2025 - 2028

APPLIED VOCATIONAL CERTIFICATE IN

CREATIVE MEDIA

Version 2: April 2025

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

TABLE OF CONTENT

Applied Vocational Certificate Programme 01
Subject Programme 02
Assessment 03
Programme Certification 04
Quality Assurance 05

Unit 1: An Introduction to Still Image 06
- Unit description 06
- Learning outcomes 06
- Assessment Criteria and Content 07
- Rubrics 13

Unit 2: An Introduction to Moving Image 18
- Unit description 18
- Learning outcomes 18
- Unit Content 19
- Assessment Criteria 23
- Rubrics 26

Unit 3: Creating a Short Fiction Film 39
- Unit description 39
- Learning outcomes 39
- Unit Content 40
- Assessment Criteria 42
- Rubrics 44

Portfolio 54
- Rubric 55

Appendix 1 – Minimum required resources 56

Applied Vocational Certificate Programme

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

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 programme, 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 programme 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

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 a maximum of 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 indicted 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

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

<table>
<tr><td>Subject Focus:</td><td colspan="3">Parts, functions and proper handling of photographic equipment</td></tr>
<tr><td>LO 1.</td><td colspan="3">Demonstrate an understanding of the parts, functions and proper handling of photographic equipment.</td></tr>
<tr><td rowspan="2">K1</td><td>K-1. Label FOUR parts of a photographic camera. (1 mark)</td><td>K-1. Outline the function of TWO different camera parts.
(1 mark)</td><td>K-1. Describe the difference between TWO different types of cameras. (2 marks)</td></tr>
<tr><td colspan="3">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.</td></tr>
<tr><td rowspan="2">K2</td><td>K-2. List FOUR different types of lenses (1 mark)</td><td>K-2. Outline the use of TWO different types of lenses.
(1 mark)</td><td>K-2. Describe ONE lens care and ONE lens handling procedure.
(2 marks)</td></tr>
<tr><td colspan="3">Types of lenses: e.g. ‘prime’, ‘zoom’, ‘telephoto’, ‘macro’, ‘wide-angle’, ‘super wide-angle’.

Lens care and maintenance:
• 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.
• Lens handling in relation to: e.g. changing lenses, when a lens is on the move, handing lenses over.</td></tr>
<tr><td rowspan="2">K3</td><td>K-3. List FOUR common supports for photographic cameras. (1 mark)</td><td>K-3. Outline the function of TWO parts of a camera support system. (1 mark)</td><td>K-3. Describe ONE proper use and ONE precaution needed when operating a camera on a support system. (2 marks)</td></tr>
<tr><td colspan="3">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:
• 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.
• 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.</td></tr>
</table>

<table>
<tr><td rowspan="2">A1</td><td>A-1. Take ONE photograph in fully automatic mode while holding and handling the camera correctly.</td><td>A-1. Take TWO photographs of the same subject using different lenses while handling the lenses safely.</td><td>A-1. Take TWO photographs using a support system safely with manual focusing.</td></tr>
<tr><td colspan="3">Taking a photograph in full automatic mode:
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;
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.
Taking photographs using different lenses:
Handling of lenses: swapping lenses on camera; use of lens caps and rear lens caps; correctly stowing away of lenses;
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.
Taking photographs using a support system safely with manual focusing:
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;
Focusing: taking photographs while focusing manually on different elements within the frame; using focusing ring.</td></tr>
</table>

<table>
<tr><td>Subject Focus:</td><td colspan="3">Photographic equipment and composition.</td></tr>
<tr><td>LO 2.</td><td colspan="3">Prepare photographic equipment needed for a specific task.</td></tr>
<tr><td rowspan="2">K4</td><td>K-4. Name FOUR photographic accessories commonly found in a camera kit bag. (1 mark)</td><td>K-4. Outline the use of TWO camera accessories commonly found in a camera kit bag. (1 mark)</td><td>K-4. Describe the use of ONE filter and ONE lens attachment in photography. (2 marks)</td></tr>
<tr><td colspan="3">Photographic accessories: e.g. filters, spare batteries, battery charger, memory cards, memory card reader, filters, filter holder, lens cleaning kit, lens hoods, lens attachments.

Filters and lens attachments:
• Filters: e.g. UV/clear haze, polarising, Neutral Density (ND), Graduated Neutral Density (GND), colour/warming/cooling, close-up, special effects;
• Lens attachments: step-up and step-down rings; lens tubes; telephoto; macro; lens hood.</td></tr>
<tr><td rowspan="2">K5</td><td>K-5. List FOUR different camera angles. (1 mark)</td><td>K-5. Identify FOUR different shot sizes. (1 mark)</td><td>K-5. Describe the composition of TWO photographs. (2 marks)</td></tr>
<tr><td colspan="3">Camera angles: e.g. eye level, low angle, high angle, Dutch, bird’s eye view, worm’s eye view.
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).</td></tr>
<tr><td rowspan="2">C1</td><td>C-1. Identify FOUR formal elements in a given photograph. (2 marks)</td><td>C-1. Explain how the shot size and angle affect the narrative of a photograph. (2 marks)</td><td>C-1. Discuss the importance of shot composition in a photograph. (2 marks)</td></tr>
<tr><td colspan="3">• Formal elements in a photograph: e.g. line, shape, form, texture, pattern, colour, space.
• 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.</td></tr>
<tr><td rowspan="2">A2</td><td>A-2. Create an equipment list for a specific task.</td><td>A-2. Prepare equipment and accessories to be used for a specific task.</td><td>A-2. Take FOUR photographs using different compositions shot sizes, and camera angles.</td></tr>
<tr><td colspan="3">Creating an equipment list for a specific task: completeness of list; appropriateness of selected equipment.

