

SEC (2020)

Media Literacy Education

SEC

***SYLLABUS / LEARNING AND ASSESSMENT PROGRAMME***

**SEC41 Media Literacy Education**  
**Syllabus Addendum**

*Mitigating factors for 2020 MATSEC Examinations Session*

Changes in Subject Content	Content in Unit 3 has been reduced to what was covered in Assignment 1. Remaining content is not expected to be delivered.
Changes in Coursework	Unit 3 Assignment 2 will not be carried out. Marks for this component will be prorated at the end of the programme based on the performance in the other assessments of the qualification.
Changes in Exam Paper(s)	The Unit 3 Controlled assessment will not be carried out. Marks for Unit 3 Controlled assessment will be prorated at the end of the programme based on the performance in the other assessments of the qualification.

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## Introduction

The aim of this learning and assessment programme is for secondary school learners to develop media literacy by becoming media partners and discerning selectors of media products. Also to assist secondary schools to manage vocational programmes, specifically in the planning and implementation of the programme delivery.

This learning and assessment programme is structured into two parts, namely

Part A: General Policies

Part B: Unit Specifications

In Part A, the overall aim and objectives of the programme are explained. Important terms that will be used in the LAP (Learning and Assessment Programme) will be defined. Additionally, policies, guidelines and strategies related to assessment practices are documented in this section. Quality Assurance processes and procedures are also documented in Part A of this document.

In Part B, the detailed specification of the three units that are to be implemented are provided for each unit. The learning outcomes, together with a brief description of the unit are also stipulated. The assessment criteria for each unit, together with assessment methods that are to be applied, are presented in this part of the document.

In order to ensure effective implementation of the programme, important standards and quality assurance processes and procedures have to be adopted. Standard templates will be provided in a separate document and will be structured as presented in the table provided overleaf.

Reference	Template
A	Assignment Brief Front Sheet
A	Record of Internal Verification – Assignment Brief
A	Record of Internal Verification – Assessment Decision
A	Unit Tracking Sheet Template
QA	Internal Verification Report Templates
QA	External Verification Report Templates

<b>Legend:</b>	
<b>A:</b>	Assessment
<b>QA:</b>	Quality Assurance

## **Part A: General Policies**

### **A.1. Programme Aim and Objectives**

The aim of the vocational programme in Media Literacy Education is to provide learners with the underpinning knowledge related to Media Literacy Education. By the end of the programme, candidates are expected to have gained basic skills and knowledge about the key aspects of media which are impacting their life on everyday basis

Upon completing this programme, learners should be able to:

1. Understand the importance and impact of media.
2. Safely and responsibly access a variety of media texts from different media platforms.
3. Develop the ability to analyse and critically appraise various media products for specific audiences.
4. Collaboratively and creatively develop media products for various media platforms.
5. Act as a responsible digital citizen.

## A.2. Definitions/ Terminology

Term	Definition
Assessor	The person responsible to grade the candidates' work, issue a mark and determine the candidates' final grade.
Assessment (Continuous)	A number of tasks given to the candidate during the course; these could be an individual task or as group work.
Controlled Assessment	An assessment in the form, of an examination and conducted within a school environment. The minimum time for this assessment is 1 hour.
Learning Outcome	Learning Outcomes are statements, which describe what a qualification represents in terms of knowledge, skills and competences. The Malta Qualifications Framework (MQF) defines a learning outcome as what a learner understands and is capable of doing at the end of the learning process.
Knowledge	Knowledge refers to the understanding of basic, factual and theoretical information, which is traditionally associated with formal learning but can also be acquired from informal and non-formal learning.
Skills	Skills imply the application of acquired knowledge and understanding in different contexts. A skill may be the result of formal learning or of repetitive work in an informal setting.
Competences	Each competence is defined as a combination of knowledge and skills and is associated with the level of autonomy and responsibility that the person is expected to have at that level.
Unit Content	The unit content is the content required to be communicated and given to the candidate per learning outcome. Each learning outcome must have content related to it and this content must be delivered to give the candidates the tools to achieve that outcome.
Assessment Grading Criteria	A description of what a candidate is expected to do in order to demonstrate that a learning outcome has been achieved.
Sample of Work	The internal or external verifier gathers a representative sample of the candidates work to be verified.
Quality Assurance	To assure the standards and quality of the learning assessment programme.
Malta Qualification Framework	The Malta Qualifications Framework (MQF) provides an indication of the level of difficulty as a benchmark for a qualification, which needs to be assigned a level, and mapped to the framework. The MQF has level descriptors from Level 1 to 8. The level descriptors are useful for education and training providers as they describe the Knowledge, Skills and Competences and a set of Learning Outcomes, which indicate to the learner the end of a learning process.

