Sample Assessment Plan - CUA31015 Certificate III in Screen and Media

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Number:** | ***1*** | ***2*** | ***3*** | ***4*** | ***5*** | ***6*** | ***7*** | ***8*** | ***9*** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assigned to: | | | **Work Performance**  **(1st)** | **Product**  **(1st)** | **Portfolio**  **(1st)** |
| VASS data entry no: | | | 01 | 05 | 07 |
| BSBDES302 | Explore and apply the creative design process to 2D forms | 50 | ✓ |  |  |
| CUAANM301 | Create 2D digital animations | 35 |  | ✓ |  |
| CUADIG302 | Author interactive sequences | 40 |  |  | ✓ |
| CUADIG304 | Create visual design components | 30 |  |  | ✓ |
| CUAWRT301 | Write content for a range of media | 40 |  | ✓ |  |
|  | *Allocation of nominal hours:* | | **50** | **75** | **70** |

Notes:

1. You need to select three tasks to cover all units of competency. Reading down the columns, the ticks indicate which task each unit of competency has been assigned to.
2. You may select two tasks of the same type, but not three. For example, a student could complete two Portfolios but could not do a third Portfolio.
3. The assessment of a unit of competency cannot be split between two tasks.
4. Decide on task allocation after considering the units of competency and the scoring criteria for each task. This will help you to choose the task type that gives students most scope for demonstrating their achievement of the units of competency.
5. The allocation of nominal hours across tasks should be as equally weighted as possible.
6. **No task for VCE VET Creative and Digital Media may account for more than 110 total nominal hours in the student’s Units 3 and 4 sequence. A task accounting for more than 110 hours will not be acceptable.**
7. The VASS data entry number appears on the VASS screen where the Assessment Plan is entered. These numbers help identify the task against which the results are to be entered.
8. Refer to the current program structure for VCE VET Creative andDigital Media for the release numbers associated with the examinable units of competency in VCE VET Creative andDigital Media. This is available on the VCAA website.

# PORTFOLIO SCORED ASSESSMENT TASK

Welcome to your assessment!

Read this document carefully

It has important information about your assessment. Contact XXXXX if you have questions

Our contact details

|  |  |  |
| --- | --- | --- |
| 🕿 | **Phone** | +61 0 0000 0000 |
| **@** | **Email** | help@abctraininghouse.edu.au |

Important information about your assessment

|  |  |
| --- | --- |
| **Program name** | **VCE VET Creative Digital Media** |
| **Task type** | This Portfolio task requires you to complete and compile a collection of your work to demonstrate your competence in the unit/s of competency listed below. |
| **Task number** | *Teacher to add* |
| **Unit/s assessed** | CUAWRT301 Write content for a range of media (40 nominal hours) CUAANM301 Create 2D digital animations (35 nominal hours) |
| **Due date** | *Teacher to add* |
| **Class time allowed for completion** | Maximum time allowed is 25% of the total nominal hours of the Unit/s of competency being assessed in this task. 75 nominal hours x 25% = 18.75 hours |
| **Task context** | This Portfolio contains the following activities that relate to a Publicity Campaign for an Animated Movie:   1. Written material to promote the animated movie 2. Planning documentation for the animation 3. Observation Checklist 4. Completed 30 - 40 second animated movie trailer 5. Short answer questions   To do this you will be required to complete the assessment activities listed below. |

Assessment Task (a summary)

All assigned activities for this/these unit/s are listed below. Note that:

● Information below is a summary, only.

● Your teacher will explain each task in detail and answer your questions.

| **Activities** | | **Description** |
| --- | --- | --- |
| **Activities we will complete during training time** | | |
| **1** | **ACTIVITY 1**  **Written publicity material** | Write a 300-400-word press release to promote an animated movie.  **🕚** Allow about X hours to complete this task (add time for feedback process) |
| **2** | **ACTIVITY 2**  **Plan your animation** | Document animation planning process.  **🕚** Allow about X hours preparation time |
| **3** | **ACTIVITY 3**  **Observation Checklist** | A practical demonstration of animation techniques and principles, observed by your trainer  **🕚** Allow about X hours preparation time |
| **4** | **ACTIVITY 4**  **Create your animation** | Create a 30-45 second animated movie trailer to promote the feature movie.  **🕚** Allow about X hours to complete this task |
| **5** | **ACTIVITY 5**  **Short answer questions** | You are required to answer 12 short answer questions to demonstrate your understanding of the underpinning knowledge for these units of competency  **🕚** Allow about X hours preparation time |

**Requirements for a competent result**

To attain a competent result, you must complete all tasks to a satisfactory standard.