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.</td></tr>
</table>

<table>
<tr><td>Subject Focus:</td><td colspan="3">Photographic equipment</td></tr>
<tr><td>LO 3.</td><td colspan="3">Use photographic equipment to capture still images.</td></tr>
<tr><td rowspan="2">K6</td><td>K-6. Outline focus and depth of field. (1 mark)</td><td>K-6. Outline white balance and ONE common pre-set found in a photographic camera.
(1 mark)</td><td>K-6. Describe TWO elements of the exposure triangle. (2 marks)</td></tr>
<tr><td colspan="3">White balance and pre-sets in a photographic camera:
• White balance;
• Pre-sets: incandescent; florescent; cloudy; shade; direct sunlight.

Exposure triangle: definition of ISO; definition of shutter speed; definition of aperture; the relationship between the three variables.</td></tr>
<tr><td rowspan="2">C2</td><td>C-2. State FOUR common shooting modes found in digital cameras and explain their use.
(2 marks)</td><td>C-2. Discuss how TWO different shooting modes will affect the photographic process.
(2 marks)</td><td>C-2. Justify the correct setup to achieve a good photograph in ONE given case scenario.
(2 marks)</td></tr>
<tr><td colspan="3">Shooting modes found in digital cameras: e.g. Manual mode, Auto mode, Aperture Priority, Shutter Priority, Program AE mode, Auto Flash off mode.

Justification of a correct setup to achieve a good photograph: lens; support; shooting mode; camera settings.</td></tr>
<tr><td rowspan="2">A3</td><td>A-3. Use a photographic camera to produce FOUR stills for a given brief.</td><td>A-3. Operate a camera to capture stills which are technically correct for a given brief.</td><td>A-3. Take photographs using camera functions to control the outcomes of a photographic shoot for a given brief.</td></tr>
<tr><td colspan="3">• Production of stills: photographs respond effectively to a given brief.
• Operation of camera to capture stills: well focused subject; correct exposure; correct white balance.
• Using composition and camera functions: shutter speed; ISO; good white balance; composition.</td></tr>
</table>

<table>
<tr><td>Subject Focus:</td><td colspan="3">Light equipment and setups in photography</td></tr>
<tr><td>LO 4.</td><td colspan="3">Use light to improve the photographic process.</td></tr>
<tr><td rowspan="2">K7</td><td>K-7. Outline TWO basic concepts about light.(1 mark)</td><td>K-7. Outline ONE type of light equipment and ONE light setup commonly used in photography. (1 mark)</td><td>K-7. Describe the use of TWO light modifiers in photography. (2 marks)</td></tr>
<tr><td colspan="3">Concepts: e.g.
• Light sources: natural; artificial,
• Direction of light: e.g. front, side, back,
• Quality of light: hard light; soft light.

Light equipment and light setups used in photography:
• Light equipment: e.g. flash gun, studio strobe lights, light stands, grips, light meter, sync trigger, incandescent bulbs, compact fluorescent light, LEDs;
• Light setups: e.g. available light, single light, three-point, top lighting, under lighting, low key lighting, backlighting, high key lighting, flash.

Light modifiers: e.g. reflectors, soft boxes, umbrellas, diffusers, gels, barn doors, snoot, beauty dish, flags.</td></tr>
<tr><td rowspan="2">C3</td><td>C-3. Outline TWO strengths and TWO weaknesses while shooting with different lights. (2 marks)</td><td>C-3. Explain TWO effects of light on your photograph. (2 marks)</td><td>C-3. Justify the light choices of your photographs. (2 marks)</td></tr>
<tr><td colspan="3">N.B. For assessment purposes, this criterion should be assessed a□er A-4.</td></tr>
<tr><td rowspan="2">A4</td><td>A-4. Shoot TWO photographs using available light.</td><td>A-4. Shoot ONE photograph using a basic three-point lighting setup.</td><td>A-4. Shoot TWO photographs using light to create a specific mood.</td></tr>
<tr><td colspan="3">Shooting TWO photographs using available light: exposure; filters; composition.

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.

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.</td></tr>
</table>

<table>
<tr><td>Subject Focus:</td><td colspan="3">Editing photos</td></tr>
<tr><td>LO 5.</td><td colspan="3">Edit photos using digital software.</td></tr>
<tr><td rowspan="2">K8</td><td>K-8. List FOUR techniques used in photographic manipulation. (1 mark)</td><td>K-8. Outline TWO uses of photographic manipulation. (1 mark)</td><td>K-8. Describe TWO techniques needed to produce a given photographic manipulation. (2 marks)</td></tr>
<tr><td colspan="3">Photographic manipulation techniques: e.g. selecting, masking, layering, blending, combining, merging, extracting, flipping, resizing, inverting, colour correcting, colourising, cropping, rotating, orientating, transforming, cloning, distorting.

Uses of photographic manipulation: e.g. enhancement, restoration of photographs, for art purposes, for commercial use, removal of background for print, creating composites.</td></tr>
<tr><td rowspan="2">A5</td><td>A-5. Apply basic grading to photographs.</td><td>A-5. Manipulate photographs using digital software.</td><td>A-5. Create a composite using different images from your sources.</td></tr>
<tr><td colspan="3">Applying a basic grade to a photograph:
• Import image into a photo editing software;
• Apply a basic grade: adjust temperature or tint or exposure or contrast or shadows or highlights or whites or blacks;
• Save and export photograph to compare with original.

Manipulation of a photograph:
• Improve lighting and colour: e.g. hue/saturation, levels, curves;
• Transform: e.g. crop, straighten, transform tool;
• Clean up shots: spot healing brush tool;
• Remove or cover objects in shot: e.g. clone stamp tool, healing brush, content-aware fill;
• Apply filters;
• Finishing: blends well; coherent with the rest of the photograph.

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.