Synoptic Assessment	A Synoptic Assessment can be defined as an assessment, which is designed to cover all the assessment grading criteria for a given unit.
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## A.3. Assessment

### A.3.1. Scope

Assessment is an important element in any learning process. In order to ensure that assessment informs candidates and at the same time meets important conditions of reliability, validity and fairness, important rules and procedures must be adhered to. In particular, the assessment regulations and procedures that are explained in this section will ensure that assessments are:

- Of the required standard, quality and level
- Fair for all learners
- Valid and reliable

Each unit will be assessed by means of three assignments, one of which must be an assessment conducted within a controlled school environment. The assessment mode/type, criteria to be assessed and marks distribution are explained in Part B of the programme as part of the unit specifications.

### A.3.2. Programme Grade

A cumulative percentage mark, calculated on the basis of a sum total of all the 3 units, determines the final grade of candidates/ learners. Candidates/ Learners may qualify for Grades 1, 2, 3, 4, 5, 6 and 7. The results of candidates/learners who do not obtain at least a Grade 7 shall remain unclassified.

### A.3.3. Important Conditions

Candidates must obtain a minimum of 50 marks in each unit in order to obtain a grade classification.

If a candidate obtains a minimum of 50 in two units, but fails to satisfy the examiner in the remaining unit, s/he may be eligible to obtain Grade 6 or Grade 7.

If a candidate obtains less than 120 marks, his grade will be Unclassified. The same applies if a candidate does not obtain at least 50 marks in two units by the end of the programme.

### A.3.4. Re-Sits

If for a given unit, the total mark gained by a candidate is less than 50 marks, s/he will be eligible to re-sit. The re-sit assessment must consist of a synoptic assessment conducted within a school-controlled environment during the same academic year. The highest possible mark that may be obtained in this case is 60 marks.

Candidates who obtained an average of 50 marks or more on completion of the three tasks for a given unit will not be eligible for a re-sit to better their original mark.

Candidates who miss the controlled assessment for a justifiable reason will be eligible to sit for the synoptic assessment and may obtain full marks. The mark obtained in this assessment will replace the controlled assessment mark. The controlled assessment must not be more than 2 hours long.

## A.4. Quality Assurance

An important aspect of this programme is the quality assurance process that must be conducted throughout the implementation of the programme. Three main processes are to be conducted as stipulated in the table below.

Internal Verification of Assessment Briefs	All assessment briefs are to be internally verified before being issued to the candidates. Within this process important checks relating to learning outcomes, criteria to be assessed, validated and reliability are to be performed.
Internal Verification of Assessment Decisions	Once learners complete their work and assessments have been corrected, a representative sample of learners' work is to be internally verified.
External Verification	The process of external verification will ensure that programme quality and standards criteria are met.

## Part B: Unit Specifications

### B.1. Introduction

This part of the programme guide provides detailed specification for each of the 3 units that are to be implemented for the successful completion of the programme. The curriculum design adopted for the development of the units of study is based on the learning outcomes approach. The latter can be defined as "written statements of what a learner should be able to do/know/apply by the end of the learning process."

The structure of the unit specifications is presented below:

Unit Title	
Unit Description	
Learning Outcomes	
Unit Content	
Assessment Criteria	
Assessment Plan	

## B.2. Interpreting the Unit Specifications.

Under each grading criterion all the content that has to be covered can be found. Examples (e.g.), semi-colons and commas are used in the Learning and Assessment Programme. When semi-colons are used the students should be assessed on all the content prescribed. However, when the list is headed with example (e.g.), all the content is to be covered but the students are expected to be assessed on more than 50% of the content prescribed for that grading criterion.

In each grading criterion there is a command verb which specifies the level of content expected by the student, such as list, identify, outline, describe, explain etc. These verbs are defined by MATSEC in the glossary of verbs available on their website. It is of vital importance that the command verbs specified in the grading criteria remain unchanged in the assignment brief.

