L-Università
ta' Malta

SEC 41 Syllabus

Media Literacy Education

2022

Updated on 15th October, 2021

SEC41 Media Literacy Education
Syllabus Addendum
Mitigating factors for 2022 MATSEC Examinations Session

Changes in Subject Content	Content in Unit 1 has been reduced to what was covered in Assignment 1. Remaining content is not expected to be delivered. Content of Unit 2 **K8, K10, C4** and **A2** may not be covered. Content of Unit 3 **K5, K7, K10** and **C3** may not be covered.
Changes in Coursework	Unit 1 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. Unit 2 **A2** will not be assessed in the coursework but still included on the front sheet and awarded full marks. Unit 3: No changes.
Changes in Exam Paper(s)	The Unit 1 Controlled assessment will not be carried out. Marks for Unit 1 Controlled assessment will be prorated at the end of the programme based on the performance in the other assessments of the qualification. The Unit 2 Controlled assessment will not include **K8, K10** and **C4**. Marks for these criteria, which shall not be assessed, will be prorated at the end of the unit based on the combined performance in Knowledge and Comprehension criteria within the same unit. The Unit 3 Controlled assessment will not include **K5, K7, K10** and **C3**. Marks for these criteria, which shall not be assessed, will be prorated at the end of the unit based on the combined performance in Knowledge and Comprehension criteria within the same unit.

Table of Contents

Introduction

The aim of this learning and assessment programme is 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 in two parts, namely:

> Part A: General Policies

> Part B: Unit Specifications

In Part A, the Learning Outcomes of the programme are explained. Important terms used in the Learning and Assessment Programme (LAP) are defined.

In Part B, the content to be covered in each unit is provided. The learning outcomes together with a brief description are also specified. The assessment criteria together with the scheme of assessment are presented in this part of the document.

In order to ensure effective implementation of the programme, adequate standards, quality assurance processes and procedures have to be adopted. Additionally, policies, guidelines and strategies related to assessment practices are documented in the SEC Vocational Subjects Policy Document. Standard templates will also be provided and will be structured as follows:

List of Templates
Teacher's Timeframe
Assignment Brief Front Sheet
Record of Internal Verification – Assignment Brief
Record of Internal Verification – Assessment Decision
External Verification Report Template
Unit Tracking Sheet Template

Part A: General Policies

Introduction

The aim of the vocational programme in Media Literacy Education is to provide candidates with the underpinning knowledge related to Media. By the end of the programme, candidates are expected to have gained sufficient skills and knowledge and be able to apply them.

Programme Learning Outcomes

At the end of the programme, I can:

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

Unit Learning Outcomes

Unit 1: The Media and "Me"

At the end of the unit, I can:

LO 1. Demonstrate an understanding of how the different media contexts impact media content.

LO 2. Demonstrate knowledge of how contextual factors impact the dissemination of information through media.

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

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

Unit 2: Communicating "Me"

At the end of the unit, I can:

LO 1. Demonstrate an understanding of how print and text/images are used effectively.

LO 2. Demonstrate knowledge of how graphics impact different audiences.

LO 3. Develop a print product for a specific audience.

LO 4. Demonstrate knowledge of the personal and collective responsibilities when publishing online.

Unit 3: Creative and Collaborative "Me"

At the end of the unit, I can:

LO 1. Demonstrate knowledge of aspects related to moving image production.

LO 2. Communicate an original idea for a moving image production.

LO 3. Compile the preparatory building blocks required to complete a moving image production.

LO 4. Collaboratively produce a moving image production.

Unit 3: Creative and Collaborative "Me"

At the end of the unit, I can:

Programme Descriptors

Programme descriptors are understood as outcome statements of what a candidate is expected to have achieved by the end of the programme. These are an adaptation of MQF level descriptors for the specific programme.

Overview

MQF Level 1	MQF Level 2	MQF Level 3
Basic general **knowledge**. 1. Acquires basic general knowledge related to media environments and expressed through a variety of simple tools and contexts as an entry point to lifelong learning; 2. Knows and understands the steps needed to complete simple tasks and activities in media settings; 3. Is aware and understands basic tasks and instructions; 4. Understands basic media textbooks.	Basic factual **knowledge** of media. 1. Possesses good knowledge of media; 2. Is aware and interprets information and ideas; 3. Understands facts and procedures in the application of basic media tasks and instructions; 4. Selects and uses relevant knowledge to accomplish specific actions for self and others.	**Knowledge** of facts, principles, processes and general concepts in media. 1. Understands the relevancy of theoretical knowledge and information related to media; 2. Assesses, evaluates and interprets facts, establishing basic principles and concepts in media; 3. Understands facts and procedures in the application of more complex media tasks and instructions; 4. Selects and uses relevant media knowledge acquired on one's own initiative to accomplish specific actions for self and others.

MQF Level 1	MQF Level 2	MQF Level 3
Basic **skills** required to carry out simple tasks. 1. Has the ability to apply basic knowledge and carry out a limited range of simple tasks related to media; 2. Has basic repetitive communication skills to complete well defined routine tasks and identifies whether actions have been accomplished; 3. Follows instructions and is aware of consequences of basic actions for self and others.	Basic cognitive and practical **skills** required to use relevant information in order to carry out media tasks and to solve routine problems using simple rules and tools. 1. Has the ability to demonstrate a range of skills by carrying out a range of complex tasks in media; 2. Communicates basic information; 3. Ensures tasks are carried out effectively.	A range of cognitive and practical **skills** required to accomplish media tasks and solve problems by selecting and applying basic methods, tools, materials and information. 1. Demonstrates a range of developed skills to carry out more than one complex task effectively and in unfamiliar and unpredictable contexts related to Media; 2. Communicates more complex information; 3. Solves basic problems by applying basic methods, tools, materials and information given in a restricted Media learning environment.
Work out or study under direct supervision in a structured context. 1. Applies basic media knowledge and skills to do simple, repetitive and familiar tasks; 2. Participates in and takes basic responsibility for the action of simple media tasks; 3. Activities are carried out under guidance and within simple defined timeframes; 4. Acquires and applies basic key competences related to media at this level.	Work or study under supervision with some autonomy. 1. Applies factual knowledge and practical skills to do some structured media tasks; 2. Ensures s/he acts pro-actively; 3. Carries out media activities under limited supervision and with limited responsibility in a quality controlled context; 4. Acquires and applies basic key media competences at this level.	Take responsibility for completion of media tasks in work or study and adapt own behaviour to circumstances in solving problems. 1. Applies media knowledge and skills to do some tasks systematically; 2. Adapts own behaviour to circumstances in solving problems by participating pro-actively in structured learning environments; 3. Uses own initiative with established responsibility and autonomy, but is supervised in quality-controlled learning environments, normally in a Media environment; 4. Acquires key media competences at this level as a basis for lifelong learning.