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</td></tr>
</table>

Controlled Assessment:

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

Rubrics:

A1	• Take ONE photograph in fully automatic mode while holding and handling the camera correctly. • Take TWO photographs of the same subject using different lenses while handling the lenses safely. • Take TWO photographs using a support system safely with manual focusing.			
Criteria	**Excellent (2)**	**Good (1)**	**Needs Improvement (0.5)**	**Marks**
Photographs respond to the given brief and Being Creative	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.	
Proper camera handling techniques and care for equipment	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.	
Shooting Photographs in Auto Mode	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.	
Two Photos with Different Lenses	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.	
Use of Tripod	Effectively utilizes a tripod for stability without assistance.	Utilizes a tripod with some guidance.	Utilizes a tripod with a lot of guidance.	
			Total	

A2	• Create an equipment list for a specific task. • Prepare equipment and accessories to be used for a specific task. • Take FOUR photographs using different compositions, shot sizes, and camera angles.			
Criteria	**Excellent (2)**	**Good (1)**	**Needs Improvement (0.5)**	**Marks**
Equipment list and selection	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.	
Photographs respond to the given brief	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.	
Varied camera shots and angles	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.	
Creativity	Exhibits excellent creativity in the photographs, showcasing innovative and unique approaches.	Displays some creativity in the photographs.	Demonstrates limited creativity in the photographs.	
Composition	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.	
			Total	

A3	• Use a photographic camera to produce stills for a given brief. • Operate a camera to capture stills which are technically correct for a given brief. • Take FOUR photographs using camera functions to control the outcomes of a photographic shoot for a given brief.			
Criteria	**Excellent (2)**	**Good (1)**	**Needs Improvement (0.5)**	**Marks**
Photographs respond to the given brief and Being Creative	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.	
Well-focused subject and correct exposure	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.	
Correct white balance	White balance is consistently correct, resulting in accurate and pleasing colours.	White balance is mostly correct, resulting in natural-looking colour.	White balance is occasionally incorrect, resulting in minor colour casts.	
Shutter speed related: Mastery of camera functions (shutter speed, ISO, aperture)	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.	
Aperture-related: Mastery of camera functions (shutter speed, ISO, aperture)	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.	
			Total	

A4	• Shoot TWO photographs using available light. • Shoot ONE photograph using a basic three-point lighting setup. • Shoot TWO photographs using light to create a specific mood.			
Criteria	**Excellent (2)**	**Good (1)**	**Needs Improvement (0.5)**	**Marks**
Photographs respond to the given brief and Being Creative	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.	
Utilizes natural/light effectively to capture desired results	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.	
Light Setup for Three-Point Lighting - Proper placement and positioning of key, fill, and backlight	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.	
Uses correct lighting equipment and light modifiers	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.	
Demonstrates safety and care when handling lights	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.	
			Total	

A5	• Apply basic grading to photographs. • Manipulate photographs using digital software. • Create a composite using different images from your sources.			
Criteria	**Excellent (2)**	**Good (1)**	**Needs Improvement (0.5)**	**Marks**
Basic Manipulation: Improving lighting and colour, transforming, and other basic editing techniques	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.	
Cleaning up shots and removing or covering objects in a shot	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.	
Creation of a Composite using at least three different images: Creativity and Adherence to the Given Brief	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.	
Creation of a Composite using at least three different images: Skills in Creating the Composite	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.	
Ability to save and export photographs in appropriate file formats and settings, and effectively Organise, transfer, and back up data	Successfully saves, exports, and Organises photographs with appropriate file formats and settings, demonstrating excellent skills in data management, transfer, and backup.	Proficiently saves, exports, and Organises 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.	
			Total	

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:

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 (7680×4320)
- 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; CFAST 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:

Task 1	Pre-production
K1	• Conduct thorough research to prepare for producing the documentary
C1	• Write a script outlining the narrative for a documentary film.
K2	• Describe the different properties of video. • Describe the differences between raw and compressed formats.
K3	• Prepare a shot list for a given scenario, demonstrating the ability to plan and organise necessary shots for a video shoot. • Outline the use of camera shots and camera movements in moving image production.
K4	• Create a sketch of the setup for a documentary interview, including the placement of lights, cameras, and sound equipment. • Describe the Purpose of the 180˚ Rule in your Interview.
K5	• Prepare an equipment list for your documentary film.
K6	• List hazards that can be encountered during a shoot.
C2	• Discuss legal and ethical considerations when planning a production. • Apply responsible and ethical practices when creating media, respecting privacy rights, obtaining necessary permissions, and complying with relevant laws and regulations.

Task 2	Production
A1	• Shoot a series of well-exposed short videos. • Shoot a series of short videos which are well composed and where different focusing techniques are used.
A2	• Set up a shoot with the necessary Health and Safety precautions. • Record a video that is technically and aesthetically correct.
A3	• Record a technically correct audio.
K7	• Outline the roles and responsibilities involved in your documentary production.

Task 3	Post-production
A4	• Set up an editing environment for your footage, demonstrating proficiency in organizing files, configuring software preferences, and optimizing the workspace for efficient editing. • Organise your footage in your editing environment, showcasing the ability to categorize, label, and structure clips for easy access and efficient editing. • Produce a rough cut using the correct settings, demonstrating the ability to assemble footage, make initial editing decisions, and create a preliminary sequence. • Manage video files from a digital video camera shoot, showcasing skills in organizing, transferring, and backing up video footage effectively. • Demonstrate autonomy in organizing, transferring, and effectively backing up data, ensuring efficient management, transfer, and safety of the data.
A5	• Produce a polished edit creatively using the footage to achieve the desired visual and narrative impact.
K8	• Outline the use of common types of cuts and transitions used in video editing and understand their visual and narrative impact. • Outline proper practices when working with digital files in the media industry.
C3	• Reflect on the entire process of creating your documentary film. • Reflect on the quality of the documentary film.