## B.2 Unit 1: The Media and “Me”

Unit 1	The Media and Me
Unit Description	<p>This unit aims to encourage students to explore the media world in terms of content and context, and its role in society. The learners will be given the opportunity to explore the relationship between media and society through developing an understanding of the key aspects of media and applying these analytically. The unit helps them to engage with analytical tools to examine how society is represented on the media, and how society impacts the media producer’s creative decisions.</p> <p>In this unit learners will have the opportunity to explore how different media contexts, including the different media platforms, audiences, institutions etc., shape the audience’s perspective of what is portrayed as reality in the media.</p> <p>Learners will be able to test their knowledge through a hands-on and active approach type of learning. In this way they will be able to apply theory learnt and discussed in class. This will enable them to use cameras in an effective manner in order to achieve their aims creatively and effectively. Moreover, learners will become familiar with the various uses of basic equipment related to photography. Learners will then have the opportunity to work on a practical task independently, in which they will be required to produce a series of photographs.</p>

## Learning Outcomes

**Upon completion of this unit the learner will be able to:**

- LO 1. Understand how the different media contexts impact media content.**
- LO 2. Know how contextual factors impact the dissemination of information through media.**
- LO 3. Demonstrate how all factors construct the *mise-en-scene* and contribute to the narrative.**
- LO 4. Apply a range of camera techniques to produce a series of photographs.**

## Unit Content

### **LO 1. Understand how the different media contexts impact media content.**

#### **K-1: List the different forms and platforms of media.**

- Forms of media: audio-visual; audio; print; digital media; broadcast media;
- Platforms: terrestrial; satellite, online; cable.

#### **K-2: Identify various media texts and include their common features and characteristics.**

- Media texts: magazine feature; newspaper article; TV programs; films; radio programs; news; music video; advertising;
- Common features and characteristics: gender; culture; faith; society; minorities; economy; politics; media genres;
- Media Genres: western; documentary; horror; drama; science fiction; reality TV; news and current affairs; comedy.

#### **C-1: Describe how a media text may be interpreted differently through different media platforms.**

- Features affecting interpretation: e.g. Interactivity, commercialism, sensationalism, news value, politicisation, mainstream, underground, personal gratification, marketing, entertainment.

### **LO 2. Know how contextual factors impact the dissemination of information through media.**

#### **K-3: Name the different types of institutions that make, own and govern the media.**

- Types of media Institutions: e.g. religious, independent, commercial, minority, economic, political;
- Media ownership: e.g. state, private, entrepreneurial;
- Media authority: broadcasting authority; law; ethics; censorship.

#### **K-4: Define the different types of audience.**

- Types of audience: babies; child; youth; adult; elderly; gender; educated; social classes; minorities; race.

#### **K-5: Outline how people, places, events and ideas are represented in different media texts.**

- Media Representations: e.g. stereotyping, religious, cultural, sexual, violence, reality.

#### **C-2: Explain how audience shapes media and how media shapes the audience.**

- Media/Audience relationships: e.g. personal perspectives, general perspectives, identity (personal cultural), point of view, propaganda, religious, framing.

#### **C-3: Express various cultural representations found in media.**

- Cultural Representations: e.g. western society, middle-Eastern society, social stratification, LGBTIQ, Asian society, black culture, immigration, musical, religious.

**A-1: Present a theme based on research, personal reflection, and experience in a visual form to a specific audience.**

- Pitch by including: mood board; visuals; presenting to an audience; story boards; location scouting; professional practice; time constraints; presenting an original idea; referencing your sources; dress code.

**LO 3. Demonstrate how all factors construct the *mise-en-scene* and contribute to the narrative.**

**K-6: Identify the elements that constitute the *mise-en-scene*.**

- Mise-en-scene*: Cinematography; Lighting; Editing; Sound; Set; Location; Acting; Action; Costumes; Hair and Make-up.

**K-7: Describe how the shot is an integral part of the narrative.**

- Type of shots: close-up(CU); wide; establishing; point of view (POV); over shoulder; top-shot; extreme close-up; low/high angle;
- Elements of narrative: character build up; plot points; 3-act structure; inciting incidents; revelations.

**C-4: Describe how the elements of *mise-en-scene* alter the viewers' interpretation of images.**

- Elements: colour; costume; location; action; anchorage; casting; makeup; visual effects; time of day; props;
- Point of view: subjectivity; lines of appeal; gender; gaze.

**A-2: Develop an idea through synopsis, treatment and shot-list.**

- Story elements: sequencing; storyline; plotting a narrative; where; when; who; what; synopsis; treatment; shot list.

**LO 4: Apply a range of camera techniques to produce a series of photographs.**

**K-8: Outline how key features of a camera impacts the resulting image.**

- Key features: camera settings; resolution; exposure; framing; composition; shutter speed; ISO/ASA; focus.

