shot list, storyboarding
- Setting up a shoot: planning, setup, safety

## LO 4. Assemble a basic video edit.

Common cuts and transitions:

- Cuts: e.g. standard cut or hard cut, jump cut, J and L cuts, invisible cut, match cut, cut on action, cut-in, cutaway;
- Transitions: e.g. dissolves, fades, wipes.

Technical considerations when editing video: e.g. editing environment settings, video formats, video resolution, video compression, broadcast settings, audio levels, audio synchronisation, export settings.

Importance of editing in video production: e.g. building block of video production, bring all elements together to build a narrative, finishing and polishing of video production.

Common techniques used in digital film and video postproduction: e.g. nonlinear editing, colour correction, colour grading, keying (green/blue screen), matte painting, compositing, rotoscoping.

The effect of rhythm, pace and flow: e.g. setting the pace, narrative, beats, stylistic feel, tempo, story, unifying the piece.

Setting up of an editing environment: load appropriate software; create a project with the right sequence settings; proper file management including folder structure and backup; aptly named project and sequence.

Organisation of footage: organising bin structure, organising footage into bins, logging footage, subclipping.

Production of rough cuts: assemble a good rough cut of the footage available, coherent visual flow in rough cut, coherent narrative flow in rough cut, no presentation of any unwanted clip sections in rough cut.

Titles and other graphic elements creation: title of production, lower thirds, credits, logos, infographics, images.

Polished edit production: cuts and transitions are used effectively and are suitable for the intended end use; the edit has a good rhythm and flows easily; the intended message of the final piece is easily detected.

Sound design: appropriate music is added to the edit; audio levels are uniform throughout the video production.

### **Controlled Assessment:**

In Unit 2, **ALL** grading criteria will be assessed through a controlled assignment.

## ASSESSMENT CRITERIA:

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Task 1	Pre-production
<b>K1</b>	<ul style="list-style-type: none"> <li>• Conduct thorough research to prepare for producing the documentary</li> </ul>
<b>C1</b>	<ul style="list-style-type: none"> <li>• Write a script outlining the narrative for a documentary film.</li> </ul>
<b>K2</b>	<ul style="list-style-type: none"> <li>• Describe the different properties of video.</li> <li>• Describe the differences between raw and compressed formats.</li> </ul>
<b>K3</b>	<ul style="list-style-type: none"> <li>• Prepare a shot list for a given scenario, demonstrating the ability to plan and organise necessary shots for a video shoot.</li> <li>• Outline the use of camera shots and camera movements in moving image production.</li> </ul>
<b>K4</b>	<ul style="list-style-type: none"> <li>• Create a sketch of the setup for a documentary interview, including the placement of lights, cameras, and sound equipment.</li> <li>• Describe the Purpose of the 180° Rule in your Interview.</li> </ul>
<b>K5</b>	<ul style="list-style-type: none"> <li>• Prepare an equipment list for your documentary film.</li> </ul>
<b>K6</b>	<ul style="list-style-type: none"> <li>• List hazards that can be encountered during a shoot.</li> </ul>
<b>C2</b>	<ul style="list-style-type: none"> <li>• Discuss legal and ethical considerations when planning a production.</li> <li>• Apply responsible and ethical practices when creating media, respecting privacy rights, obtaining necessary permissions, and complying with relevant laws and regulations.</li> </ul>

<b>Task 2</b>	<b>Production</b>
<b>A1</b>	<ul style="list-style-type: none"><li>• Shoot a series of well-exposed short videos.</li><li>• Shoot a series of short videos which are well composed and where different focusing techniques are used.</li></ul>
<b>A2</b>	<ul style="list-style-type: none"><li>• Set up a shoot with the necessary Health and Safety precautions.</li><li>• Record a video that is technically and aesthetically correct.</li></ul>
<b>A3</b>	<ul style="list-style-type: none"><li>• Record a technically correct audio.</li></ul>
<b>K7</b>	<ul style="list-style-type: none"><li>• Outline the roles and responsibilities involved in your documentary production.</li></ul>