Your task will be scored by ranking your performance against 5 criteria. Each criterion is worth 5 marks. The total mark available from this assessment is 25 (5 marks for each of the five criteria).

The lowest mark you can receive is a total of 5 (a mark of 1 for each criteria).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SCORING CRITERIA | Level of Performance (Score) | | | | |
| 1  Competent | 2 | 3  Proficient | 4 | 5  Advanced |
| Application of underpinning knowledge |  |  |  |  |  |
| Planning and organisation |  |  |  |  |  |
| Expressing ideas and information |  |  |  |  |  |
| Content |  |  |  |  |  |
| Independence |  |  |  |  |  |

Further details regarding the Scoring Criteria are at the end of this document

Task Presentation

You present your Portfolio

* electronically as WORD or PDF files on a CD or USB or shared drive. Files should be in a folder labelled with your name, the task number and type egg: JohnSmith\_Task2\_Portfolio

Assessment Activity Number One – Write a press release

|  |  |
| --- | --- |
| **Information and instructions** | |
| **General information about this assessment activity** | |
| **Student** |  |
| **Assessor** |  |
| **Task title** | Publicity for an Animated Movie |
| **Unit/s of competency** | CUAWRT301 Write content for a range of media (40 nominal hours) CUAANM301 Create 2D digital animations (35 nominal hours) |
| **Instructions** | |
| **Student instructions** | Your task is to produce publicity material for an animated movie based on the public domain story of your choice.  For this activity, you are creating a press release to promote a new animated movie. The movie will be based on a fairy tale or novel that is no longer subject to copyright and is now in the public domain. There are a wide variety of stories and fairy tales in the public domain e.g. Sherlock Holmes, Robin Hood, The Wizard of Oz, Alice in Wonderland, Dracula, Cinderella, the Little Mermaid, Treasure Island, War of the Worlds, Little Red Riding Hood, Phantom of the Opera, Little Women, Moby Dick, Oliver Twist, Anne of Green Gables and many, many more.  You are required to write a 300-400-word Press Release. This will be sent to journalists and media outlets to raise interest in the upcoming animated movie. Hopefully your press release will garner interest and lead to positive publicity in the media that will raise interest and promote the movie. Your press release must have:   * an attention-grabbing headline. * copy that includes all the important information in order of significance. e.g. Where and when is the movie screening? Why is this movie new and different and worth seeing? Who is featured in the movie? Use bullet points which outline the key information making it easy to scan the press release. * quotations to reinforce your main points. * details of how the media can get in touch with you for further information.   Create a draft and email it to your teacher for feedback.  Rewrite this draft, considering the feedback you have been given. Ensure you are using writing and communication principles and techniques appropriate to the purpose of this content. Add comments in your document to highlight the principles and techniques you have used. Undertake a spelling and grammar check, noting any changes you make.  Send this second draft to your teacher for feedback and when it is returned, write your final copy. Undertake a readability test of your copy and record the results. Make changes if necessary.  Apply presentation techniques to enhance readability of your press release. Annotate these so it’s clear to your trainer that you have a good understanding of appropriate presentation techniques such as bullet points, subheadings, captions and so on. |

|  |  |
| --- | --- |
| **Requirements for satisfactory completion** | The following will be submitted as word documents in digital form.  **Draft One** of your 300-400-word press release with:   * an attention-grabbing headline. * copy that includes all the important information in order of significance e.g. Where and when is the movie screening? Why is this movie new and different and worth seeing? Who is featured in the movie? * quotations to reinforce your main points. * details of how the media can get in touch with you for further information.   **Draft Two** of your press release which has been modified in response to trainer feedback and is annotated to show the writing principles and techniques used.  **Draft Three** of your press release including:   * evidence of readability testing and notes on any changes required in response to this testing. * annotations explaining presentation techniques used to enhance readability. |
| **Assessor instructions** | Students should have access to appropriate business technology such as Microsoft Office and a SMART template outline.  After reviewing the student’s portfolio, Assessors should document the quality of evidence by completing the checklist below.  Students should include the checklist in their final portfolio submission. |