**K-9: Identify the different types of lenses and their uses.**

- Types of lenses: prime lenses; wide angle; telephoto; macro; zoom;

**K-10: Describe how to capture an image within different lighting scenarios.**

- Light scenarios: Artificial; indoors; available light; low light; high key; 3-point lighting; flat lighting; chiaroscuro.

**C-5: Discuss how various camera techniques impacts the dynamics of a narrative.**

- Camera techniques: camera angle; use of exposure; use of shutter speed; composition; camera positioning; camera movement.

**A-3: Produce a series of 10 photographs to illustrate a story/theme.**

- Photography production: team work; organisation; shoot schedule; health and safety; preparing for a shoot; equipment list/inventory; presentation skills; image sequencing; image quality; problem solving.

## Assessment Criteria

Assessment criteria provide guidance on how the learners will be assessed in order to ensure that the learning outcome has been achieved. To achieve each outcome a learner must satisfy the following assessment criteria. The assessment criteria which will be assessed in the controlled assessment have been highlighted.

LO	Knowledge	Comprehension	Application
<b>LO 1</b> <b>Understand how the different media contexts impact media content.</b>	K-1: List the different forms and platforms of media.  K-2: Identify various media texts and include their common features and characteristics.	C-1: Describe how a media text may be interpreted differently through different media platforms.	
<b>LO 2</b> <b>Know how contextual factors impact the dissemination of information through media.</b>	K-3: Name the different types of institutions that make, own and govern the media.  K-4: Define the different types of Audience.  K-5: Outline how people, places, events and ideas are represented in different media texts.	C-2: Explain how audience shapes media and how media shapes the audience.  C-3: Express various cultural representations found in Media.	A-1: Present a theme, based on research and personal reflection and experience, in a visual form to a specific audience.
<b>LO 3</b> <b>Demonstrate how all factors construct the <i>mise-en-scene</i> and contribute to the narrative.</b>	K-6: Identify the elements that constitutes the <i>mise-en-scene</i> .  K-7: Describe how the shot is an integral part of the narrative.	C-4: Describe how the elements of <i>mise-en-scene</i> alter the viewers' interpretation of images.	A-2: Develop an idea through synopsis, treatment and shot-list.

<b>LO 4</b> <b>Apply a range of camera techniques to produce a series of photographs.</b>	K-8: Outline how key features of a camera impacts the resulting image.  K-9: Identify the different types of lenses and their uses.  K-10: Describe how to capture an image within different lighting scenarios.	C-5: Discuss how various camera techniques impacts the dynamics of a narrative.	A-3: Produce a series of 10 photographs to illustrate a story/theme.
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### Assessment Criteria – Marking Scheme

4 marks are to be allocated for each knowledge assessment criteria (K1 to K10), for a total of 40 marks.

6 marks are to be allocated for each comprehension assessment criteria (C1 to C5), for a total of 30 marks.

10 marks are to be allocated for each application assessment criteria (A1 to A3), for a total of 30 marks.

Ass. No.	Assessment Mode	Percentage distribution
1	Assignment 1	26 - 34%
2	Assignment 2	26 - 34%
3	Controlled	38 - 42%



## B.3 Unit 2: Communicating “Me”

Unit 2	Communicating “Me”
Unit Description	<p>This unit aims to expand student’s knowledge and views of the role of print, in its various forms, in society. The various forms of graphic design and the tools used within the print medium to send different messages to different audiences will be outlined.</p> <p>Learners will be able to identify the key elements used in all forms of graphic design, and how these are used differently in print and in web-based platforms. The use of these elements to attract different audiences through the use of advertising will also be explored.</p> <p>Graphical elements combined with the actual text may be used to pass on information which may carry a bias or agenda. Learners will acquire the critical skills needed to identify bias in graphical publications, judge tone, recognise emotion eliciting graphics, test sources, and learn to take these into consideration in order to experience an educated reading of the text.</p> <p>Learners will be able to combine the acquired skills and information in the creation of their own web page. They will also have the opportunity to critically reflect on their on-going project through the creation of an online blog. This platform will open up their work to criticism from their peers. Students will be exposed to the real life working situation, where one’s peers may like or dislike specific works to varying degrees, and learners must learn to filter, analyse, and act on the received feedback appropriately.</p> <p>This same platform also provides learners with the opportunity to analyse and comment on the work of others. Learners will therefore become aware that their online actions and comments have both negative and positive effects in real life. This awareness should instil an important sense of personal and collective responsibility with other online activity.</p>

## Learning Outcomes

**Upon completing the unit, learners should be able to:**

- LO1. Understand how print and text/images are used effectively.**
- LO2. Know how graphics impact different audiences.**
- LO3. Know how to develop and design a print product for a specific audience.**
- LO 4. Know the personal and collective responsibilities when publishing online.**

## Unit Content

### **LO1. Understand how print and text/images are used effectively.**

#### **K-1: List different forms of print.**

- Forms of print: newspapers; magazines; books; comics; advertising material; labels; packaging; mail shots.