Definitions/Terminology

Term	Definition
Assessment Criteria	A description of what a candidate is expected to do in order to demonstrate that a learning outcome has been achieved.
Assessor	The person responsible to grade the candidate's work, issue a mark and determine the candidate's final grade.
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.
Controlled Assessment	An assessment set by MATSEC which may include written and/or practical tasks as specified in the syllabus. This may be a take-home assessment or carried out under controlled conditions.
Coursework	A number of assignments set by teachers and given to the candidate during the course as specified in the syllabus.
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.
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 the candidate understands and is capable of doing at the end of the learning process.
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 candidate the end of a learning process.
Quality Assurance	A continuous process to assure the standards and quality of the learning assessment programme.
Sample of Work	A sample of work is a percentage of the candidate's work gathered as a representative sample for the internal or external verifier.
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.
Synoptic Assessment	An assessment in the form of a written examination and conducted under controlled conditions covering all learning outcomes and the majority of Knowledge and Comprehension assessment criteria in a given unit.
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, which content must be delivered to provide the candidate with the tools necessary to achieve that outcome.

Assessment Scope

Assessment is an important element in any learning process. This should inform candidates about their achievements and at the same time it should meet important conditions of reliability, validity and fairness. Thus, 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 candidates;
- 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 the distribution of marks are explained in Part B of the programme as part of the unit specifications.

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, validity and reliability are to be performed.
Internal Verification of Assessment Decisions	Once candidates complete their work, and their assessments have been corrected, a representative sample of candidates' work is to be internally verified.
External Verification	The process of external verification will ensure that programme quality and standards are met.

Part B: Unit Specifications

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 candidate should be able to do/know/apply by the end of the learning process."[1]

The structure of the unit specifications is presented below:

Unit Title

Unit Description

Learning Outcomes

Unit Content

Assessment Criteria

Scheme of Assessment
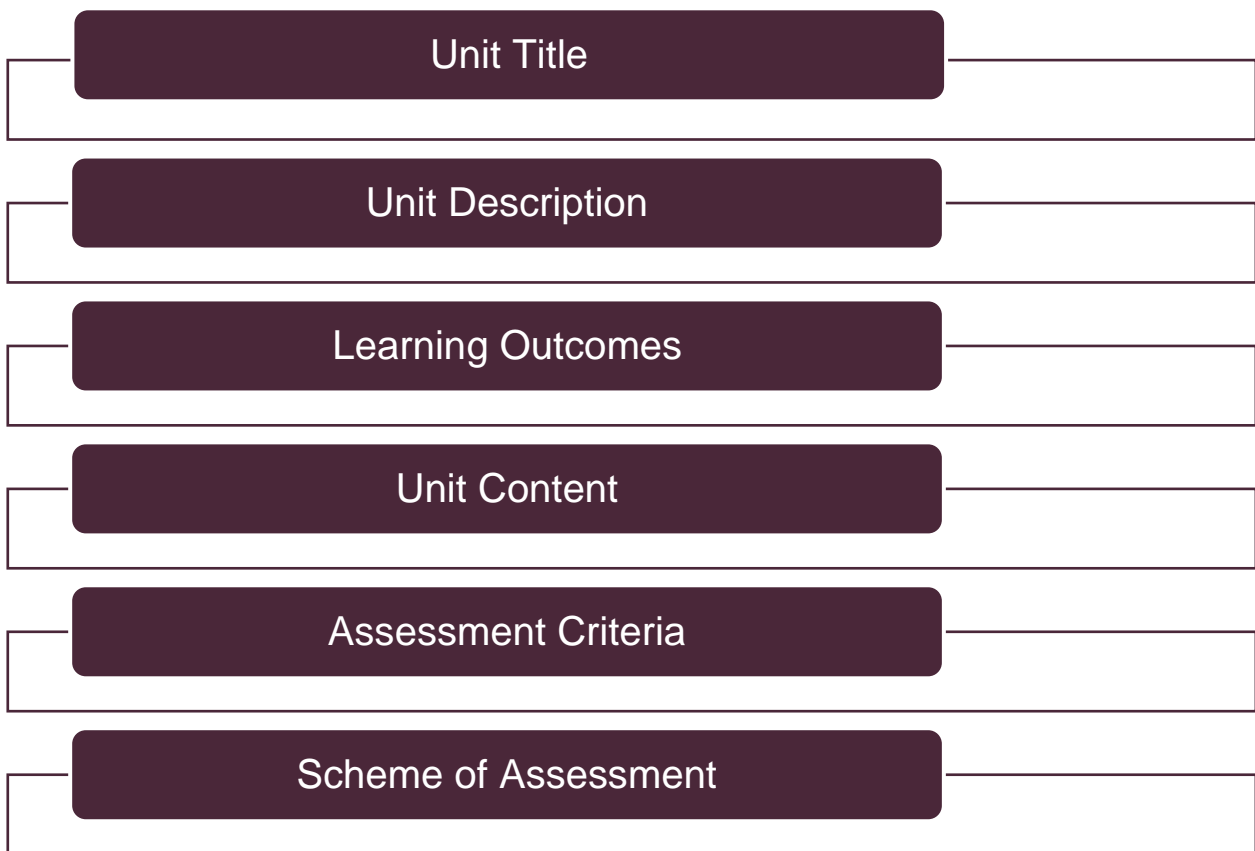
Interpreting the Unit Specifications

The syllabus is written in a way whereby the knowledge criteria at MQF level 3 build upon the knowledge criteria at MQF level 2 and in the same manner the knowledge criteria at MQF level 2 build upon the knowledge criteria at MQF level 1. The same applies for the comprehension and application criteria. The comprehension criteria also build upon the knowledge criteria and the application criteria build upon the knowledge and the comprehension criteria.

---

[1] http://www.cedefop.europa.eu/files/4156_en.pdf

The document is an assessment syllabus; therefore any other examples or information apart from those written in the unit content should be taught so that candidates will enjoy the learning process and get a general overview of the subject. Under each grading criterion, only the **minimum** content that has to be covered is listed. The material covered in class must at least reflect **both** the unit content and grading criteria.