| Activity Checklist | | | Assessor to complete these columns | **Quality of evidence** | |
| --- | --- | --- | --- | --- | --- |
| **Evidence to submit** | | **Required quality** | | **S** | **NYS** |
| **1** | Draft One | An attention-grabbing headline. | | ☐ | ☐ |
| **2** |  | Copy that includes all the important information in order of significance. | |  |  |
| **3** |  | Use quotations to reinforce your main points. | |  |  |
| **4** |  | Include details how the media can get in touch with you for further information. | |  |  |
| **5** | Draft Two | Evidence that trainer feedback has been incorporated. | |  |  |
| **6** |  | Annotations to show the writing principles and techniques used. | |  |  |
| **7** | Draft Three | Evidence of readability test and annotations on any changes required in response to this test. | |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Result for this assessment activity** | | | | | | |
| **Result** |  | Satisfactory | |  | Not Yet Satisfactory | |
| **Assessor comments** |  | | | | | |
| **Assessor signature** |  | | **Date signed** | | |  |

Assessment Activity Number Two – Document planning process for animation

|  |  |
| --- | --- |
| **Information and instructions** | |
| **General information about this assessment activity** | |
| **Student** |  |
| **Assessor** |  |
| **Task title** | Publicity for an animated movie |
| **Unit/s of competency** | CUAWRT301 Write content for a range of media  CUAANM301 Create 2D digital animations |
| **Instructions** | |
| **Student instructions** | You need to present important planning details before you start your animation. This must include:   * a brief written outline of the animated movie – what it’s about and the creative style you envisage. * a description of your target audience. * technical requirements of the animation such as resolution and output file format. How will the trailer be delivered and viewed by users (i.e. what is the delivery platform?) * a discussion of Copyright consideration. * documented research and inspiration for your design. * a storyboard communicating the initial ideas about the animated movie trailer.   You are required to submit the plan electronically to your trainer for feedback. |
| **Requirements for satisfactory completion** | * A brief written outline of the animated movie (around 100 words). * A description of your target audience (around 50 words). * Technical requirements of the animation such as resolution and output file format. How will the trailer be delivered and viewed by users (i.e. what is the delivery platform?) (around 100 words). * A discussion of Copyright considerations (around 100 words). * A storyboard communicating the initial ideas about the animated movie trailer (scan of around 12-15 key frames of the animated movie trailer). |
| **Assessor instructions** | Students should have access to appropriate business technology such as Microsoft Office and a SMART template outline.  After reviewing the student’s portfolio, Assessors should document the quality of evidence by completing the checklist below.  Students should include the checklist in their final portfolio submission. |

| Activity Checklist | | | Assessor to complete these columns | **Quality of evidence** | |
| --- | --- | --- | --- | --- | --- |
| **Evidence to submit** | | **Required quality** | | **S** | **NYS** |
| **1** | Planning for animation | A brief written outline of the animated movie (around 100 words) | | ☐ | ☐ |
| **2** |  | A description of your target audience (around 50 words) | |  |  |
| **3** |  | Technical requirements of the animation such as resolution and output file format. How will the trailer be delivered and viewed by users (i.e. what is the delivery platform?) (around 100 words) | |  |  |
| **4** |  | A discussion of Copyright considerations (around 100 words) | |  |  |
|  |  | Document research and inspiration for your design | |  |  |
| **5** |  | A storyboard communicating the initial ideas about the animated movie trailer (scan of around 12-15 key frames of the animated movie trailer) | |  |  |
|  |  | Any trainer feedback has been considered and incorporated where relevant. | |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Result for this assessment activity** | | | | | | |
| **Result** |  | Satisfactory | |  | Not Yet Satisfactory | |
| **Assessor comments** |  | | | | | |
| **Assessor signature** |  | | **Date signed** | | |  |