#### **K-2: Outline the roles and responsibilities of the copy writer in all forms of print.**

- Roles and responsibilities: develop concept; write appropriate text; suggest visuals; responding to a brief.

#### **K-3: Name some purposes for which graphics are created.**

- Purposes: advertising; entertainment; news; information; aesthetic reasons; specific agenda to persuade; sign posting; to shock.

#### **C-1: Describe the different types of target audiences and their characteristics that writers need to know about.**

- Target Audiences: children; youth; adults; elderly; mainstream; minorities; foreign; local; migrants; LGBTIQ;
- Characteristics: age; gender; culture; profile; purpose; values; attitudes; lifestyles; socio-economic background; faith.

### **LO2. Know how graphics impact different audiences.**

#### **K-4: List different elements found in graphics.**

- Different elements: images; shape; colour; typography; space; line; scale; texture; composition; perspective.

#### **C-2: Explain how the message is conveyed through different graphical elements.**

- Significance of variations of graphical elements within different scenarios: e.g. sports magazine, political newspaper, comics, academic journal, financial newspaper, fashion magazine.

#### **K-5: Identify how print adverts are read by different audiences.**

- Read by different audiences: preferred reading, oppositional reading; negotiated reading; unaffected.

#### **A-1: Create an advert based on a specific given brief for print aimed at a particular audience.**

- Choice of graphical elements: colour; typography; space; balance; scale; composition; texture; text; images; perspective.

**LO3. Know how to develop and design a print product for a specific audience.**

**K-6: Define structural features found in newspapers and magazines and any other print media of your choice.**

- Structural features: page size; masthead; dateline; front cover flash; strapline; splash head full caps; by-line; page lead; support story; underscored; cross reference; picture; columns; headlines; box columns; caption.

**K-7: Describe how three different versions of a recent real life story to show bias, point of view, and use of sources.**

- Objectivity and Bias: culture; agenda; purpose; distortion of message through language and images;
- Point of View: physical position; profile; bias;
- Sources: Triangulation of sources; fact checking; reliability of source.

**K-8: Outline the codes and conventions associated with the different genres of print media.**

- Codes:
  - Technical codes: print text; layout and design; image; use of colour; graphics; post production; font;
  - Symbolic codes: colours; objects; body language; clothing; settings; context;
- Conventions: style; bias; fact or fiction; ideology; tone; buzz words; use of direct address.

**C-3: Demonstrate how structural features are used differently in various print formats.**

- Print Formats: e.g. broadsheets, tabloids, magazines, comics, advertising material.

**C-4: Compare how print characteristics engage the interest of the audience and send different messages in the front cover of two magazines or newspapers or any other print media of your choice.**

- Characteristics: structural features; codes and conventions; design elements;
- Audience engagement and interpretation of messages.

**A-2: Design the cover of a magazine and the front page of a newspaper which also includes an advertisement aimed at a particular audience.**

- Design and content: balanced use of text and illustration; appropriate use of language and register; content keeping audience in mind; use of graphical elements and chosen style.

**LO 4. Know the personal and collective responsibilities when publishing online.**

**K-9: Describe how to be smart online and the consequences of online activity.**

- Responsibility when: Accessing sites; posting on social media (personal information, photos, comments etc.); downloading copyrighted material;
- Consequences: legal; moral; financial; psychological; physical.

**K-10: Identify key steps necessary to design, develop and publish a website/blog.**

- Key steps: choose your message; acquire a domain; select a target audience; choose a concept; develop a style; create/choose graphical elements; publish; disseminate and share; update content regularly; evaluate.

**C-5: Evaluate your on-going web building process through peer feedback received on your own blog.**

- Types of feedback: constructive; destructive;

- Modes of feedback: quantitative; qualitative; critical.

**A-3: Publish a static, 3-page website aimed at a particular audience and a blog to receive feedback about the website.**

- Publish a 3-page website which takes accessibility into account;
- Design and content of website: balanced use of text and illustration; appropriate use of language and register; content keeping audience in mind; use of graphical elements and chosen style;
- Publishing of Blog: Regular update of blog; quality of blog posts;
- Act upon feedback appropriately;
- Post appropriate feedback on peers' blogs.