<b>Task 3</b>	<b>Post-production</b>
<b>A4</b>	<ul style="list-style-type: none"><li>• Set up an editing environment for your footage, demonstrating proficiency in organizing files, configuring software preferences, and optimizing the workspace for efficient editing.</li><li>• Organize your footage in your editing environment, showcasing the ability to categorize, label, and structure clips for easy access and efficient editing.</li><li>• Produce a rough cut using the correct settings, demonstrating the ability to assemble footage, make initial editing decisions, and create a preliminary sequence.</li><li>• Manage video files from a digital video camera shoot, showcasing skills in organizing, transferring, and backing up video footage effectively.</li><li>• Demonstrate autonomy in organizing, transferring, and effectively backing up data, ensuring efficient management, transfer, and safety of the data.</li></ul>
<b>A5</b>	<ul style="list-style-type: none"><li>• Produce a polished edit creatively using the footage to achieve the desired visual and narrative impact.</li></ul>
<b>K8</b>	<ul style="list-style-type: none"><li>• Outline the use of common types of cuts and transitions used in video editing and understand their visual and narrative impact.</li><li>• Outline proper practices when working with digital files in the media industry.</li></ul>
<b>C3</b>	<ul style="list-style-type: none"><li>• Reflect on the entire process of creating your documentary film.</li><li>• Reflect on the quality of the documentary film.</li></ul>



## Rubrics:

<b>K1</b> • Conduct thorough research to prepare for producing the documentary.				
<b>Criteria</b>	<b>Excellent (2 Mark)</b>	<b>Good (1 Mark)</b>	<b>Needs Improvement (0.5 Marks)</b>	<b>Marks</b>
<b>Depth of Research</b>	Research is thorough, with a wide range of credible sources and in-depth information.	Research is adequate, with several credible sources and good information.	Research is limited, with few sources or less credible information.	
<b>Accuracy and Relevance</b>	All information is accurate and highly relevant to the documentary topic.	Most information is accurate and relevant, with minor inaccuracies or less relevant details.	Some information is inaccurate or not relevant to the documentary topic.	
<b>Total</b>				

<b>C1</b> • Write a script outlining the narrative for a documentary film.				
<b>Criteria</b>	<b>Excellent (2 Mark)</b>	<b>Good (1 Mark)</b>	<b>Needs Improvement (0.5 Marks)</b>	<b>Marks</b>
<b>Concept and Purpose</b>	The concept is compelling and clearly defined, with a strong purpose that aligns with the topic.	The concept is clear and purposeful but may lack some originality or depth.	The concept is vague or lacks a clear purpose, and does not fully align with the topic.	
<b>Structure and Flow</b>	The script has a clear, logical structure with smooth transitions between scenes.	The script is well-structured, but some transitions may be awkward or unclear.	The script lacks a clear structure, with poor transitions and a disjointed flow.	
<b>Visual and Audio Elements</b>	Detailed descriptions of visual and audio elements enhance the storytelling.	Visual and audio descriptions are present but may lack detail or fail to fully enhance the story.	Visual and audio elements are poorly described or missing, detracting from the storytelling.	
<b>Total</b>				

<b>K2</b> <ul style="list-style-type: none"> <li>• Describe the different properties of video.</li> <li>• Describe the differences between raw and compressed formats.</li> </ul>				
Criteria	Excellent (1 Mark)	Good (0.5 Mark)	Needs Improvement (0.25 Marks)	Marks
<b>Explanation and Justification of Frame Rate</b>	Clearly states the chosen frame rate and provides a well-reasoned justification for its choice.	States the chosen frame rate and provides some justification, but the reasoning may lack depth or completeness.	Does not clearly state the chosen frame rate or provides little to no justification for the choice.	
<b>Explanation and Justification of Aspect Ratio</b>	Clearly states the chosen aspect ratio and provides a well-reasoned justification for its choice.	States the chosen aspect ratio and provides some justification, but the reasoning may lack depth or completeness.	Does not clearly state the chosen aspect ratio or provides little to no justification for the choice.	
<b>Explanation and Justification of Resolution</b>	Clearly states the chosen resolution and provides a well-reasoned justification for its choice.	States the chosen resolution and provides some justification, but the reasoning may lack depth or completeness.	Does not clearly state the chosen resolution or provides little to no justification for the choice.	
<b>Comparison of Raw and Compressed Formats</b>	Provides a detailed and accurate comparison of raw and compressed video formats, highlighting key differences and implications for video production.	Provides a basic comparison of raw and compressed video formats, mentioning some differences but lacking detail or depth.	Provides an incomplete or inaccurate comparison of raw and compressed video formats or fails to address the differences adequately.	
<b>Total</b>				