Rubrics:

K1	• Conduct thorough research to prepare for producing the documentary.			
Criteria	**Excellent (2)**	**Good (1)**	**Needs Improvement (0.5)**	**Marks**
Depth of Research	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.	
Accuracy and Relevance	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.	
			Total	

C1	• Write a script outlining the narrative for a documentary film.			
Criteria	**Excellent (2)**	**Good (1)**	**Needs Improvement (0.5)**	**Marks**
Concept and Purpose	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.	
Structure and Flow	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.	
Visual and Audio Elements	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.	
			Total	

K2	• Describe the different properties of video. • Describe the differences between raw and compressed formats.			
Criteria	**Excellent (1 Mark)**	**Good (0.5 Mark)**	**Needs Improvement (0.25 Marks)**	**Marks**
Explanation and Justification of Frame Rate	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.	
Explanation and Justification of Aspect Ratio	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.	
Explanation and Justification of Resolution	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.	
Comparison of Raw and Compressed Formats	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.	
			Total	

K3	• Prepare a shot-list for a given scenario, demonstrating the ability to plan and Organise necessary shots for a video shoot. • Outline the use of camera shots and camera movements in moving image production.			
Criteria	**Excellent (1)**	**Good (0.5)**	**Needs Improvement (0.25)**	**Marks**
Completeness	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.	
Sequencing	The shots are Organised in a logical sequence that effectively tells the story, with consideration given to pacing, continuity, and narrative flow.	The shots are mostly Organised 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)**	
Specificity	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.	
			Total	

K4	• Create a sketch of the setup for a documentary interview, including the placement of lights, cameras, and sound equipment. • Describe the Purpose of the 180˚ Rule in your Documentary Interview.			
Criteria	**Excellent (3)**	**Good (2)**	**Needs Improvement (1)**	**Marks**
Sketch	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.	
Criteria	**Excellent (1)**	**Good (0.5)**	**Needs Improvement (0.25)**	
Description	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.	
			Total	

K5	• Prepare an equipment list for your documentary film.			
Criteria	**Excellent (1)**	**Good (0.5)**	**Needs Improvement (0.25)**	**Marks**
Completeness	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.	
Organization	Equipment list is well-Organised, categorized by type (e.g., sound, lighting, camera), and easy to read.	Equipment list is Organised and categorized, but may lack some clarity or detail in the organization.	Equipment list is poorly Organised, making it difficult to find and understand the necessary items.	
Suitability for Task	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.	
Contingency Planning	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.	
			Total	

K6	• List hazards that can be encountered during a shoot.			
Criteria	**Excellent (4)**	**Good (3)**	**Needs Improvement (2)**	**Marks**
Risk Assessment and Hazard Identification	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.	
			Total	

C2	• Discuss legal and ethical considerations when planning a production. • Apply responsible and ethical practices when creating media, respecting privacy rights, obtaining necessary permissions, and complying with relevant laws and regulations.			
Criteria	**Excellent (2)**	**Good (1)**	**Needs Improvement (0.5)**	**Marks**
Legal Considerations	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.	
Ethical Considerations	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.	
Integration of Knowledge	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 knowledges the importance of legal and ethical considerations but fails to effectively integrate them into the planning process.	
			Total	

A1	• Shoot a series of well-exposed short videos. • Shoot a series of short videos which are well composed and where different focusing techniques are used.			
Criteria	**Excellent (2)**	**Good (1)**	**Needs Improvement (0.5)**	**Marks**
Focusing Techniques	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.	
Relevance to Interviews	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.	
White Balance	White balance is accurately adjusted, resulting in natural and consistent colours throughout the footage.	White balance is mostly accurate but may have occasional minor inconsistencies in colour temperature or tint.	White balance is inadequately adjusted, resulting in noticeable colour shifts or inconsistency throughout the footage.	
Camera and Equipment Usage	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.	
Overall Creativity and Composition	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.	
			Total	

A2	• Setup a shoot with the necessary Health and Safety precautions. • Record video that is technically and aesthetically correct.			
Criteria	**Excellent (2)**	**Good (1)**	**Needs Improvement (0.5)**	**Marks**
Light Setup	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.	
Scene Setup	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.	
Filming Technique	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.	
Working Within a Team	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.	
Overall Interview Quality	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.	
			Total	

A3	• Record audio that is technically correct.			
Criteria	**Excellent (2)**	**Good (1)**	**Needs Improvement (0.5)**	**Marks**
Microphone Setup	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.	
Audio Levels	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.	
Headphone Monitoring	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.	
Sound Recording Technique	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.	
Overall Sound Quality	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.	
			Total	

K7	• Outline the roles and responsibilities involved in your documentary production			
Criteria	**Excellent (2)**	**Good (1)**	**Needs Improvement (0.5)**	**Marks**
List of People Involved	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.	
Understanding of Roles	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.	
			Total	

A4	• Set up an editing environment for your footage, demonstrating proficiency in organizing files, configuring software preferences, and optimizing the workspace for efficient editing. • Organise your footage in your editing environment, showcasing the ability to categorize, label, and structure clips for easy access and efficient editing. • Produce a rough cut using the correct settings, demonstrating the ability to assemble footage, make initial editing decisions, and create a preliminary sequence. • Demonstrate autonomy in organizing, transferring, and effectively backing up data, ensuring efficient management, transfer, and safety of the data.			
Criteria	**Excellent (2)**	**Good (1)**	**Needs Improvement (0.5)**	**Marks**
Setting up Editing Environment	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.	
Organizing Footage	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 Organise footage, but there may be some inconsistencies or inefficiencies in categorization, labelling, or structuring.	The student struggles to Organise footage effectively, leading to difficulties in accessing and editing clips.	
Producing Rough Cut	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.	
Autonomy in Data Management and Backup	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.	
Efficiency in Workflow	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.	
			Total	

A5	• Produce a polished edit using the footage in a creative manner to achieve the desired visual and narrative impact.			
Criteria	**Excellent (2)**	**Good (1)**	**Needs Improvement (0.5)**	**Marks**
Sound Design	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.	
Introduction of Music and Sound Effects	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.	
Credits and Titles	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.	
Exportation of the Film	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.	
Coherence and Pacing	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.	
			Total	