Assessment Activity Number Three – Create a 30-40 seconds animated movie trailer

|  |  |
| --- | --- |
| **Information and instructions** | |
| **General information about this assessment activity** | |
| **Student** |  |
| **Assessor** |  |
| **Task title** | Publicity for an animated movie |
| **Unit/s of competency** | CUAWRT301 Write content for a range of media  CUAANM301 Create 2D digital animations |
| **Instructions** | |
| **Student instructions** | Create a 30-45 second animated movie trailer to promote the feature movie. The screen resolution should be 1920 x 1080 px.  Movie trailers are marketing tools aimed at attracting potential audiences to view the full-length version of the film. It takes careful planning and editing to create a good trailer, as the trailer needs to give the viewer an exciting hint about the movie, without giving away too much of the plot. Trailers use text, sound and slick editing to good effect.  Your trailer must include:   * sound effects, music or voiceovers. * at least 3 animation techniques such as Classic, Motion or Shape Tweens, Keyframing, scrolling backgrounds, walk cycle, lip synching or Rotoscoping. * at least 2 animation principles (such as Squash and Stretch, Anticipation, Staging, Straight Ahead Action and Pose-to-Pose, Follow Through and Overlapping Action, Ease In and Ease Out, Arcs, Secondary Action, Timing, Exaggeration, Solid Drawing, Appeal). |
| **Requirements for satisfactory completion** | Submission of a 30-45 second animated movie trailer to promote the feature movie. The screen resolution should be 1920 x 1080 px and the trailer should:   * include sound effects, music or voiceovers. * include at least 3 animation techniques such as Classic, Motion or Shape Tweens, Keyframing, scrolling backgrounds, walk cycle, lip synching or Rotoscoping. * include at least 2 animation principles (such as Squash and Stretch, Anticipation, Staging, Straight Ahead Action and Pose-to-Pose, Follow Through and Overlapping Action, Ease In and Ease Out, Arcs, Secondary Action, Timing, Exaggeration, Solid Drawing, Appeal). * be saved in an appropriate format for viewing on the web (the delivery platform). |
| **Assessor instructions** | Students should have access to appropriate business technology such as Microsoft Office and a SMART template outline.  After reviewing the student’s portfolio, Assessors should document the quality of evidence by completing the checklist below.  Students should include the checklist in their final portfolio submission. |

| Activity Checklist | | | Assessor to complete these columns | **Quality of evidence** | |
| --- | --- | --- | --- | --- | --- |
| **Evidence to submit** | | **Details** | | **S** | **NYS** |
| **1** | Completed animated movie trailer | A 30-45 second animated movie | | ☐ | ☐ |
| **2** |  | Screen resolution is 1920 x 1080 px. | |  |  |
| **3** |  | Sound effects, music or voiceovers included | |  |  |
| **4** |  | At least 3 animation techniques such as Classic, Motion or Shape Tweens, Keyframing, scrolling backgrounds, walk cycle, lip synching or Rotoscoping included. | |  |  |
| **5** |  | At least 2 animation principles (such as Squash and Stretch, Anticipation, Staging, Straight Ahead Action and Pose-to-Pose, Follow Through and Overlapping Action, Ease In and Ease Out, Arcs, Secondary Action, Timing, Exaggeration, Solid Drawing, Appeal) included | |  |  |
|  |  | Saved in appropriate format for viewing on the web (the delivery platform). | |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Result for this assessment activity** | | | | | | |
| **Result** |  | Satisfactory | |  | Not Yet Satisfactory | |
| **Assessor comments** |  | | | | | |
| **Assessor signature** |  | | **Date signed** | | |  |

Assessment Activity Number Four - Practical Observation of Animation techniques and principles

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Information and instructions** | | | | | | | | | | | | |
| **General information about this activity** | | | | | | | | | | | | |
| **Student name** | | |  | | | | | | | | | |
| **Assessor name** | | |  | | | | | | | | | |
| **Unit/s of competency** | | | CUAWRT301 Write content for a range of media  CUAANM301 Create 2D digital animations | | | | | | | | | |
| **Observation date** | | |  | | | | | | | | | |
| **Instructions** | | | | | | | | | | | | |
| **Student instructions** | | | Your trainer will ask to see you demonstrate certain animation techniques and principles as shown in the checklist below. Your trainer will issue a timetable showing when your observation will be. | | | | | | | | | |
| **Requirements for satisfactory completion** | | | The student must meet all criteria below when conducting the session | | | | | | | | | |
| **Assessor instructions** | | | Assessors must complete the checklist below while observing the student. | | | | | | | | | |
| **Observation checklist** | | | | | | | | | | | | |
| **Did the student:** | | | | | | | | | | | **Yes** | **No** |
| **1** | Demonstrate the ability to use the software to implement 3 animation techniques from those listed below: | | | | | | | | | |  |  |
| 1. Classic Tween 2. Motion Tween 3. Shape Tweens, 4. Keyframing, | | | | 1. Scrolling backgrounds, 2. Walk cycle 3. Lip synching or 4. Rotoscoping | | | | | |
| **2** | Demonstrate the appropriate use of 2 of the following animation principles: | | | | | | | | | |  |  |
| 1. Squash and Stretch 2. Anticipation 3. Staging 4. Straight Ahead Action and Pose-to-Pose 5. Follow Through and Overlapping Action 6. Ease In and Ease Out | | | | | 1. Arcs 2. Secondary Action 3. Timing 4. Exaggeration 5. Solid Drawing. | | | | |
| **3** | Demonstrate the efficient use of movie clip symbols. | | | | | | | | | |  |  |
| **4** | Demonstrate the ability to export animation to appropriate format for the web. | | | | | | | | | |  |  |
| **Result for this assessment activity** | | | | | | | | | | | | |
| **Result** | |  | | Satisfactory | | | |  | Not Yet Satisfactory | | | |
| **Assessor comments** | |  | | | | | | | | | | |
| **Assessor signature** | |  | | | | | **Date signed** | | |  | | |