<b>K3</b> <ul style="list-style-type: none"> <li>Prepare a shot-list for a given scenario, demonstrating the ability to plan and organize necessary shots for a video shoot.</li> <li>Outline the use of camera shots and camera movements in moving image production.</li> </ul>				
Criteria	Excellent (1)	Good (0.5)	Needs Improvement (0.25)	Marks
<b>Completeness</b>	Student's shot list includes all essential shots required for the documentary, covering a wide range of subjects and angles necessary to tell the story effectively.	Student's shot list includes most essential shots required for the documentary, covering a variety of subjects and angles that contribute to the story.	Student's shot list is incomplete, missing key shots necessary for telling the story and lacks diversity in subjects and angles.	
<b>Sequencing</b>	The shots are organized in a logical sequence that effectively tells the story, with consideration given to pacing, continuity, and narrative flow.	The shots are mostly organized in a logical sequence that contributes to the narrative, but there may be minor inconsistencies or gaps in continuity.	The sequencing of shots lacks coherence or does not effectively contribute to the narrative flow, leading to confusion or disjointed storytelling.	
Criteria	Excellent (2)	Good (1)	Needs Improvement (0.5)	
<b>Specificity</b>	Each shot in the list is clearly described with specific details such as framing, camera movement, and subject action, providing a clear vision for the cinematographer.	Most shots in the list are described with sufficient detail, including framing and subject action, giving a general idea of the intended visual composition.	Shots in the list are poorly described or lack specific details, making it difficult for the cinematographer to understand the intended visual composition.	
<b>Total</b>				

<b>K4</b> <ul style="list-style-type: none"> <li>Create a sketch of the setup for a documentary interview, including the placement of lights, cameras, and sound equipment.</li> <li>Describe the Purpose of the 180° Rule in your Documentary Interview.</li> </ul>				
<b>Criteria</b>	<b>Excellent (3)</b>	<b>Good (2)</b>	<b>Needs Improvement (1)</b>	<b>Marks</b>
<b>Sketch</b>	Student creates a detailed and accurate sketch, clearly showing the placement of lights, cameras, and sound equipment. The setup demonstrates a clear understanding of best practices for documentary interviews.	Student creates a sketch showing the placement of lights, cameras, and sound equipment, but with minor inaccuracies or omissions. The setup shows a general understanding of documentary interview practices.	Student creates a basic sketch with significant inaccuracies or missing elements. The setup demonstrates limited understanding of documentary interview practices.	
<b>Criteria</b>	<b>Excellent (1)</b>	<b>Good (0.5)</b>	<b>Needs Improvement (0.25)</b>	
<b>Description</b>	Student provides a clear and accurate description of the 180° rule, explaining its purpose.	Student provides a description of the 180° rule but with minor inaccuracies or lacks full clarity on its purpose.	Student provides an incomplete or inaccurate description of the 180° rule, showing limited understanding of its purpose.	
<b>Total</b>				