## Assessment Criteria

Assessment criteria provide guidance on how the learners will be assessed in order to ensure that the learning outcome has been achieved. To achieve each outcome a learner must satisfy the following assessment criteria. The assessment criteria which will be assessed in the controlled assessment have been highlighted.

LO	Knowledge	Comprehension	Application
<b>LO1</b> Understand how print and text/images are used effectively.	K-1: List different forms of print.  K-2: Outline the roles and responsibilities of the copy writer in all forms of print.  K-3: Name some purposes for which graphics are created.	C-1: Describe the different types of target audiences and their characteristics that writers need to know about.	
<b>LO2</b> Know how graphics impact different audiences.	K-4: List different elements found in graphics.  K-5: Identify how print adverts are read by different audiences.	C-2: Explain how the message is conveyed through different graphical elements.	A-1: Create an advert based on a specific given brief for print aimed at a particular audience.
<b>LO3</b> Know how to develop and design a print product for a specific audience.	K-6: Define structural features found in newspapers and magazines and any other print media of your choice.  K-7: Describe how three different versions of a recent real life story to show bias, point of view, and use of sources.  K-8: Outline the codes and conventions associated with the different genres of print media.	C-3: Demonstrate how structural features are used differently in various print formats.  C-4: Compare how print characteristics engage the interest of the audience and send different messages in the front cover of two magazines or newspapers or any other print media of your choice.	A-2: Design the cover of a magazine and the front page of a newspaper which also includes an advertisement aimed at a particular audience.

<b>LO4 Know the personal and collective responsibilities when publishing online.</b>	<p>K-9: Describe how to be smart online and the consequences of online activity.</p> <p>K-10: Identify key steps necessary to design, develop and publish a website/blog.</p>	<p>C-5: Evaluate your on-going web building process through peer feedback received on your own blog.</p>	<p>A-3: Publish a static, 3-page website aimed at a particular audience and a blog to receive feedback about the website.</p>
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### Assessment Criteria – Marking Scheme

4 marks are to be allocated for each knowledge assessment criteria (K1 to K10), for a total of 40 marks.

6 marks are to be allocated for each comprehension assessment criteria (C1 to C5), for a total of 30 marks.

10 marks are to be allocated for each application assessment criteria (A1 to A3), for a total of 30 marks.

Ass. No.	Assessment Mode	Percentage distribution
1	Assignment 1	26 - 34%
2	Assignment 2	26 - 34%
3	Controlled	38 - 42%

### Appendix

When teaching K5 one should give the following definitions to students:-

1. Preferred reading: This is when audiences respond to the product the way media producers want/expect them to.
2. Negotiated Reading – This is when a member of the audience partly agrees with part of the product .e.g Film, documentary, TV programme.
3. Oppositional Reading – This is when the audience are in complete disagreement with the product's message or setting.

## B.4 Unit 3: Creative and Collaborative “Me”

Unit 3	Creative and Collaborative “Me”
Unit Description	<p>This unit aims to introduce the basic components of a moving image. The importance of understanding the different forms of sound as a means to further enhance the message being imparted is also necessary.</p> <p>Learners will be able to explore the different categories of a moving image production and identify those key aspects of media language found in a moving image. An important component of this unit is story telling through the moving image. Moreover learners will acquire the skills to apply their own ideas from concept to screen. Teamwork is given paramount importance. Learners will be able to identify roles and responsibilities in a moving image production. Learners are encouraged to be aware of the impact of their product.</p> <p>Learners will be able to test their knowledge through a hands-on and active learning approach. Most learning will take place in class, in-studio or out in the field. Learners will use cameras, pre-production and post-production equipment in a creative way in order to produce a video which reflects their chosen story. Learners will then have the opportunity to work collaboratively, critically and creatively on a practical task, in which they will be required to create a product which sums up what they have learnt.</p>

### Learning Outcomes

**Upon completion of this unit, the learner will be able to:**

- LO 1. Communicate an original idea for a moving image production.**
- LO 2. Compile the preparatory building blocks required to complete an audio-visual production.**
- LO 3. Collaboratively produce an audio-visual production.**

## Unit Content

### **LO 1. Communicate an original idea for a moving image production.**

#### **K-1: Describe what constitutes a moving image.**

- Brief history: First film; film (1900s to present day); sound in film;
- Moving Image: A sequence of images; duration; projected; illusion of movement; to communicate;
- Forms of moving images: film; video; animation; analogue media;
- Parameters: colour; aspect ratio; resolution; image change rate.