Assessment Activity Number 5 - Written Questions

|  |  |
| --- | --- |
| **Information and instructions** | |
| **General information about this assessment activity** | |
| **Student name** |  |
| **Due date** |  |
| **Unit/s of competency** | CUAWRT301 Write content for a range of media  CUAANM301 Create 2D digital animations |
| **Instructions** | |
| **Student instructions** | You are required to answer the following questions to confirm your knowledge of the units assessed. You may refer to your notes and research materials while completing the answers. Answers must include any references used and responses need to be word processed. You must submit your electronic responses. You will have one class to complete the questions. |
| **Requirements for satisfactory completion** | All questions must be answered correctly. |
| **Assessor instructions** | Assessors, please supervise students as they complete this activity. |

|  |  |
| --- | --- |
| **Open questions (to produce a paragraph-style response)** | |
| **Answer the following questions:** | |
| **1** | Content writers need to be aware of relevant laws and codes of practice when producing written content.  What is a code of practice? Give an example. |
|  |  |
| **2** | Briefly define the following and how they relate to producing written content:   1. defamation 2. privacy 3. court reporting 4. vilification |
|  |  |
| **3** | Describe two health and safety requirements as they relate to working for extended periods of time on computers. |
|  |  |
| **4** | What was the writing style you used for your press release? Why did you use this style? |
|  |  |
| **5** | Explain what you would do to change your press release, if you were writing:   1. an advertisement for the radio. 2. a tweet to promote the movie. 3. a post on Instagram that includes an image. |
|  |  |
| **6** | Describe how you got feedback on your work and describe examples of where you incorporated it into your work. |
|  |  |
| **7** | Explain how you correctly named and stored your digital work in appropriate file formats. |
|  |  |
| **8** | What are the advantages of using the animation software you used? |
|  |  |
| **9** | Explain the ways in which you researched and clarified ideas for your animated movie trailer. |
|  |  |
| **10** | How could an animator or content writer obtain information about the target audience for the media products they produce as creative designers? |
|  |  |
| **11** | It is important that those creating digital media, be it writing or animation, understand copyright. What is copyright? |
|  |  |
| **12** | As a worker in the digital media industry, how can you ensure you comply with copyright requirements? |
|  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Result for this assessment activity** | | | | | | |
| **Result** |  | Satisfactory | |  | Not Yet Satisfactory | |
| **Assessor comments** |  | | | | | |
| **Assessor signature** |  | | **Date signed** | | |  |