Examples (e.g.), commas, semi-colons, bullets, or, and N.B. are used in the Learning and Assessment Programme. When semi-colons are used the candidates 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 candidates are to be assessed on more than 50% of the content prescribed for that grading criterion. Where bullets are present, marks allocated for the criterion should be equally distributed. Where 'or' is present, only one of the listed items should be assessed. Where an 'N.B.' is present, important information regarding the assessment is given.

Where the plural is used in grading criteria (e.g. types, aspects, etc.), at least two answers are expected. Unless indicated otherwise in the unit content, when assignments are written, the criteria assessed should build on each other.

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

Unit 1: The Media and "Me"

Unit 1	The Media and "Me"
Unit Description	This unit aims at encouraging candidates to explore the media world in terms of content and context, and its role in society. The candidates will be given the opportunity to explore the relationship between media and society by developing an understanding of the key aspects of media and applying these analytically. The unit helps them to engage with analytical tools in examining how society is represented on the media, and how society impacts the media producer's creative decisions.

Through this unit, candidates 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 a 'reality' in the media.

Candidates will be able to test their knowledge through a hands-on approach. 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. Moreover, candidates will become familiar with the various uses of basic equipment related to photography, after which they will then work on practical tasks independently to produce a series of photographs. |

Learning Outcomes

At the end of the unit, I can:

LO 1. Demonstrate an understanding of how the different media contexts impact media content.

LO 2. Demonstrate knowledge of how contextual factors impact the dissemination of information through media.

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

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

Unit Content

Subject Focus	Media contexts and content
LO 1.	Demonstrate an understanding of how the different media contexts impact media content.
K-1.	Media forms and platforms: • Media forms: moving image; audio; print; digital; broadcast; • Media platforms: social networking sites; publishing tools; photo-sharing sites; video-sharing sites; virtual worlds.
	Reasons for cross-media convergence: communication; marketing; news; lifestyle.
K-2.	Media text and media genres: • Media texts: e.g. magazine feature, newspaper article, TV program, TV advert, news, music video, billboard, blog. • Media genres: e.g. western, documentary, horror, drama, science fiction, reality TV, news and current affairs, comedy.
	Characteristics of media text and genres: e.g. dissemination of information, social influence, propaganda, marketing, education, signature, style, type of lighting, type of editing.
C-1.	Factors affecting the interpretation of media texts: e.g. bias, perspectives, backgrounds, motives, values, attitudes (prejudices). ***N.B.*** *For assessment purposes, teachers are highly encouraged to use different media texts as mentioned in K-2 MQF 1.*
	Aspects of media platforms influencing interpretation of media texts: e.g. media languages, media content, media audiences, media organizations, personal and collective agendas, financing.
	Features affecting interpretation of media texts: e.g. interactivity, commercialism, sensationalism, news value, politicisation, mainstream, personal gratification, marketing, entertainment.

Subject Focus	Dissemination of information through media
LO 2.	Demonstrate knowledge of how contextual factors impact the dissemination of information through media.
K-3.	Types of 'media institutions': e.g. religious, independent, commercial, minority, economic, political.
	Types of 'media ownership': e.g. state, private, commercial.
	Impacts on content by different media institutions: legal; ethical; censorship; moral.
K-4.	Types of media audiences: babies; children; youth; adult; elderly.
	Aspects of media audiences: e.g. gender, education, social class, minority, race, faith, geographic location.
K-5.	Characteristics of media representation: experiential; bias; ideological; social perspective.
	Key features affecting representation: e.g. stereotypes, religion, culture, race, sexuality, violence, reality.
C-2.	How audiences are impacted by media texts: preferences (different forms of bias); beliefs; values; knowledge; attitudes.
	Influences of 'ways of seeing': interactivity; colour; images; use of language (choice of words); bias.
	Audiences-media relationship: positive; negative; constructive; destructive.
C-3.	Cultural representations (any form of media representation that focuses on): e.g. race/ethnicity, gender, sexual orientation, social class, economy, geographical location, immigration, religious.
A-1.	Researching a theme for a particular audience: • Primary research: questionnaires **or** focus group; • Secondary research: e.g. newspaper stories/articles, transcript of interviews, books; • Relevance of research to a particular audience.
	Preparing a pitch: hard copy of the presentation; adequate documentation supporting the presentation; clear line of thought through the documentation.
	Presentation skills: non-verbal communication; verbal communication; written communication; good use of visual aids.

Subject Focus	Mise-en-scène and narrative
LO 3.	Demonstrate how all factors construct the mise-en-scène and contribute to the narrative.
K-6.	Elements of mise-en-scène: lighting; sound; editing; set; location; acting; action; costumes; hair; make-up.
	The impact of mise-en-scène elements: generating a sense of time **and/or** generating a sense of space **and/or** setting a mood **and/or** suggesting a character's state of mind. ***N.B.*** *For assessment purposes, **TWO** impacts of elements in a given mise-en-scène should be described.*
K-7.	Types of shots: e.g. close-up/big close-up, wide, long-shot, medium, establishing, over shoulder, top-shot, low/high angle.
	How different shots effect a narrative: detail; specific attention; off-subject attention; on-subject attention.
C-4.	Effects of mise-en-scène elements on an audience: e.g. nostalgic, romantic, patriotic, emphatic, sympathetic, indifferent.
A-2.	Planning of a visual story: time of day; selecting appropriate equipment; sequence of work.
	Developing a synopsis of a visual story: story introduction; character description; storyline.
	Presenting documentation for a visual story: location permits; shot list; treatment; storyboard.