K5				
• Prepare an equipment list for your documentary film.				
Criteria	Excellent (1)	Good (0.5)	Needs Improvement (0.25)	Marks
<b>Completeness</b>	Student provides a comprehensive equipment list that includes all necessary items for sound and visual setup (cables, lights, tripods, microphones, etc.)	Student provides a detailed equipment list that includes most necessary items for sound and visual setup, with minor omissions.	Student provides an incomplete equipment list, missing several necessary items for sound and visual setup.	
<b>Organization</b>	Equipment list is well-organized, categorized by type (e.g., sound, lighting, camera), and easy to read.	Equipment list is organized and categorized, but may lack some clarity or detail in the organization.	Equipment list is poorly organized, making it difficult to find and understand the necessary items.	
<b>Suitability for Task</b>	Student demonstrates a clear understanding of the project's requirements, selecting appropriate equipment for each aspect of the shoot.	Student selects mostly appropriate equipment for the project's requirements, with a few less suitable choices.	Student's equipment choices demonstrate limited understanding of the project's requirements, leading to several unsuitable selections.	
<b>Contingency Planning</b>	Student includes backup options and extra equipment in the list to handle potential issues (e.g., extra batteries, spare cables).	Student includes some backup options and extra equipment, but may overlook a few potential issues.	Student's list lacks sufficient backup options and extra equipment, showing limited planning for potential issues.	
<b>Total</b>				



<b>K6</b> • List hazards that can be encountered during a shoot.				
Criteria	Excellent (4)	Good (3)	Needs Improvement (2)	Marks
<b>Risk Assessment and Hazard Identification</b>	Student provides a thorough risk assessment, identifying and addressing potential hazards with detail. They consider various aspects such as location, equipment, and personnel safety, and provide appropriate control measures.	Student completes the risk assessment with sufficient detail, identifying most potential hazards and suggesting adequate control measures. Some hazards may be overlooked, or their identification may lack specificity.	Student's risk assessment is incomplete or lacks depth. Some hazards may be missed, or their identification lacks specificity. Control measures may be vague or absent.	
<b>Total</b>				

<b>C2</b> <ul style="list-style-type: none"> <li>• Discuss legal and ethical considerations when planning a production.</li> <li>• Apply responsible and ethical practices when creating media, respecting privacy rights, obtaining necessary permissions, and complying with relevant laws and regulations.</li> </ul>				
Criteria	Excellent (2)	Good (1)	Needs Improvement (0.5)	Marks
<b>Legal Considerations</b>	Student provides a comprehensive discussion of legal considerations relevant to documentary filmmaking, including copyright, licensing, releases, and permits. They demonstrate a deep understanding of the legal framework.	Student discusses legal considerations relevant to documentary filmmaking, covering most key aspects such as copyright and permits. Their understanding is evident but may lack some depth or clarity.	Student mentions some legal considerations but overlooks important aspects or fails to provide detailed explanations. Their understanding of the legal framework is limited.	
<b>Ethical Considerations</b>	Student offers a thoughtful analysis of ethical considerations in documentary filmmaking, addressing issues such as privacy, consent, manipulation, and representation. They provide insightful reflections and examples.	Student discusses ethical considerations in documentary filmmaking, covering most relevant issues with some depth. Their analysis demonstrates an understanding of ethical dilemmas but may lack depth or insight.	Student mentions some ethical considerations but fails to address key issues comprehensively or provide detailed analysis. Their understanding of ethical dilemmas is limited.	
<b>Integration of Knowledge</b>	Student effectively integrates legal and ethical considerations into the planning process, demonstrating how these factors influence decision-making and production strategies.	Student attempts to integrate legal and ethical considerations into the planning process but may struggle to connect these factors with practical production decisions.	Student knows the importance of legal and ethical considerations but fails to effectively integrate them into the planning process.	
<b>Total</b>				