Assessment Coversheet

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **General information** | | | | | |
| **RTO Name** |  | | | | |
| **School Name** |  | | | | |
| **Unit/s assessed** | CUAWRT301 Write content for a range of media  CUAANM301 Create 2D digital animations | | | | |
| **Task** | Portfolio | | | | |
| **STUDENT to complete this section** | | | | | |
| **Name** |  | | | | |
| **Email** |  | | | | |
| **Date submitted** |  | | | | |
| Student declaration — By signing below, I declare that:   * I have been advised of the assessment requirements, have been made aware of my rights and responsibilities as an assessment student, and choose to be assessed at this time * this assessment contains my own work except where I have made due reference to work by other/s. I am aware that a false declaration may lead to withdrawal of a qualification or statement of attainment. | | | | | |
| **Student signature\*** | |  | | **Date signed** |  |
| \* **Student must provide a REAL signature**. If submitting your portfolio electronically, either insert an electronic signature in the space above, or print this page, sign it, then submit a scan of the signed page. | | | | | |
| **ASSESSOR to complete this section** | | | | | |
| **Name of assessor** | | |  | | |
| **Date assessment received** | | |  | | |
| **Date assessment review completed** | | |  | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **PORTFOLIO** | | | | | | | |
| **VCE VET SCORING CRITERIA** | | | | | | | |
| Assessor: | | Student: | | | Student no: | | |
| VCE VET program: | | School no: | | | RTO no: | | |
| **CRITERIA** | **LEVELS OF PERFORMANCE** | | | | | | |
| **1 (base)** | | **2** | **3 (medium)** | | **4** | **5 (high)** |
| **Application of underpinning knowledge** | Displays an understanding of the key concepts and knowledge underpinning the work task/s. | |  | Displays a sound understanding of the key concepts and knowledge underpinning the work task/s. | |  | Demonstrates a thorough understanding of all key concepts and knowledge underpinning the work task/s. |
| Applies these understandings in the performance of work functions. | |  | Proficiently applies these understandings in the performance of work functions. | |  | Effectively applies these understandings in the performance of work functions. |
| ❑ | | ❑ | ❑ | | ❑ | ❑ |
| **Planning and organisation** | With additional support available, work/assessment tasks are planned, organised and completed according to specifications and within given timelines. | |  | Work/assessment tasks are effectively planned, organised and completed according to specifications and within given timelines. | |  | Within given specifications and timelines, displays a high level of planning skill in organising and completing the portfolio. |
|  |
| ❑ | | ❑ | ❑ | | ❑ | ❑ |
| **Expressing ideas and information** | Form and style of expression are generally appropriate for the purpose, audience and situation. | |  | Form and style of expression are appropriate for the purpose, audience and situation. | |  | Form and style of expression are highly appropriate for the purpose, audience and situation. |
| Relevant information and ideas are communicated. | |  | Relevant information and ideas are clearly organised and communicated. | |  | Relevant information and ideas are effectively selected and communicated. |
| Understanding and use of industry and enterprise language are demonstrated. | |  | A sound understanding and correct use of key industry and enterprise language are demonstrated. | |  | A thorough understanding and effective use of industry and enterprise language are demonstrated. |
| ❑ | | ❑ | ❑ | | ❑ | ❑ |
| **Content** | The portfolio provides evidence of sound work that meets the requirements for all competencies/modules being assessed. | |  | The portfolio provides evidence of high quality work demonstrating proficiency across all competencies/modules being assessed. | |  | The portfolio provides evidence of exemplary work, demonstrating the highest level of proficiency across all competencies/modules being assessed. |
| ❑ | | ❑ | ❑ | | ❑ | ❑ |
| **Independence** | Under normal workplace supervision, requires additional supervisor-initiated support to complete tasks in accordance with requirements and timelines. | |  | Under normal workplace supervision, seeks limited additional supervisor support to complete tasks in accordance with requirements and timelines. | |  | Under normal workplace supervision, works independently to complete tasks in accordance with requirements and timelines. |
| ❑ | | ❑ | ❑ | | ❑ | ❑ |

|  |  |  |
| --- | --- | --- |
| **Requirements for high scoring students** | | |
| **Scoring criteria - Portfolio** | | |
| Criteria | **5 (high)** | **What students have to do to gain a 5 for this criterion** |
| **Application of underpinning knowledge** | Demonstrates a thorough understanding of all key concepts and knowledge underpinning the work task/s. | Answers the knowledge questions thoroughly, using accurate terminology and relevant examples.  Demonstrates a high degree of skill incorporating a range of animation tecniques and principles into the creation of the movie trailer  Employs a wide range of writing principles, techniques and presentation skills to greatly enhance readability of written content. These skills are clearly annotated. |
| Effectively applies these understandings in the performance of work functions. |
| **Planning and organisation** | Within given specifications and timelines, displays a high level of planning skill in organising and completing the portfolio. | Planning process is comprehensively documented.  Class time is used effectively and all deadlines are met.  Is well prepared each lesson, indicating planning between lessons |
| **Expressing ideas and information** | Form and style of expression are highly appropriate for the purpose, audience and situation. | Communication of all concepts and ideas is clear, using appropriate industry terminology throughout the portfolio  Press release includes all relevant information and is expressed in a style that is appropriate for the target audience |
| Relevant information and ideas are effectively selected and communicated. |
| A thorough understanding and effective use of industry and enterprise language are demonstrated. |
| **Content** | The portfolio provides evidence of exemplary work, demonstrating the highest level of proficiency across all competencies/modules being assessed. | The movie trailer demonstrates a high degree of animation skill and efficient use of the animation software. It is engaging and promotes the movie well.  Written content is very sophisticated and clearly demonstrates a high level of understanding |
| **Independence** | Under normal workplace supervision, works independently to complete tasks in accordance with requirements and timelines. | Student is able to demonstrate an excellent understanding and implementation of occupational health and safety standards.  Student openly seeks feedback and acts upon suggestions.  Research is thorough and self-directed. |