Subject Focus	Camera techniques
LO 4.	Apply a range of camera techniques to produce a series of photographs.
K-8.	Key photographic camera features impacting exposure: aperture value; shutter speed value; rule of thirds grid; ISO value.
	Relationship between ISO sensitivity and noise: light availability; choice of equipment; additional lighting; camera sensor capacity.
	Relationship between shutter speed and aperture: scope of photograph; depth of field; speed of subject; available light.
K-9.	Types of lenses: e.g. 'prime', 'zoom', 'telephoto', 'macro', 'wide-angle', 'super wide-angle', 'fisheye', 'special purpose – tilt & shift', kit lens.
	Key characteristics of lenses: e.g. focal length, depth of field, subject distance, vignetting, vertical distortion, focus, sharpness, image stabilisation.
K-10.	Use of specific white balance settings: Auto (A); Tungsten; Fluorescent; Flash (Lightning Bolt).
	Light conditions: Overcast Sky (6500 K – 7500 K); Sunlight at Midday (5500 K); Halogen (3000 K); Incandescent (2700 K); Candle Light (2000 K).
C-5.	Components which constitute the image narrative: e.g. image effects, balancing of different light sources*, image composition, subject positioning, background, foreground, looking space, empty spaces. *N.B. For delivery purposes, it is highly recommended that the following light sources should be covered: indoor light; available light; low lighting; high key lighting; 3-point lighting; flat lighting; flash lighting.
	How light conditions impact a given image narrative: dramatic; informative; natural; synthetic.
	How camera features and light conditions can be used as an instrument to highlight an image narrative: e.g. rule of thirds, repetition, framing, balancing elements, patterns, depth of field.
A-3.*	Choosing the right equipment to illustrate a theme: camera; lenses; lighting.
	Producing a series of thematic photographs: relevance of theme; individual/personal photography; effective use of camera.
	Producing a series of high-quality photography: exposure; lighting; composition; sharpness of subject.

*N.B. For assessment purposes, a series of TEN photographs should be presented.

Learning Outcomes and Assessment Criteria

Subject Focus:	Media contexts and content
Learning Outcome 1:	Demonstrate an understanding of how the different media contexts impact media content.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-1. Define 'media forms' and 'media platforms'.	*K-1. List different media forms and platforms.*	*K-1. Identify the reasons for cross media convergence in the connected world.*	C-1. Outline factors that affect the interpretation of given media texts.	C-1. Describe how different aspects of media platforms influence the interpretation of given media texts.	C-1. Explain the features of media platforms that affect the interpretation of given media texts.			
K-2. Define the terms 'media text' and 'media genre'.	*K-2. List different media texts and media genres.*	*K-2. Describe characteristics of media texts and media genres.*						

Subject Focus:	Dissemination of information through media
Learning Outcome 2:	Demonstrate knowledge of how contextual factors impact the dissemination of information through media.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-3. List the various types of 'media institutions'.	*K-3. Outline the different types of 'media ownership'.*	*K-3. Describe the different impacts on content produced by a media institutions.*	*C-2. Identify how audiences are impacted by a specific media text.*	*C-2. Describe how a given media text influences the 'ways of seeing' of a specific type of audience.*	*C-2. Explain the relationship between different audiences and a given media text.*	A-1. Research a given theme for a particular audience.	A-1. Prepare a pitch by including the most important elements of the research.	A-1. Present a pitch to a particular audience effectively.
K-4. Define a 'media audience'.	*K-4. List different types of media audiences.*	*K-4. Outline aspects of media audiences.*						
K-5. List characteristics of media representation.	K-5. Outline the key features that affect the representation of a media text.	K-5. Describe the implications of key features that affect the representation of a media text.	C-3. Identify cultural representations found in given media texts.	C-3. Describe how a cultural representation is impacted by the media.	C-3. Discuss how a cultural representation influences people's ideas, opinions, perceptions and behaviour.			

Subject Focus:	Mise-en-scène and narrative
Learning Outcome 3:	Demonstrate how all factors construct the mise-en-scène and contribute to the narrative.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-6. Define the term 'mise-en-scène'.	*K-6. List elements that could be found in a mise-en-scène.*	*K-6. Describe the impact of elements in a given mise-en-scène.*	*C-4. Outline mise-en-scène elements found in a given photograph.*	*C-4. Describe how mise-en-scène elements found in a given photograph can affect the audience.*	*C-4. Evaluate how changes in mise-en-scène elements found in a given photograph can affect the audience.*	A-2. Present a plan of a visual story.	A-2. Develop an adequate synopsis of a visual story.	A-2. Present the essential paperwork needed for the visual story.
K-7. Define what is meant by shot in a media context.	K-7. Identify the different types of shots used in photographs.	K-7. Describe how a series of different shots affect a narrative.						

Subject Focus:	Camera techniques
Learning Outcome 4:	Apply a range of camera techniques to produce a series of photographs.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-8. Identify the key photographic camera features which have a direct impact on the exposure of the resulting image.	K-8. Outline the relationship between ISO sensitivity and noise.	K-8. Describe the relationship between shutter speed and aperture in different situations.						
K-9. List different types of lenses.	*K-9. Outline the purpose of different types of lenses.*	*K-9. Describe key characteristics of lenses.*	C-5. Identify the various components, which constitute the image narrative.	C-5. Explain how light conditions impact a given image narrative.	C-5. Discuss how camera features and light conditions can be used as an instrument to highlight a given image narrative.	A-3. Choose the right equipment to illustrate a theme through a series of photographs.	A-3. Produce a series of photographs that illustrates a theme.	A-3. Produce a series of high-quality photographs to illustrate a story/theme.
K-10. Define 'colour temperature' and 'white balance'.	*K-10. State the use of specific white balance settings in photography.*	*K-10. Identify the right colour temperature for specific light conditions.*						

Assessment Criteria

Assessment criteria provide guidance on how the candidates will be assessed in order to ensure that the learning outcomes have been achieved.

To achieve each outcome a candidate must satisfy the assessment criteria listed in the previous table. The assessment criteria which will be assessed in the controlled assessment have been highlighted.

Scheme of Assessment

Assignment Number	Assignment Type	Percentage distribution
1	Coursework	26 - 34%
2	Coursework	26 - 34%
3	Controlled	38 - 42%

Distribution of Marks

Criteria	MQF Level 1 Marks	MQF Level 2 Marks	MQF Level 3 Marks	Totals
Knowledge	1	1	2	4
Comprehension	2	2	2	6
Application	3	3	4	10

Unit 2: Communicating "Me"

Unit 2:	Communicating "Me"
Unit Description	This unit aims to expand candidate'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.
	Candidates 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 advertising will also be explored.
	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 achieve a critical reading of the text.
	Candidates 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. Candidates will be exposed to the real life working situation, where one's peers may like or dislike specific works to varying degrees, and candidates must learn to filter, analyse, and act on the received feedback appropriately.
	This same platform also provides candidates with the opportunity to analyse and comment on the work of others. Candidates 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.

Learning Outcomes

At the end of the unit, I can:

LO 1. Demonstrate an understanding of how print and text/images are used effectively.