<b>A1</b> <ul style="list-style-type: none"> <li>• Shoot a series of well-exposed short videos.</li> <li>• Shoot a series of short videos which are well composed and where different focusing techniques are used.</li> </ul>				
Criteria	Excellent (2)	Good (1)	Needs Improvement (0.5)	Marks
<b>Focusing Techniques</b>	Demonstrates excellent proficiency in focusing techniques, consistently achieving clear and sharp focus throughout the footage.	Displays good proficiency in focusing techniques, with occasional minor issues in achieving clear focus.	Shows some proficiency in focusing techniques but struggles to consistently achieve clear focus.	
<b>Relevance to Interviews</b>	B-roll footage effectively complements and enhances the interview narrative, providing visual context and support for interview content.	B-roll footage mostly complements the interview narrative but may have occasional minor inconsistencies in relevance or coherence.	B-roll footage shows limited relevance or coherence with the interview narrative, detracting from the overall cohesion of the documentary.	
<b>White Balance</b>	White balance is accurately adjusted, resulting in natural and consistent colors throughout the footage.	White balance is mostly accurate but may have occasional minor inconsistencies in color temperature or tint.	White balance is inadequately adjusted, resulting in noticeable color shifts or inconsistency throughout the footage.	
<b>Camera and Equipment Usage</b>	Demonstrates proficient and safe handling of equipment, producing stable and well-framed shots.	Mostly demonstrates proficient handling of equipment but may encounter occasional minor errors or inefficiencies.	Struggles to handle equipment effectively, resulting in frequent errors or accidents during filming.	
<b>Overall Creativity and Composition</b>	Demonstrates creativity and innovation in shot composition, producing visually engaging and dynamic footage that enhances the overall narrative.	Attempts to be creative in shot composition but may have occasional awkward or uninspired compositions.	Shows limited creativity or innovation in shot composition, resulting in bland or uninteresting footage that fails to enhance the overall narrative.	
<b>Total</b>				

<b>A2</b> <ul style="list-style-type: none"> <li>• Setup a shoot with the necessary Health and Safety precautions.</li> <li>• Record video that is technically and aesthetically correct.</li> </ul>				
<b>Criteria</b>	<b>Excellent (2)</b>	<b>Good (1)</b>	<b>Needs Improvement (0.5)</b>	<b>Marks</b>
<b>Light Setup</b>	Lighting setup effectively enhances the visual quality of the interview, with consistent and flattering lighting.	Lighting setup mostly enhances the visual quality but may have some minor inconsistencies.	Lighting setup is inadequate, resulting in poor or unflattering lighting of the interview.	
<b>Scene Setup</b>	Scene setup is thoughtfully composed, creating a visually appealing and conducive environment for the interview.	Scene setup is mostly composed well but may have some minor issues with clutter or distractions.	Scene setup lacks composition or aesthetics, detracting from the interview environment.	
<b>Filming Technique</b>	Camera handling and framing demonstrate proficiency, resulting in smooth and well-composed shots throughout the interview.	Filming technique is mostly proficient but may have occasional issues with framing or camera movement.	Filming technique is inadequate, resulting in shaky or poorly composed shots during the interview.	
<b>Working Within a Team</b>	Effective collaboration with team members ensures a smooth and coordinated filming process.	Collaboration with team members is mostly effective but may encounter some minor issues with communication or coordination.	Collaboration with team members is inadequate, resulting in miscommunication or conflicts during filming.	
<b>Overall Interview Quality</b>	Interview is well-conducted, with engaging questions and thoughtful responses that effectively convey the intended message.	Interview is mostly well-conducted but may have some minor issues with questioning or responses.	Interview lacks engagement or coherence, resulting in a less effective communication of the message.	
<b>Total</b>				

<b>A3</b> <ul style="list-style-type: none"> <li>• Record audio that is technically correct.</li> </ul>				
Criteria	Excellent (2)	Good (1)	Needs Improvement (0.5)	Marks
<b>Microphone Setup</b>	Microphones positioned effectively for clear audio capture with minimal interference.	Microphones mostly positioned well but may have minor issues with interference.	Microphones poorly positioned, resulting in inconsistent audio quality or interference.	
<b>Audio Levels</b>	Audio levels monitored effectively, maintaining clear and balanced sound throughout recording.	Audio levels mostly maintained but may have occasional inconsistencies or slight imbalance.	Audio levels poorly monitored, resulting in clipping, distortion, or imbalanced sound.	
<b>Headphone Monitoring</b>	Headphones used effectively to monitor audio, identifying and addressing issues promptly.	Headphones used to monitor audio but may miss some issues or not address them promptly.	Headphones used ineffectively, leading to missed audio issues or delayed responses.	
<b>Sound Recording Technique</b>	Proficient sound recording technique employed, capturing clear and balanced audio with minimal background noise.	Sound recording technique mostly proficient but may have occasional issues with background noise or inconsistencies.	Sound recording technique is inadequate, resulting in inconsistent or poor-quality audio.	
<b>Overall Sound Quality</b>	Sound recording demonstrates high quality, contributing effectively to the overall documentary.	Sound recording quality is good but may have some minor issues affecting overall impact.	Sound recording quality is poor, detracting from the effectiveness of the documentary.	
<b>Total</b>				