#### **K-2: Describe the importance of the different types of and uses of sound in media moving image.**

- Types of sound:
  - Music: digetic; non-digetic;
  - Sound effects;
  - Dialogue: voice-over; dubbing; real-life video based;
  - Silence;
- Uses of sound:
  - Emotion;
  - Narrative
  - Information.

#### **K-3: Outline the main categories involved in moving image production.**

- Main categories:
  - Genre: e.g. science fiction, horror, action, documentary, fantasy, news;
  - Purpose: e.g. entertainment, education, advertisement, indoctrination, information, persuasion;
  - Form: e.g. film, advert, trailer, television programme, series, webcasts;
  - Tone: e.g. serious, light-hearted, violent, romantic, satiric, amusing.

#### **K-4: Identify media language found in moving image.**

- Media language:
  - Mis-en-scene (composition): e.g. cinematography, lighting, editing, sound, set, location, acting, action, costumes, hair and make-up;
  - Camera work (cinematography): e.g. shot size, angle, pan, tilt, zoom, pull focus, track, pedestal, crane, helicopter/drone shot, roll, hand-held, shoulder;
  - Lighting: e.g. natural, studio, artificial, low-key, high-key, 3-point lighting;
  - Visual effects: e.g. compositing, chroma-key, filtering, special effects/computer generating effects (CGI), time warp;
  - Editing: e.g. length of cut, music, transitions;
  - Titles: e.g. Opening, sub-titles, credits, text on screen.

#### **C-1: Explain how a narrative is constructed through media moving image.**

- Narrative stages: Equilibrium; disruption; recognition of disruption; attempt to repair disruption; re-instatement of equilibrium (Todorov); enigmas(Barthes);
- Use of media languages for development of narrative structure: *Mis-en-scene*; camera work; lighting; visual effects; editing; titles.



**C-2: Outline how one should prepare for a pitch presentation for a media moving production.**

- Pitch presentation:
  - Concept presentation: synopsis; story treatment; mood boards; shot list; story boards;
  - Personal preparation: audience identification; duration; technology required; rehearsals; dress code.

**A-1: Pitch an original idea for a moving image production.**

- Pitch: Personal image; verbal communication; presentation; non-verbal communication; level of detail; persuasion skills; subject terminology; appropriate use of technology.

**LO 2. Compile the preparatory building blocks required to complete an audio-visual production.**

**K-5: Describe the stages required to produce a moving image production from concept to screen.**

- Stages: pre-production; production; post-production; marketing.

**K-6: Name the roles and responsibilities involved in completing a moving image production.**

- Roles and responsibilities:
  - Producer: funding; logistics; project management; marketing; team-coordination;
  - Researcher: location; context; risk assessment; documentation; permits;
  - Editor: story structure; logging; pacing/rhythm; colour/visual effects(VFX); shot selection;
  - Director: vision; film-look; casting; acting for camera; creative executive;
  - Cinematographer/(DoP): shot list; lighting; camera work; electrical/technology; film texture/tone;
  - Sound recordist/editor: ambience; voice; Foley; sound track; sound editing;
  - Script writer: dialogue; action; location; transitions; tone of voice;
  - Art director: costume; props; set; hair; make-up.

**K-7: Describe the collaborative operational process required to complete the production effectively and efficiently.**

- Operational processes: idea origination and selection; research and development; funding; stages of production; distribution (promotion and feedback).

**K-8: List key areas of risk assessment to ensure the well-being of all involved in the production.**

- Key areas: identify the hazards; who might be harmed and how; estimate the risk; control the risks; monitor effectiveness of controls; record risks and controls; identify who should take action; review of risk assessment.

**C-3: Justify your role in and contribution towards the construction of your team's production folder.**

- Role and contribution: role assignment; actual contribution; conflict management and resolution; team work; emotional and personal impacts

**A-2: Construct a production folder of the selected idea/s ready for production.**

- Production Folder: logical and effective sequence; readability; visual aids and annotations; originality; coherence; critical thinking; all operational processes completed and considered; legal and ethical issues.

**LO 3. Collaboratively produce an audio-visual production.**

**K-9: Outline film making equipment essential to produce an audio-visual production.**

- Film making equipment:
  - Filming equipment: camera; lens filters; lenses; flash memory cards; batteries; tripod;
  - Lighting equipment: lighting kits; tungsten lights; light reflectors; lighting gels;
  - Audio equipment: cabling; boom microphones; voice microphones; audio recorders; wind shields; headphones.