LO 2. Demonstrate knowledge of how graphics impact different audiences.

LO 3. Develop a print product for a specific audience.

LO 4. Demonstrate knowledge of the personal and collective responsibilities when publishing online.

Unit Content

Subject Focus	Print media
LO 1.	Demonstrate an understanding of how print and text/images are used effectively.
K-1.	Roles and responsibilities of a copywriter in print media: e.g. eliciting a client's core message/s, understanding of specific target audiences, teamwork and team dialoguing, writing and presenting creative solutions for print, originality and plagiarism, modifying work to reach clients' expectations, overseeing the production of work.
	Characteristics of a copywriter in print media: e.g. creative, imaginative, writing skills, interpersonal skills, teamwork, ability to work under pressure, eye for detail, keenness to learn about various advertising trends, interest in popular culture.
	Roles and responsibilities of a copyrighter for the following print jobs: newspaper advert **or** newspaper article **or** magazine advert **or** magazine article **or** online blog **or** billboard advert **or** flyer.
K-2.	Forms of printed material: newspapers; magazines; books; comics; advertising material.
	Uses of print media: e.g. to inform, to entertain, to sell, to direct, to instruct, to fashionise, to empathise, to generalize.
K-3.	Types of graphics: vector; raster.
	Purposes for which graphics may be used: e.g. to advertise, to entertain, to inform, to persuade, sign posting, to shock.
C-1.	Target Audiences: children; youth; adults; elderly; mainstream; minorities; foreign; local; migrants; LGBTIQ.
	Audience characteristics: e.g. gender, culture, profile, purpose, values, attitudes, lifestyles, socio-economic background, faith.
	Reasons: e.g. create easy-to-read content for different audiences, simplify complex topics, craft compelling conclusions for audiences, select the best vocabulary words within a specific context, attention-grabbing, to convey specific information to a wide audience.

Subject Focus	Graphics
LO 2.	Demonstrate knowledge of how graphics impact different audiences.
K-4.	Graphic elements found in print media: e.g. images, shapes, colours, typography, lines, textures.
	Uses of graphic elements: to colour; layout design; to manipulate size; to shape; to prioritise between elements.
K-5.	Different audience preferences: sports; political; academic; financial; fashion.
	Reading purposes: e.g. connect ideas, understand and store information, improving comprehension, motivational reading, research, inspiring reading, imaginative reading, emotional reading, inferential reading.
C-2.	Messages conveyed through a pictorial image: e.g. experiential, engage users' senses, intelligent, naively, statistical, interactive.
A-1.	Initial design for a digital artwork: appropriateness of the artwork type; research and influences; artwork preparation. ***N.B.*** *For assessment purposes, students have to present the necessary research portfolio consisting of any research and influences on **ONE** of the following types of digital artwork:* illustration **or** advert **or** newspaper front page **or** flyer **or** magazine front page **or** website.
	Building a prototype digital artwork: collation of graphic assets; establishing the right digital canvas size and resolution; experimentation with digital tools.
	Finalising digital artwork: composing the digital artwork; make ready for proof reading and verification; make sure that the digital art work is in the right resolution and format; outputting the artwork for a specific print/online job.

Subject Focus	Structural aspects of print
LO 3.	Develop a print product for a specific audience.
K-6.	Structural features in print media: page size; masthead; dateline; front cover flash; support story; cross reference; picture; columns; headlines; caption.
	Uses of structural features in print media: expose **and/or** market **and/or** attract **and/or** describe **and/or** criticise **and/or** call to action **and/or** sell **and/or** persuade **and/or** inform.
K-7.	Issues of subjectivity: e.g. culture, agenda, purpose, distortion of message through language and images, physical position, profile.
	N.B. *For assessment purposes at MQF 3, only **TWO** different versions of a recent real-life story should be described.*
K-8.	Codes and conventions: • Codes: layout and design; image, colour and graphics; post production; objects; body language; • Conventions: style; fact or fiction; tone; buzzwords; use of direct address.
	N.B. *For assessment purposes at MQF 2 and 3, only **TWO** codes and **TWO** conventions should be outlined and their impact described respectively.*
	N.B. *For assessment purposes at MQF 2 and 3, **ONE** of the following print media should be considered: novels **or** investigative **or** news **or** tabloid **or** gossip **or** fashion **or** cultural **or** arts **or** sports/fitness **or** design **or** lifestyle.*
C-3.	**N.B.** *For assessment purposes at MQF 2, only **TWO** print media should be considered.*
	Meaning given by use of structural features: persuasion **and/or** political bias **and/or** religious **and/or** sympathetic **and/or** empathetic.
C-4.	Print characteristics: a light weight portable and disposable medium **or** for mass communication **or** a medium where a reader can engage in multiple readings **or** a medium where information can be given in detail.
	N.B. *For assessment purposes at MQF 2, **TWO** common print characteristics in magazines and newspapers should be compared.*
A-2.	Planning the design of a front cover of a magazine and a front page: research; validation of research; scheduling; practicality; stock of resources.
	Designing an advert for a cover of a magazine and a newspaper: originality; use of codes and conventions; address to an audience; suitability.
	Designing a cover for a magazine and a newspaper: balanced use of text and illustration; appropriate use of language and register; content keeping audience in mind; use of graphical elements and chosen style.
	N.B. *For assessment purposes, the cover design can be carried out through the use of templates found online.*

Subject Focus	Publishing online
LO 4.	Demonstrate knowledge of the personal and collective responsibilities when publishing online.
K-9.	Procedures to be smart on-line: creating safe profiles (passwords etc.); read authentication information; click smart and be selective; protect your 'digital self' and practise safe browsing; backup your data regularly.
	Consequences of online activity: legal; moral; financial; psychological; physical.
	N.B. *For assessment purposes, the importance of following* **TWO** *procedures to be smart online should be described.*
K-10.	Key steps to design a website blog: choose your message; select a target audience; choose a concept; develop a style; create/choose graphical elements.
	Key steps to publish a website blog: choose the right blogging platform; acquire a domain name; hosting; publish online; disseminate and share.
	Considerations in keeping a blog running: design and update regularly; use images and keep the look minimal; informative and updated content; write compelling content and monitor; observe online rules and responsibilities.
C-5.	Key factors that impact the design and development of a website: content; maintenance; user friendliness; usability; speed.
	Personal and collective responsibilities of publishing material on-line: personal well-being **and/or** civic engagement **and/or** activism **and/or** social identity **and/or** hate speech **and/or** slander **and/or** integrity **and/or** reference copyrighted material **and/or** posting on social media responsibly (personal information, photos, comments etc.); **and/or** GDPR. *N.B.* *For assessment purposes, students should discuss only* **TWO** *personal and collective responsibilities of publishing material online.*
	Evaluation of website building process: strengths and weaknesses; critical evaluation of peer feedback. *N.B.* *This criterion at MQF 3 should be assessed after A-3.*
A-3.	Planning to publish a static 3-page website including a blog: identify the right target audience; allocate enough time to develop a website including a blog; identify the required resources needed; look for influences and latest trends.
	Developing a static 3-page website including a blog: 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 a static 3-page website including a blog: successful upload of 3-page website; quality of website experience; publishing of blog including interesting posts; posting of appropriate feedback on peers' blogs.