K7		• Outline the roles and responsibilities involved in your documentary production		
Criteria	Excellent (2)	Good (1)	Needs Improvement (0.5)	Marks
<b>List of People Involved</b>	Lists all key individuals involved in the production, accurately identifying each person's role.	Lists most key individuals involved in the production, with generally accurate identification of roles.	Lists few individuals involved in the production, with inaccurate or missing identification of roles.	
<b>Understanding of Roles</b>	Clearly and accurately outlines all key roles involved in the production, demonstrating a deep understanding of each role's purpose and importance.	Accurately outlines most key roles involved in the production, with a good understanding of each role's purpose and importance.	Outlines few roles involved in the production, with limited understanding of each role's purpose and importance.	
<b>Total</b>				



A4	<ul style="list-style-type: none"> <li>• Set up an editing environment for your footage, demonstrating proficiency in organizing files, configuring software preferences, and optimizing the workspace for efficient editing.</li> <li>• Organize your footage in your editing environment, showcasing the ability to categorize, label, and structure clips for easy access and efficient editing.</li> <li>• Produce a rough cut using the correct settings, demonstrating the ability to assemble footage, make initial editing decisions, and create a preliminary sequence.</li> <li>• Demonstrate autonomy in organizing, transferring, and effectively backing up data, ensuring efficient management, transfer, and safety of the data.</li> </ul>			
Criteria	Excellent (2)	Good (1)	Needs Improvement (0.5)	Marks
<b>Setting up Editing Environment</b>	The student demonstrates proficiency in organizing files, configuring software preferences, and optimizing the workspace for efficient editing.	The student mostly demonstrates proficiency in setting up the editing environment, with some minor organizational issues or inefficiencies.	The student demonstrates some difficulties or inefficiencies in setting up the editing environment, affecting workflow.	
<b>Organizing Footage</b>	The student showcases the ability to categorize, label, and structure clips in the editing environment for easy access and efficient editing.	The student demonstrates the ability to organize footage, but there may be some inconsistencies or inefficiencies in categorization, labeling, or structuring.	The student struggles to organize footage effectively, leading to difficulties in accessing and editing clips.	
<b>Producing Rough Cut</b>	The student demonstrates the ability to assemble footage, make initial editing decisions, and create a preliminary sequence that aligns with project requirements.	The student produces a rough cut with minor pacing issues or inconsistencies, but overall meets project requirements.	The student's rough cut lacks coherence or structure, making it difficult to follow the narrative.	
<b>Autonomy in Data Management and Backup</b>	The student demonstrates autonomy in organizing, transferring, and effectively backing up data, ensuring efficient management, transfer, and safety of the data.	The student mostly demonstrates autonomy in data management and backup procedures, with some minor gaps or inconsistencies.	The student shows difficulties or inconsistencies in data management and backup procedures, posing some risks to data safety.	
<b>Efficiency in Workflow</b>	The student effectively manages time and resources, maintaining an efficient workflow throughout the editing process, and meeting project deadlines.	The student manages time and resources reasonably well but may encounter some delays or inefficiencies during the editing process.	The student struggles to manage time and resources efficiently, resulting in significant delays or inefficiencies during the editing process.	
<b>Total</b>				