K8	• Outline the use of common types of cuts and transitions used in video editing and understand their visual and narrative impact. • Outline proper practices when working with digital files in the media industry.			
Criteria	**Excellent (2)**	**Good (1)**	**Needs Improvement (0.5)**	**Marks**
Digital File Practices	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.	
Outline	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.	
			Total	

C3	• Evaluate the process of making the documentary film.			
Criteria	**Excellent (2)**	**Good (1)**	**Needs Improvement (0.5)**	**Marks**
Strengths	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.	
Weaknesses	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.	
Strategies for Future Work	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.	
			Total	

UNIT 3:

CREATING A SHORT FICTION FILM

Unit Description:

In this unit, students will explore the process of planning, producing, and finalizing a fiction film. They will learn how to develop a film concept, apply creative techniques for idea generation, and structure a script that aligns with their chosen genre. Through hands-on experience, students will break down their script into a storyboard and shot list, plan production logistics, and execute their vision using filmmaking techniques.

Throughout the unit, students will also focus on technical aspects such as sound design, camera work, and editing while making informed artistic, economic, and practical decisions. The unit emphasizes both individual creativity and teamwork, encouraging students to collaborate effectively in various production roles.

By the end of the unit, students will have produced a short fiction film and compiled a production folder documenting their creative process, technical planning, and final evaluation. This unit provides a strong foundation in fiction filmmaking, preparing students for further creative media studies or industry-related experiences.

Learning outcomes:

At the end of the unit, I can:

LO 1. Develop a Fiction Short Film Concept
LO 2. Write and Plan a Fiction Short Film.
LO 3. Execute a Film Production Using Filmmaking and Sound Techniques
LO 4. Edit and Finalize the Fiction Short Film.

Unit content:

LO 1. Develop a Fiction short Film Concept

Idea Generation and Creative Techniques:

- Stages of the creative process: problem definition; idea generation; idea selection; idea implementation.
- Creative Techniques: Brainstorming, mind mapping, moodboarding, and researching.

Understanding Film Genre:

- Common fiction film genres (e.g., drama, horror, comedy, action, sci-fi).
- Key conventions including mise-en-scène, character archetypes, and narrative structure.
- Mise-en-scène, including actors, location, set design, lighting, shot blocking and camera placement, composition, costumes, hair and makeup and props
- Narrative Structure: Three-Act Structure, plot development: Exposition, Inciting Incident, Rising Action, Climax, and Resolution.

Film Concept Development:

- Logline and synopsis of the film.
- Understanding audience expectations and target demographics.
- Defining the film's theme and purpose.

Pitching an original idea for a media product:

- Audience identification
- Non-verbal communication; verbal communication; written communication; good use of visual aids; clear line of thought.

LO 2. Write and Plan a Fiction short Film

Scriptwriting Fundamentals:

- Writing a structured and properly formatted script.
- Scene headings, action descriptions, and dialogue formatting.
- Develop characters and write engaging dialogue that reflects diverse perspectives. and avoids stereotypes.

Production Planning:

- Production folder: equipment list, release forms, job roles, and a sequence of work.
- Understanding the importance of pre-production in filmmaking, including cost-effective and sustainable production choices (e.g., digital scripts, energy-efficient lighting, and reusable set materials).

Visual Planning:

- Breaking down the script to create a storyboard and shot list.
- Identifying technical requirements such as camera angles, lighting, and sound design.

Unit content:

LO 3. Execute a Film Production Using Filmmaking and Sound Techniques

Filmmaking Techniques:

- Cinematography principles (framing, composition, lighting techniques).
- Camera movement and its impact on storytelling.
- Directing actors and managing a set.

Sound Design and Recording:

- Understanding diegetic and non-diegetic sound.
- Uses of Music in Moving Image Production: Commenting, illustrating movement, creating plot relationships, creating atmosphere, portraying emotions, Social, cultural, and geographic references, time/period references.

Use of Sound Design in Film Production:

- Enhancing the visual elements of the film, Relaying information, setting the scene, creating atmosphere, complementing action.
- Using microphones effectively to capture clear dialogue and sound effects.
- Syncing sound with visuals in production.

Cables and Connectors Used in Film Production:

- RCA, BNC, SDI, HDMI, Optical, XLR, Jacks, USB.
- Practices for Managing Cables: Labelling, grouping, taping down, avoiding wires when possible, wrapping cables correctly, proper storage, and safe transportation.

LO 4. Edit and Finalise the Fiction Film

Post-Production Workflow:

- Editing techniques: cutting, pacing, adding transitions.
- Colour correction and grading to enhance visual consistency.

Sound Mixing and Finalisation:

- Technical Considerations to Design, Mix, and Export Sound: sample rate, bit depth, file format, loudness levels.
- Adjusting audio levels and adding music/sound effects.
- Exporting the final film in an appropriate format.

Evaluation and Reflection:

- Reviewing strengths and weaknesses of the final product including storytelling, cinematography, sound, editing, media representation, and sustainability choices.
- Justifying artistic, technical, economic, and practical decisions made in the production process.

ASSESSMENT CRITERIA:

Task 1	Pre-production
K1	• Outline the stages of the creative process and different creative techniques for idea generation to develop the concept for the fiction film.
C1	• Research the key conventions of the chosen film genre, including mise-en-scène, character archetypes, and narrative structure.
K2	• Write a script for a fiction film, including a film treatment.
K3	• Break Down the Script and Create a Storyboard and Shot List.
K4	• Plan a production folder, including an equipment list, release forms, job roles and responsibilities, and sequence of work.
A1	• Deliver a pitch for the fiction film idea, explaining the concept, target audience, media representation, and sustainability.