Learning Outcomes and Assessment Criteria

Subject Focus:	Print media
Learning Outcome 1:	Demonstrate an understanding of how print and text/images are used effectively.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-1. List different roles and responsibilities of a copywriter in print media.	K-1. Name key characteristics of a copywriter's role in print media.	K-1. Describe the various roles and responsibilities of a copywriter for a given print job.						
K-2. Name different forms of printed material.	K-2. Outline different uses of print media.	K-2. Describe different uses of a given print medium example.	C-1. Indicate the different types of target audiences in more than one given print media.	C-1. Describe the different characteristics pertaining to a target audience in a given print medium.	C-1. Explain reasons why copywriters need to define the different characteristics of a specific target audience in a given print medium.			
K-3. Name types of graphics.	K-3. Outline the difference between different types of graphics.	K-3. Describe the purposes for which graphics may be used.						

Subject Focus:	Graphics
Learning Outcome 2:	Demonstrate knowledge of how graphics impact different audiences.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-4. List graphic elements found in print media.	*K-4. Identify graphic elements found in print media.*	*K-4. Describe uses of graphic elements found in print media.*	C-2. Outline different graphical elements found in a specific pictorial image.	C-2. Justify why a specific emotion might be perceived by an audience of a specific pictorial image.	C-2. Explain what messages are being conveyed in a specific pictorial image.	A-1. Show initial designs for a digital artwork aimed at a particular type of audience for a given brief.	A-1. Build a prototype digital artwork aimed at a particular type of audience for a given brief.	A-1. Create a finalised digital artwork aimed at a particular audience based on a specific given brief.
K-5. Name different types of audience preferences.	K-5. Outline the different purposes of reading in print media.	K-5. Relate a given print product to a specific audience and its reading purposes.						

Subject Focus:	Structural aspects of print
Learning Outcome 3:	Develop a print product for a specific audience.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-6. Name structural features found in print media.	*K-6. Recognise various structural features in a given print medium.*	*K-6. Describe various structural features and their use in a given print medium.*	*C-3. Explain how structural features are used differently in a given print medium.*	*C-3. Compare the use of different structural features in different print media.*	*C-3. Discuss how structural features can change the meaning of a given print medium.*	A-2. Construct a plan for designing the front cover of a magazine and the front page of a newspaper.	A-2. Design an advertisement, aimed at the given audience for a cover of a magazine and a newspaper.	A-2. Design a cover of a magazine and a newspaper, which also includes an advertisement, aimed at an audience of your choice.
K-7. List examples of issues of subjectivity in print media.	K.7 Outline examples of issues of subjectivity in print media.	K-7. Describe different versions of a recent real-life story to show issues of subjectivity.	*C-4. Explain how a print characteristic engages the interest of audiences.*	*C-4. Compare how different print characteristics in magazines and newspapers communicate different messages.*	*C-4. Discuss how a given print product engages with its specific audience through specific print characteristics.*			
K-8. List the codes and conventions found in print media.	*K-8. Outline the use of codes and conventions in a given print medium.*	*K-8. Describe the impact of codes and conventions in a given print medium.*						

Subject Focus:	Publishing Online
Learning Outcome 4:	Demonstrate knowledge of the personal and collective responsibilities when publishing online.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-9. List procedures to be smart online.	*K-9. Outline the positive and negative consequences of online activity.*	*K-9. Describe the importance of following procedures to be smart online.*	C-5. Outline key factors that impact the design and the development of a website.	C-5. Discuss personal and collective responsibilities of publishing material on-line.	C-5. Evaluate your own website building process through peer feedback reviewed on your own blog.	A-3. Construct a plan to publish a static 3-page website including a blog for a specific audience.	A-3. Develop a 3-page website including a blog aimed at a particular audience.	A-3. Publish a 3-page website including a blog aimed at a particular audience to generate and act on peers' feedback.
K-10. Name the key steps necessary to design a website blog.	*K-10. Mention the key steps necessary to publish a website blog.*	*K-10. Outline the considerations necessary to keep a blog running.*						

Assessment Criteria

Assessment criteria provide guidance on how the candidates will be assessed in order to ensure that the learning outcomes have been achieved.

To achieve each outcome a candidate must satisfy the assessment criteria listed in the previous table. The assessment criteria which will be assessed in the controlled assessment have been highlighted.

Scheme of Assessment

Assignment Number	Assignment Type	Percentage distribution
1	Coursework	26 - 34%
2	Coursework	26 - 34%
3	Controlled	38 - 42%

Distribution of Marks

Criteria	MQF Level 1 Marks	MQF Level 2 Marks	MQF Level 3 Marks	Totals
Knowledge	1	1	2	4
Comprehension	2	2	2	6
Application	3	3	4	10

Unit 3: Creative and Collaborative "Me"

Unit 3	Creative and Collaborative "Me"
Unit Description	This unit aims at introducing 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.
	Candidates will be able to explore the different categories of a moving image production and identify those key aspects of media language found within. An important component of this unit is story telling through the moving image. Moreover, candidates will acquire the skills to apply their own ideas from concept to screen. Teamwork is given paramount importance. Candidates will be able to identify roles and responsibilities in a moving image production while being encouraged to be aware of the impact of their product.
	Candidates will be testing their knowledge through a hands-on and active learning approach. Most learning will take place in class, in-studio or out in the field. Candidates will use cameras, pre-production and post-production equipment in a creative way in order to produce a video which reflects their chosen story. They 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.