**K-10: Describe the processes involved in post-production.**

- Skills: data asset management; organisation of shoots; preparing for the time-line; cutting film; sequence settings; continuity; colour; exporting.

**C-4: Reflect critically upon the decisions taken throughout the production process.**

- Concept development;
- Production decisions;
- Post-production execution.

**C-5: Outline the strengths and weaknesses of the finished products emphasising how they could be improved.**

**A-3: Co-construct and produce a short moving image production.**

- Short moving image production: Originality of work; teamwork; story-telling techniques; aesthetic value; audience engagement; audio quality; visual quality; project coherence.

## Assessment Criteria

Assessment criteria provide guidance on how the learners will be assessed in order to ensure that the learning outcome has been achieved. To achieve each outcome a learner must satisfy the following assessment criteria. The assessment criteria which will be assessed in the controlled assessment have been highlighted.

LO	Knowledge	Comprehension	Application
<p><b>LO 1:- Communicate an original idea for a moving image production.</b></p>	<p>K-1: Describe what constitutes a moving image.</p> <p>K-2: Describe the importance of the different types of and uses of sound in media moving image.</p> <p>K-3: Outline the main categories involved in moving image production.</p> <p>K-4: Identify media language found in moving image.</p>	<p>C-1: Explain how a narrative is constructed through media moving image.</p> <p>C-2: Outline how to prepare for a pitch presentation for a moving image production.</p>	<p>A-1: Pitch an original idea for a moving image production.</p>
<p><b>LO 2:- Compile the preparatory building blocks required to complete an audio-visual production.</b></p>	<p>K-5: Describe the stages required to produce a moving image production from concept to screen.</p> <p>K-6: Name the roles and responsibilities involved in completing a moving image production.</p> <p>K-7: Describe the collaborative operational process required to complete the production effectively and efficiently.</p> <p>K-8: List key areas of risk assessment to ensure the well-being of all involved in the production.</p>	<p>C-3: Justify your role in and contribution towards the construction of your team's production folder.</p>	<p>A-2: Construct a production folder of the selected idea/s ready for production.</p>

<b>LO 3:- Collaboratively produce an audio-visual production.</b>	<p>K-9: Outline film making equipment essential to produce an original audio-visual production.</p> <p>K-10: Describe the processes involved in post-production.</p>	<p>C-4: Reflect critically upon the decisions taken throughout the production process.</p> <p>C-5: Outline the strengths and weaknesses of the finished products emphasising how they could be improved.</p>	<p>A-3: Co-construct and produce a short moving image production.</p>
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### Assessment Criteria – Marking Scheme

4 marks are to be allocated for each knowledge assessment criteria (K1 to K10), for a total of 40 marks.

6 marks are to be allocated for each comprehension assessment criteria (C1 to C5), for a total of 30 marks.

10 marks are to be allocated for each application assessment criteria (A1 to A3), for a total of 30 marks.

Ass. No.	Assessment Mode	Percentage distribution
1	Assignment 1	26 - 34%
2	Assignment 2	26 - 34%
3	Controlled	38 - 42%

## Appendix 1 – Suggested Resources

**This list is not intended to be exhaustive but should be taken as a guide for a class of not more than 16 students.**

### Post Production Lab

1. 8+1 computers dedicated for media with dual screen (RAM 8GB, 1TB HD, 3.6GHz, 1GB video card).
2. NLE software
3. Graphic Design software package
4. 3 External Hard Drives - 2TB (ESATA, Firewire, USB 3)
5. Headphone Splitters

### Filming Lab

6. 1 White Backdrop
7. 1 Black Backdrop
8. 4 Lighting kit basic - 3 point lighting
9. 4 Set of lighting gels (red, blue, CTB, neutral density, diffusion)
10. 4 Set of tungsten lights (energy savers)
11. 5 Camera Tripod
12. 5 DSLR Cameras
13. 5 Lens filters (ND, POLARISING, UV)
14. 5 18mm - 135mm lens
15. 5 35mm – Prime lens
16. 5 Lapel Mics
17. 2 Boom Microphone with pole
18. 2 Audio XLR cables
19. 3 Portable audio Recorder
20. 3 Light Reflectors
21. 5 Flash memory cards (class 10)
22. 5 Camera backpacks

23. 5 Headphones

24. Lockable storage space