Task 2	Production
K5	• Outline the use of sound design in film production.
K6	• Outline cables and connectors used in audio and video recording in the fiction film production, and how you manage them properly.
A2	• Film using appropriate framing, camera movement, and lighting techniques. • Apply responsible and safe practices when working with given equipment, ensuring proper setup, operation, and maintenance to prevent accidents or damage. • Exercise autonomy in selecting and utilizing equipment.
A3	• Record dialogue and sound effects, ensuring clarity and proper microphone placement. • Apply responsible and safe practices when working with given equipment, ensuring proper setup, operation, and maintenance to prevent accidents or damage. • Exercise autonomy in selecting and utilizing equipment.

Task 3	Post-Production
A4	• Edit the fiction film, applying appropriate transitions, sound design, and colour correction. • Apply creative decision-making and autonomy in the given task.
K7	• Explain Decisions Taken on Artistic, Technical, Economic, and Practical Aspects of the Production and Post-Production Process
C2	• Evaluate the final fiction film, reflecting on strengths, weaknesses, and areas for improvement.

Rubrics:

K1	• Outline the stages of the creative process and different creative techniques for idea generation to develop the concept for the fiction film.			
Criteria	**Excellent (1)**	**Good (0.5)**	**Needs Improvement (0.25)**	**Marks**
Stages of the Creative Process	Clearly outlines and applies the creative process stages, showing how their fiction film idea evolved.	Outlines the creative process stages, but the application to their fiction film is unclear or lacks depth.	Lists stages with little or no connection to their fiction film.	
Brainstorming	Uses brainstorming effectively, generating multiple ideas and refining them into a strong film concept.	Brainstorms some ideas, but the refinement process is weak or underdeveloped.	Attempts brainstorming, but ideas are unclear or disconnected.	
Mood board	Creates a detailed and relevant mood board, effectively illustrating the visual style and themes of their fiction film.	Creates a mood board, but it lacks detail or clear relevance to the film.	The mood board is incomplete, unclear, or missing.	
Creativity & Story Development	Demonstrates originality and creative problem-solving in developing the film concept. The story idea is engaging, unique, and well thought out.	Shows some creativity in the film concept, but the idea may be predictable or lack development.	The story idea is unclear, lacks originality, or does not show much creative thinking.	
			Total	

C1	• Research the key conventions of the chosen film genre, including mise-en-scène, character archetypes, and narrative structure.			
Criteria	**Excellent (2)**	**Good (1)**	**Needs Improvement (0.5)**	**Marks**
Mise-en-Scène in the Genre	Creates a detailed section on mise-en-scène, explaining how specific elements will be used in their fiction film based on genre conventions.	Includes some mise-en-scène research, but the connection to their fiction film is weak or lacks detail.	Mentions mise-en-scène but does not apply it to their fiction film.	
Character Archetypes in the Genre	Identifies key character archetypes and explains how they will be used in their fiction film to align with the genre.	Includes some character archetype research, but does not fully connect them to their script concept.	Lists general character types without linking them to their fiction film.	
Narrative Structure in the Genre	Breaks down the typical narrative structure of the genre and applies it to their fiction film concept.	Mentions some aspects of narrative structure, but does not fully integrate them into their script concept.	Lists general narrative elements without linking them to their fiction film.	
			Total	

K2	• Write a script for a fiction film, including a film treatment.			
Criteria	**Excellent (1)**	**Good (0.5)**	**Needs Improvement (0.25)**	**Marks**
Film Treatment (Concept, storyline, characters, themes, structure)	Clearly presents the film treatment, outlining the story, characters, and structure in a logical and engaging way.	Provides a film treatment, but some key elements (story arc, character depth, or structure) are missing or unclear.	Film treatment is basic or incomplete, lacking essential details to understand the film idea.	
Script Formatting & Structure	The script follows proper screenplay format, with correct scene headings, action descriptions, and dialogue formatting.	Script is mostly formatted correctly, but contains minor inconsistencies in structure or layout.	The script is poorly formatted or does not follow standard screenplay conventions.	
Dialogue & Character Development	Dialogue is well-written and fits the characters, helping to develop the story naturally.	Dialogue is functional but may lack depth or feel unnatural at times.	Dialogue is basic or unrealistic, making it difficult to connect with the characters.	
Story Progression & Clarity	Scenes progress logically and smoothly, creating a clear and engaging story.	The story mostly flows well, but some scenes feel disconnected or underdeveloped.	The story lacks clarity, making it difficult to understand the narrative flow.	
			Total	

K3	• Break Down the Script and Create a Storyboard and Shot List.			
Criteria	**Excellent (1)**	**Good (0.5)**	**Needs Improvement (0.25)**	**Marks**
Script Breaks down	Breaks down the script thoroughly, identifying essential elements needed for production.	Breaks down the script, but some elements are missing or not fully considered.	Basic or incomplete script breakdown, missing key details needed for production.	
Storyboard	Creates a clear storyboard with frames that represent key moments in the film.	Creates a storyboard, but some key moments are missing or unclear.	The storyboard is incomplete, unclear, or missing important scenes.	
Shot List	Creates a well-Organised shot list covering essential shots with basic framing and angles.	Creates a shot list, but some shots are missing or not well-planned.	The shot list is basic or lacks key details.	
Practical Application in Production	The storyboard and shot list are usable for production, with clear sequencing and shot progression.	The storyboard and shot list are mostly usable but may need some clarification.	The storyboard and shot list lack structure, making them difficult to follow.	
			Total	

K4	• Plan a production folder, including an equipment list, release forms, job roles and responsibilities, and sequence of work.			
Criteria	**Excellent (1)**	**Good (0.5)**	**Needs Improvement (0.25)**	**Marks**
Equipment List	Includes all essential equipment relevant to their fiction film, ensuring correct and logical selections.	Includes most of the required equipment, but some key items are missing or not well considered	Includes only a few equipment items or the list lacks a clear connection to production needs.	
Release Forms & Permissions	All necessary forms are completed correctly and relevant to the fiction film production.	Some forms are included, but some are missing or incomplete.	Few or no forms are included, or they are incorrectly completed.	
Job roles and responsibilities	Clearly identifies all essential job roles (e.g., director, camera, actor, editor, sound) and assigns responsibilities accurately.	Lists most key roles with some attempt to assign responsibilities. Some descriptions may lack clarity or accuracy.	Lists only a few roles, with unclear or missing role descriptions and responsibilities.	
The sequence of Work	A well-structured and logical sequence of work ensures smooth production planning.	A sequence of work is included but lacks detail or realistic timelines.	An unstructured or missing sequence of work, making planning unclear.	
			Total	