Learning Outcomes

At the end of the unit, I can:

LO 1. Demonstrate knowledge of aspects related to moving image production.

LO 2. Communicate an original idea for a moving image production.

LO 3. Compile the preparatory building blocks required to complete a moving image production.

LO 4. Collaboratively produce a moving image production.

Unit Content

Subject Focus	Aspects of a moving image production
LO 1.	Demonstrate knowledge of aspects related to moving image production.
K-1.	Forms of moving image: e.g. animation, film, video, music video, documentary, interactive video, multi-platform, 3D.
	Milestones: cinema; censorship; education; introduction to sound; television; monochrome to colour; analogue to digital; home cinema; computer generated images; internet.
	Purposes of moving image: e.g. entertainment, educational, commercial, indoctrination, political, informative, persuasive.
K-2.	Types of sound: diegetic; non-diegetic; background noise; voice; instrumental.
	Uses of sound: emotional; story telling; informative; persuasive.
K-3.	Types of formats: standard definition; high definition; 4K; digital online formats.
	Moving image platforms: television; online websites; online video streaming sites; video sharing website.

Subject Focus	Developing an idea for a moving image production
LO 2.	Communicate an original idea for a moving image production.
K-4.	Tools: storyboards; mood boards; word clouds; PowerPoint.
	Considerations: time-limit; budget; target-audience; personal appearance.
	Presenting ideas for a moving image: to establish a style; to generate interest; to identify loop holes; to improve an audio visual product.
K-5.	Main phases in a moving image production: research; preproduction; production; post-production.
	Processes: • Research: e.g. use of available data, interviews, specific study; • Pre-production: e.g. location study, risk assessment, script doctoring; • Production: e.g. production call, filming, handling of lights; • Post-production: e.g. logging of digital data, organising of film material, editing.

K-6.	Roles and responsibilities in a moving image production: e.g. • Producer: e.g. funding, logistics and project management, marketing, • Researcher: e.g. location, risk assessment, documentation and permits, • Editor: e.g. logging and shot selection, pacing/rhythm, colour/visual effects(VFX), • Director: e.g. vision and film-look, casting, creative execution, • Cinematographer/(DoP): e.g. lighting, camera work, film texture/tone, • Sound recordist/editor: e.g. ambience and Foley, dialogue recording, sound editing, • Script writer: e.g. dialogue scripting, action, tone of voice, • Art director: e.g. costume, props and set, hair and make-up.
	Professional competences to produce a moving image production: team work; creative authority; problem-solving; critical thinking.
C-1.	Narrative stages: e.g. character introduction, story introduction, first inciting incident and plot point one, introduction of antagonist, main character challenges, inciting incident two and plot point two, final battle and moral choice, relaxation of tension, conclusion.
	Techniques: camera work; lighting; visual effects; editing; titling.
	Narrative structures: linear; non-linear.
C-2.	Analysis of own performance: practicality; originality; scale of project; clarity.
	N.B. *It is highly recommended that this criterion is assessed after A-1. The presentation should be recorded. It is also recommended that a peer review discussion is held to help each student in the analysis of their own performance.*
A-1.*	Idea development: synopsis; story treatment; mood boards; shot list; storyboards.
	Presentation development: audience identification; duration of project; technology required for production; clear line of thought.
	Pitching an original idea: tone of voice; non-verbal communication; verbal communication; written communication; good use of visual aids.

*** *N.B.** For assessment purposes, the moving image production should be individually produced and no longer than **ONE** minute.*

Subject Focus	Preparatory building blocks for a moving image production
LO 3.	Compile the preparatory building blocks required to complete a moving image production.
K-7.	Sections of a production folder: idea generation and selection; project visualisation; permits and documentation; story boards; project evaluations.
	Purposes of a production folder: organising production in sections; reflections on production phases; collation of paperwork required to complete production; documentation of release forms and permits; Health and Safety and risk assessment procedures.
K-8.	Hazards: physical; moral; ethical; legal.
	Importance of risk assessment: e.g. to work safely, public liability, to work effectively, to protect the moral integrity of everyone, to protect equipment, to respect the borders of use of public and private spaces.
C-3.	Team roles: e.g. resource investigator, team worker, co-ordinator, plant, monitor evaluator, specialist, shaper, implementer, completer finisher.
	Importance of awareness of team role dynamics: participation; contribution; conflict management; problem solving; relationships.
A-2.*	Creation of production folder sections: idea generation and selection; project visualisation; permits and documentation; story boards; project evaluations.
	Collection of information related to each section of the production folder: idea generation and selection; project visualization; permits and documentation; story boards; project evaluations.
	Compilation of the production folder: clarity; comprehensiveness.

*__N.B.__ *For assessment purposes, the production folder should be individually-produced in relation to the moving image production idea pitched in A-1.*

*__N.B.__ *For assessment purposes, the folder sections should be submitted as a hard-copy.*

Subject Focus	Production of a moving image
LO 4.	Collaboratively produce a moving image production.
K-9.	Equipment required to produce an original moving image production: visual; audio; lighting; production; electrical and battery-operated; lenses; recording media; video-assist; lighting ancillaries; grip tools.
	Best practices in handling equipment safely: follow details provided in the risk assessments; be familiar with equipment before use; use protective clothing when handling particular equipment; operate equipment effectively; store equipment safely and in the right manner.
K-10.	Stages in finalising post-production: logging; shot selection; backup; establish editing timeline; rough cut; music/sound editing; finalising edit; colour correction; colour grading; outputting for various media.
	Post-production processes: discussions with director; analysing moving image content; establishing of the right shots; organising shots in bins; discussions with cinematographer; finalising rough cut for director; completing edit; colouring processes; exporting file; distribution process.
C-4.*	Decisions to be taken during a moving image production: directorial; editorial; aesthetic; economical; practical.
	Reflection of work: short description of how events unfolded; critical discussion of obstacles; challenges; priorities; potentials for future projects.
C-5.*	Methods used during the production of different scenes: shot continuity; shot consistency; light consistency; audio recording quality; overall project quality.
	Evaluation for improvement: story structure; aesthetic quality; audio quality; editing quality.
A-3.**	Material and equipment required to produce a moving image production: • Material: props; costume; elements of set decoration; • Equipment: visual; audio; lighting; production; electrical and battery-operated; lenses; recording media; video-assist; lighting ancillaries; grip tools.
	Requirements for all shots: Health and Safety considerations; handling of equipment; teamwork. ***N.B.*** *For assessment purposes, it is advised that students help each-other in the filming stage to effectively produce the necessary footage required to complete the project.*
	Post-production processes: analysing moving image content; establishing of the right shots; organising shots in bins; finalising rough cut; completing edit; colouring processes; exporting file; distribute file.