<b>A5</b> <ul style="list-style-type: none"> <li>• Produce a polished edit using the footage in a creative manner to achieve the desired visual and narrative impact.</li> </ul>				
Criteria	Excellent (2)	Good (1)	Needs Improvement (0.5)	Marks
<b>Sound Design</b>	Clear and cohesive audio, effectively enhancing storytelling.	Mostly clear audio with minor inconsistencies, contributing to storytelling.	Audio is inconsistent or poorly integrated, detracting from storytelling.	
<b>Introduction of Music and Sound Effects</b>	Thoughtfully integrated music and sound effects, enhancing emotional impact and narrative flow.	Music and sound effects mostly enhance the narrative but may be slightly misaligned or overbearing at times.	Music and sound effects are poorly integrated or distract from the narrative.	
<b>Credits and Titles</b>	Professionally designed and effectively contribute to the documentary's presentation.	Credits and titles are mostly clear and professional but may lack some polish or creativity.	Credits and titles are poorly designed or do not effectively contribute to the documentary's presentation.	
<b>Exportation of the Film</b>	Successfully exports the film with high-quality settings and formats.	Exportation process is mostly successful but may encounter minor technical issues.	Exportation process encounters significant technical issues or produces low-quality output.	
<b>Coherence and Pacing</b>	The documentary exhibits strong coherence and pacing, effectively guiding the audience through the narrative with clear transitions and appropriate pacing of scenes.	The documentary maintains overall coherence and pacing but may have some inconsistencies or pacing issues that slightly affect the viewer's experience.	The documentary lacks coherence or pacing, resulting in disjointed transitions or pacing that detracts from the viewer's understanding or engagement.	
<b>Total</b>				

<b>K8</b> <ul style="list-style-type: none"> <li>Outline the use of common types of cuts and transitions used in video editing and understand their visual and narrative impact.</li> <li>Outline proper practices when working with digital files in the media industry.</li> </ul>				
Criteria	Excellent (2)	Good (1)	Needs Improvement (0.5)	Marks
<b>Digital File Practices</b>	Student outlines proper practices when working with digital files including workflow, file organization, and backups.	Student briefly outlines proper practices when working with digital files including workflow, file organization, and backups.	Student outlines some proper practices but lacks depth and completeness.	
<b>Outline</b>	Student outlines types of cuts/transitions with examples, demonstrating a thorough understanding of each type and gives justifications for their choices of shots/cuts/transitions based on the narrative context.	Student outlines types of cuts/transitions clearly and gives some justifications for their choice.	Student outlines a few cuts/transitions but may miss some, lacking clarity or completeness.	
<b>Total</b>				

<b>C3</b> • Evaluate the process of making the documentary film.				
Criteria	Excellent (2)	Good (1)	Needs Improvement (0.5)	Marks
<b>Strengths</b>	Student clearly describes what went well in the documentary film, including aspects of the setup process, content, and final production and gives good examples.	Student describes some aspects that went well in the documentary film, including parts of the setup process, content, and final production but could give more examples.	Student mentions a few aspects that went well in the documentary film, including parts of the setup process, content, and final production, but don't explain them very well.	
<b>Weaknesses</b>	Student clearly describes what didn't go so well in the documentary film, including aspects of the setup process, content, and final production and gives good examples.	Student describes some aspects that didn't go so well in the documentary film, including parts of the setup process, content, and final production but could give more examples.	Student mentions a few aspects that didn't go so well in the documentary film, including parts of the setup process, content, and final production, but they don't explain them very well.	
<b>Strategies for Future Work</b>	Student comes up with good ideas for how to improve future documentary projects, considering aspects like setup process, content, and final production. They explain their ideas clearly and give examples.	Student comes up with some ideas for how to improve future documentary projects, considering aspects like setup process, content, and final production. They explain them, but they could give more examples.	Student mentions a few ideas for how to improve future documentary projects, considering aspects like setup process, content, and final production, but they don't explain them very well.	
<b>Total</b>				

## Portfolio:

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### Guidelines for Portfolio Development and Assessment Overview:

Throughout the three-year Creative Media course (Years 9 to 11), students will compile a portfolio that reflects their artistic development, technical skills, and creative achievements. This portfolio, which will be assessed and moderated in Year 11, serves as a key component of the final evaluation, contributing to the student's overall grade.

### Portfolio Presentation and Assessment:

#### 1. About Me (as an Artist) (5 Marks)

- Self-Reflection: Students will articulate their artistic identity, discussing influences, goals, and how their work has evolved throughout the three years.
- Personal Growth: Students will discuss their personal and artistic development, providing specific examples from their work across all three years.