A1	• Deliver a pitch for the fiction film idea, explaining the concept, target audience, media representation, and sustainability.			
Criteria	**Excellent (2)**	**Good (1)**	**Needs Improvement (0.5)**	**Marks**
Film Idea & Development (Creativity, originality, audience appeal)	Presents a creative and original idea that is interesting and clear. Explains why the audience will enjoy it and how it will work as a film.	Presents a good idea, but some parts are unclear or not fully developed. The idea may need more originality or audience appeal.	The idea is unclear, not creative, or hard to understand. It does not show why the audience would be interested.	
Target Audience, Media Representation & Green Practices (Who is the film for? Is it diverse and sustainable?)	Clearly identifies the audience and explains why they will enjoy the film. The film includes diverse characters (different genders, cultures, abilities) and avoids stereotypes. (if possible) Shows at least one green filmmaking choice (e.g., using digital scripts, eco-friendly set materials, natural lighting).	Identifies an audience but does not fully explain why they will like it. Some effort is made for diversity and sustainability, but it is not clear or well-developed.	Mentions an audience but does not explain why they will like it. No clear effort to include diversity or use green practices.	
Verbal Communication & Clarity (Speech, confidence, pace, clarity)	Speaks clearly, confidently, and at a good pace. The idea is easy to understand and well explained.	Speaks understandably, but may lack confidence or speak too fast/slow. Some parts are unclear.	Speech is unclear, too fast/slow, or difficult to follow. The idea is hard to understand.	
Non-Verbal Communication & Engagement (Body language, gestures, eye contact, audience engagement)	Uses eye contact, body language, and gestures to make the pitch interesting and professional.	Uses some eye contact and body language, but not consistently.	Uses little or no body language, eye contact, or gestures, making the pitch less engaging.	
Use of Research in Genre & Storytelling (How well does the idea fit the chosen film genre?)	Uses film research well (e.g., mise-en-scène, character types, storytelling style) to match the chosen film genre.	Includes some film research, but does not fully explain how it fits the genre.	Little or no use of film research. The idea does not match the chosen genre.	
			Total	

K5	• Outline the use of sound design in film production.			
Criteria	**Excellent (1)**	**Good (0.5)**	**Needs Improvement (0.25)**	**Marks**
Use of Music in Film Production	Clearly outlined what music was used in the fiction film.	Briefly outlined what music was used, but the explanation lacks depth.	Listed music elements but did not specify what was used in the fiction film.	
Use of Sound Design in Film Production	Clearly outlined what sound effects or ambient sounds were used.	Briefly outlined some sound effects used, but the explanation lacks detail.	Listed sound elements but did not specify what was used in the fiction film.	
Technical Considerations in Sound Design	Outlined the technical choices made for sound recording and exporting (sample rate, bit depth, file format, loudness levels, export format).	Briefly outlined some technical aspects, but with limited detail or missing justifications.	Listed some technical elements but did not link them to their fiction film.	
Impact of Sound Design in Film	Clearly explained how sound choices improved the film.	Mentioned some impact of sound, but lacked depth.	Attempted to outline the use of sound but without linking it to the impact on the film.	
			Total	

K6	• Outline Cables and Connectors Used in Audio and Video Recording in the Fiction Film Production, and How You Manage Them Properly			
Criteria	**Excellent (1)**	**Good (0.5)**	**Needs Improvement (0.25)**	**Marks**
Cables & Connectors in Your Film	Outlined the cables and connectors used in the fiction film, listing their types and describing how they were applied during production.	Outlined some cables and connectors used, covering the basics but lacking detail.	Listed a few cables or connectors with little connection to the fiction film.	
Cable Management on Set	Outlined how cables were managed on set, including specific techniques used to ensure safety and efficiency.	Outlined some cable management techniques but did not fully explain their purpose.	Listed some cable practices but did not explain their relevance to the film.	
Hazards on Set	Outlined four hazards encountered while filming, identifying risks and safety concerns.	Outlined two hazards but did not fully explain their impact on production.	Listed some hazards without linking them to the fiction film.	
Preventing & Managing Hazards	Outlined how the identified hazards were managed or prevented, ensuring safety during filming.	Outlined some ways hazards were managed but lacked full explanation.	Attempted to describe solutions but lacked clarity.	
			Total	

A2	• Film using appropriate framing, camera movement, and lighting techniques. • Apply responsible and safe practices when working with given equipment, ensuring proper setup, operation, and maintenance to prevent accidents or damage.			
Criteria	**Excellent (2)**	**Good (1)**	**Needs Improvement (0.5)**	**Marks**
Framing & Composition	Shots are well-composed, following framing rules (rule of thirds, leading lines), and effectively enhance storytelling.	Shots are mostly well-framed but may have minor composition issues.	Shots lack proper composition, making the visuals feel unbalanced or unclear.	
Filming Techniques (focus, steadiness, camera movement, shot variety, depth of field)	Uses appropriate filming techniques, ensuring smooth camera movement, good focus, and a variety of well-executed shots.	Uses some appropriate filming techniques, but shots may have slight focus, steadiness, or movement issues.	Filming is inconsistent, with shaky, poorly executed, or repetitive shots that reduce quality.	
Lighting Techniques	Lighting is well-executed, creating the desired mood and ensuring visibility without harsh shadows or overexposure.	Lighting is mostly appropriate but may have minor inconsistencies (uneven exposure, slight over/under-lighting).	Lighting is poorly applied, making the scene too dark, overexposed, or unbalanced.	
Safe Equipment Handling	Equipment is set up, used, and maintained safely, following proper handling procedures to prevent damage or accidents.	Equipment is handled mostly correctly but may need some guidance on proper setup or care.	Equipment is mishandled, creating potential safety risks or causing operational issues.	
Overall Filming Quality	The final footage is of high quality, with clear visuals, appropriate shot variety, and a professional look.	The footage is mostly of good quality but may have minor inconsistencies.	The footage lacks quality due to multiple technical issues, reducing its impact.	
			Total	