*****N.B.*** *C-4 and C-5 should be assessed after A-3.*

******N.B.*** *For assessment purposes, the moving image production should be individually produced and no longer than* ***ONE*** *minute.*

**** *N.B.* *For assessment purposes, this assessment criterion should be assessed in class/on-site. The teacher should develop an observation sheet to correctly assess the intervention of every student.*

Learning Outcomes and Assessment Criteria

Subject Focus:	Aspects of a moving image production
Learning Outcome 1:	Demonstrate knowledge of aspects related to moving image production.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-1. List different forms of moving images.	*K-1. Outline the different milestones that impacted moving image in history.*	*K-1. Describe how the purposes of moving image has changed in history.*						
K-2. Name different types of sound used in moving image.	K-2. Outline uses of sounds in moving image.	K-2. Describe the importance of the different types of and uses of sound in a given media moving image clip.						
K-3. List the different types of formats used in moving image production.	*K-3. Outline different platforms used to show a moving image production.*	*K-3. Establish the right format and platform required to publish a specific media product in a given scenario.*						

Subject Focus:	Developing an idea for a moving image production		
Learning Outcome 2:	Communicate an original idea for a moving image production.		

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-4. Name the different tools needed to present an original idea for a moving image production.	K-4. Outline the different considerations when preparing for a presentation.	K-4. Describe the importance of presenting an idea for a moving image production.	*C-1. Outline narrative stages required to produce an original idea for a moving image production.*	*C-1. Describe techniques required for the development of a narrative for a moving image production.*	*C-1. Discuss the purposes of different narrative structures for a moving image production.*	A-1. Develop an original idea for a moving image production.	A-1. Develop a presentation to pitch a moving image production.	A-1. Pitch an original idea for a moving image production.
K-5. List the main phases involved in a moving image production.	*K-5. Outline the main purpose of each moving image phase.*	*K-5. Describe the process required to complete each phase involved in a moving image production.*	C-2. Describe the main phases and roles required to produce your own moving image production from concept to screen.	C-2. Discuss how the main phases and roles may influence the production value and quality of your own moving image.	C-2. Analyse your own performance on your own pitch of an original idea for a moving image production.			
K-6. List roles involved in a moving image production.	K-6. Outline the responsibilities involved in a moving image production.	K-6. Describe the main competences needed by professionals to produce a moving image production.						

Subject Focus:	Preparatory building blocks for a moving image production
Learning Outcome 3:	Compile the preparatory building blocks required to complete a moving image production.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-7. List the sections required to complete a production folder.	*K-7. Outline the purposes of a production folder.*	*K-7. Describe how the sections of a production folder add value to a final moving image production.*	*C-3. Outline team roles that are present whilst working in a group during the development of a moving image production.*	*C-3. Describe the strengths and weaknesses of team roles whilst developing a moving image production.*	*C-3. Explain why awareness of team role dynamics is important whilst developing moving image production.*	A-2. Create the sections required for your production folder.	A-2. Collect the information required to complete the sections of a production folder.	A-2. Compile the information required to effectively complete the sections of a production folder.
K-8. List hazards that can be present when producing a moving image production.	*K-8. Outline the risks that may emerge from hazards whilst producing a moving image production.*	*K-8. Describe the importance of conducting a risk assessment effectively for a moving image production.*						

Subject Focus:	Production of a moving image
Learning Outcome 4:	Collaboratively produce a moving image production.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-9. Name essential film making equipment required to produce an original moving image production.	**K-9. Outline the purpose of essential film making equipment required to produce an original moving image production.**	**K-9. Describe best practices in handling equipment safely.**	C-4. List a series of decisions that need to be taken responsibly during a moving image production.	C-4. Discuss how each decision can influence the quality of your moving image production.	C-4. Reflect critically upon the decisions taken throughout the production process.	A-3. Prepare all the material and equipment required to produce a moving image production.	A-3. Shoot all the images required to complete a moving image production.	A-3. Finalise a moving image production through effective post-production processes.
K-10. List the stages required to effectively finalise post-production.	**K-10. Outline the purpose of each stage required to complete post-production.**	**K-10. Describe the processes involved in post-production.**	C-5. Outline the strengths and weaknesses whilst producing a moving image production.	C-5. Describe methods used during the production of different scenes of a moving image production.	C-5. Evaluate how the end result of a moving image production could be improved.			

Assessment Criteria

Assessment criteria provide guidance on how the candidates will be assessed in order to ensure that the learning outcomes have been achieved.

To achieve each outcome a candidate must satisfy the assessment criteria listed in the previous table. The assessment criteria which will be assessed in the controlled assessment have been highlighted.

Scheme of Assessment

Assignment Number	Assignment Type	Percentage distribution
1	Coursework	26 - 34%
2	Coursework	26 - 34%
3	Controlled	38 - 42%

Distribution of Marks

Criteria	MQF Level 1 Marks	MQF Level 2 Marks	MQF Level 3 Marks	Totals
Knowledge	1	1	2	4
Comprehension	2	2	2	6
Application	3	3	4	10

Appendix 1 – Minimum required resources

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

Post Production Lab

- 8 + 1 computers dedicated for media with dual screen (8GB RAM, 1TB HD, 3.6GHz, 1GB video card).
- Non-Linear Editing (NLE) software
- Graphic design software package
- 3 External hard drives - 2TB (ESATA, Firewire, USB 3.0)
- Headphone splitters

Filming Lab

- 1 White backdrop
- 1 Black backdrop
- 4 Lighting kit basic - 3 point lighting
- 4 Set of lighting gels (red, blue, CTB, neutral density, diffusion)
- 4 Set of tungsten lights (energy savers)
- 5 Camera tripods
- 5 DSLR cameras
- 5 Lens filters (ND, POLARISING, UV)
- 5 18mm – 135mm lens
- 5 35mm – Prime lens
- 5 Lapel mics
- 2 Boom microphone with pole
- 2 Audio XLR cables
- 3 Portable audio recorder
- 3 Light reflectors
- 5 Flash memory cards (class 10)
- 5 Camera backpacks
- 5 Headphones
- Lockable storage space