#### 2. Compilation of Best Work (10 Marks)

- Selection of Work: Students are expected to curate their best work from each year, demonstrating a broad range of skills in both still photography and moving images.
- Quality of Work: The selected works will be evaluated for creativity, technical proficiency, and attention to detail.
- Presentation: The portfolio should be professionally organized, visually appealing, and easy to navigate, reflecting a high standard of presentation.

#### 3. Social Responsibility (5 Marks)

- Engagement with Social Issues: Students should include a project demonstrating their engagement with social issues. This could take the form of an exhibition, a film shot for a social cause, a school project, or participation in a film festival.
- Impact Reflection: Students will provide a reflective analysis of how their work addressed social responsibility, outlining the actions taken and the impact of their contributions.

### Continuous Development:

Students are encouraged to view their portfolio as an evolving document, reflecting their growth and learning throughout the course. Regular feedback will be provided by teachers to ensure students remain on track and are continuously improving their work.

# Portfolio Rubric

Criteria	Excellent (5 Marks)	Good (3-4 Marks)	Needs Improvement (0-2 Marks)	Marks
<b>1. About Me (as an Artist) 5 marks</b>				
Self-Reflection (3 Marks)	An insightful reflection on artistic identity, with clear articulation of influences and goals.	Basic reflection on artistic identity, with some mention of influences and goals.	Minimal or unclear reflection, with little to no discussion of artistic identity.	
Personal Growth (2 Marks)	Clearly and effectively discusses personal growth, with specific examples of development.	Mentions personal growth in general terms, with a moderate understanding of development.	Little to no discussion of personal growth or development.	
<b>2. Compilation of Best Work - 10 Marks</b>				
Selection of Work (4 Marks)	Excellent selection and curation of work, demonstrating a wide range of skills.	A good selection of work covers a range of skills.	Limited or poor selection of work, with a narrow range of skills demonstrated.	
Quality of Work (4 Marks)	High quality, creative, and technically proficient work with attention to detail.	Generally solid quality, with some creativity evident and technically adequate.	Quality issues, poorly executed, with minimal creativity.	
Presentation (2 Marks)	Professional and visually appealing presentation, highly organized and easy to navigate.	Organized presentation, visually adequate, with some areas for improvement.	Disorganized presentation, lacking visual appeal, and difficult to follow.	
<b>3. Social Responsibility - 5 Marks</b>				
Engagement with Social Issues (3 Marks)	Strong engagement with social issues and meaningful work that demonstrates commitment to social responsibility.	Some engagement with social issues, addressing social responsibility.	Minimal engagement with social issues, lacking meaningful content.	
Impact Reflection (2 Marks)	Provides a clear and detailed outline of actions taken, contributions made, and how they addressed the social issues.	Provides a basic outline of what was done, with some details on actions and contributions.	Provides little to no outline of actions or contributions related to social issues.	
<b>Total</b>				

## Appendix 1 – Minimum required resources

This list is not intended to be exhaustive. These resources should be available for at least 16 candidates.

### Computer Lab

- 8 + 1 computers dedicated for media with (16GB RAM, 1TB HD, 3.6GHz, 2GB video card)
- NLE software
- Graphic Design software package
- Photo Editing Software Package
- Headphone Splitters
- Headphones for each machine
- Good quality speakers / monitors
- 3 External Hard Drives – 2TB (ESATA, Firewire, USB 3.0)

### Filming Lab

- 1 White backdrop
- 1 Black backdrop
- 2 Set of lighting gels (red, blue, CTB, neutral density, diffusion)
- 2 Set of tungsten lights (energy savers)
- 5 Flash guns
- 2 Studio strobe lights
- 3 Light reflectors
- 5 Camera tripods
- 2 Tripod dollies
- 3 Professional camcorders (Prosumer)
- 5 DSLR cameras
- 5 Lens filters (ND, POLARISING, UV)
- 2 Zoom lens
- 3 Prime lens
- 2 Lapel mics
- 2 Boom microphone with pole
- 2 Handheld microphones
- 2 Audio XLR cables
- 2 Portable audio recorders
- 10 Flash memory cards (class 10)
- 5 Flash memory card readers (USB 3.0 or better)
- 5 Camera backpacks
- 5 Headphones
- Lockable storage space
- Clapper board