A3	• Record dialogue and sound effects, ensuring clarity and proper microphone placement. • Apply responsible and safe practices when working with given equipment, ensuring proper setup, operation, and maintenance to prevent accidents or damage. • Exercise autonomy in selecting and utilising equipment.			
Criteria	**Excellent (2)**	**Good (1)**	**Needs Improvement (0.5)**	**Marks**
Microphone Placement	Microphones positioned effectively for clear dialogue and sound effect capture with minimal interference.	Microphones mostly positioned well but may have minor placement issues causing some interference.	Microphones poorly positioned, resulting in inconsistent audio quality or interference.	
Audio Levels	Audio levels monitored and adjusted effectively, maintaining clear and balanced sound throughout recording.	Audio levels mostly well maintained but may have occasional inconsistencies or slight imbalance.	Audio levels poorly monitored, resulting in clipping, distortion, or imbalanced sound.	
Equipment Handling & Safety	Handles and operates equipment responsibly, ensuring proper setup, operation, and maintenance. No risk of damage or safety issues.	Handles equipment responsibly but may need reminders on setup, operation, or safety precautions.	Mishandles equipment, leading to improper setup or potential safety risks.	
Autonomy in Equipment Use	Selects and uses equipment confidently and independently, making appropriate choices for the recording environment.	Uses equipment with some autonomy but occasionally requires guidance.	Relies heavily on guidance and struggles to select or operate equipment independently.	
Overall Sound Quality	High-quality, clear sound that enhances the film's narrative. No background noise or technical issues.	Mostly clear sound, but minor background noise or inconsistencies may be present.	Poor sound quality with distracting background noise, interference, or unclear dialogue.	
			Total	

A4	• Edit the fiction film, applying appropriate transitions, sound design, and colour correction. • Apply creative decision-making and autonomy in the given task.			
Criteria	**Excellent (2)**	**Good (1)**	**Needs Improvement (0.5)**	**Marks**
Editing & Transitions	Smooth editing with well-placed transitions that help tell the story.	Editing is mostly good, but some transitions are rough or distracting.	Editing is messy or has jumpy cuts that make the film hard to follow.	
Sound & mixing	Clear sound with well-balanced music, dialogue, and effects.	Sound is mostly clear, but some parts are too loud or too quiet.	Sound is hard to hear, noisy, or does not fit well with the film.	
Colour & Visuals	Colours look natural and fit the mood of the film. Brightness and contrast are well adjusted.	Some colour adjustments are made, but they are not always consistent.	No colour correction or poor adjustments make the film look uneven.	
Creativity in Editing	Shows unique editing choices (good timing, effects, or pacing) that make the film more interesting.	Some creative choices are present, but they could be stronger.	Little to no creativity, making the edit feel rushed or too simple.	
Independence & Effort	Student worked independently, used software well, and solved problems effectively.	Student needed some guidance but mostly worked on their own.	Student needed a lot of help and struggled to complete the edit.	
			Total	

K7	• Explain Decisions Taken on Artistic, Technical, Economic, and Practical Aspects of the Production and Post-Production Process			
Criteria	**Excellent (1)**	**Good (0.5)**	**Needs Improvement (0.25)**	**Marks**
Artistic Decisions (Cinematography, mise-en-scène, colour, lighting, composition, style, mood, etc.)	Clearly explains and justifies artistic choices, linking them to the intended style and mood of the fiction film.	Explains artistic choices, but lacks justification or connection to the film's purpose.	Lists artistic elements but does not explain their use or impact.	
Technical Decisions (Camera settings, sound, editing, equipment choices, etc.)	Explains and justifies technical decisions, showing their impact on the film's quality and storytelling.	Explains some technical choices, but lacks reasoning for why they were selected.	Mentions technical aspects but does not explain their significance.	
Economic & Sustainable Production Feasibility (financial considerations, cost-effective & sustainable choices)	Explains financial and production choices, demonstrating efficient use of resources and including one sustainable decision.	Mentions some economic considerations, but does not fully explain their impact. Limited awareness of sustainability.	Lists financial aspects without linking them to production decisions or sustainability.	
Practical Decisions (Scheduling, crew management, problem-solving, logistical choices, etc.)	Explains how practical decisions (e.g., scheduling, locations, teamwork) contributed to a smooth production process.	Mentions some practical choices, but lacks explanation of their impact on production.	Lists general production aspects without clear decision-making rationale.	
			Total	

Portfolio:

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. Compilation of Best Work (15 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 Organised, visually appealing, and easy to navigate, reflecting a high standard of presentation.

2. 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

1. Compilation of Best Work - 15 Marks				
Criteria	**Excellent (5)**	**Good (3)**	**Needs Improvement (1)**	**Marks**
Selection of Work	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	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	Professional and visually appealing presentation, highly Organised and easy to navigate.	Organised presentation, visually adequate, with some areas for improvement.	DisOrganised presentation, lacking visual appeal, and difficult to follow.	
2. Social Responsibility - 5 Marks				
Social Responsibility	Student shows clear engagement with a social issue through a creative media output and includes a short written outline explaining what the issue is and how their work relates to it.	Student presents a media output related to a social issue and includes a short outline, but either the connection is not clear or the outline is vague.	Student provides little or no media output related to a social issue. Short outline is missing or very unclear.	
			Total	

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