

**L-Università  
ta' Malta**

**MATSEC  
Examinations Board**



# **SEAC 06 Syllabus**

## **Media Literacy Education**

**2022**

Updated on 15<sup>th</sup> October, 2021

**SEAC06 Media Literacy Education**  
**Syllabus Addendum**

*Mitigating factors for 2022 MATSEC Examinations Session*

|                            |   |
|----------------------------|---|
| Changes in Subject Content | <p>Content in Unit 1 has been reduced to what was covered in Assignment 1. Remaining content is not expected to be delivered.</p> <p>Content of Unit 2 <b>K8, C3, A2</b> and <b>A3</b> may not be covered.</p> <p>Content of Unit 3 <b>K2, C2</b> and <b>A2</b> may not be covered.</p>   |
| Changes in Coursework      | <p>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.</p> <p>All criteria in Unit 2 (including those highlighted for the Controlled assessment), except for <b>K8, C3, A2</b> and <b>A3</b>, will be assessed in Assignment 1 and Assignment 2.</p> <p>All criteria in Unit 3 (including those highlighted for the Controlled assessment), except for <b>K2, C2</b> and <b>A2</b>, will be assessed in Assignment 1 and Assignment 2.</p>   |
| Changes in Exam Paper(s)   | <p>The Unit 1 Controlled assessment (Assignment 3) 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.</p> <p>The Unit 2 Controlled assessment (Assignment 3) will not be carried out. Although <b>K8, C3, A2</b> and <b>A3</b> will not be assessed, these criteria will be the only ones included on this Assignment's front sheet. Marks for these knowledge and/or comprehension criteria, will be prorated at the end of the unit based on the combined performance in knowledge and comprehension criteria within the same unit. The application criteria not being assessed shall be awarded full marks.</p> <p>The Unit 3 Controlled assessment (Assignment 3) will not be carried out. <b>K2, C2</b> and <b>A2</b> will not be assessed and these will be prorated at the end of the unit based on the combined performance in knowledge and comprehension criteria, and application criteria respectively, within the same unit.</p> |

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## Introduction

The aim of this learning and assessment programme is to assist secondary schools to manage applied 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 SEAC Vocational Subjects Policy Document. Standard templates will also be provided and will be structured as follows:

| <b>List of Templates</b>                              |
|---|
| 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:**

- Demonstrate an understanding of basic concepts related to different media disciplines.
- Operate professional equipment safely and responsibly.
- Create basic media content independently or with little help.
- Work effectively in a media environment as part of a team.
- Develop ideas for creative media content.
- Identify future career aspirations and opportunities within the media sector.

### Unit Learning Outcomes

#### **Unit 1: An Introduction to Still Photography**

##### **At the end of the unit, I can:**

- LO 1.** Demonstrate an understanding of the parts, functions and proper handling of photographic equipment.
- LO 2.** Prepare photographic equipment needed for a specific task.
- LO 3** Use photographic equipment to capture still images.
- LO 4.** Use light to improve the photographic process.
- LO 5.** Edit photos using digital software.

#### **Unit 2: An Introduction to Moving Image**

##### **At the end of the unit, I can:**

- LO 1.** Properly handle videography equipment to shoot short videos.
- LO 2.** Use common gear for videography shoots.
- LO 3.** Record a video shoot.
- LO 4.** Assemble a basic video edit.

### **Unit 3: Creating Media Products**

#### **At the end of the unit, I can:**

- LO 1.** Develop ideas for media products to communicate a message.
- LO 2.** Create a podcast which discusses a specific theme.
- LO 3.** Produce a print product using photography and typography.
- LO 4.** Shoot a film based on a narrative script.
- LO 5.** Use sound design techniques to tell or enhance a story.

## 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  |
|---|---|--|
| <p>Basic general <b>knowledge</b>.</p> <ol style="list-style-type: none"> <li>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;</li> <li>2. Knows and understands the steps needed to complete simple tasks and activities in media settings;</li> <li>3. Is aware and understands basic tasks and instructions;</li> <li>4. Understands basic media textbooks.</li> </ol> | <p>Basic factual <b>knowledge</b> of media.</p> <ol style="list-style-type: none"> <li>1. Possesses good knowledge of media;</li> <li>2. Is aware and interprets information and ideas;</li> <li>3. Understands facts and procedures in the application of basic media tasks and instructions;</li> <li>4. Selects and uses relevant knowledge to accomplish specific actions for self and others.</li> </ol> | <p><b>Knowledge</b> of facts, principles, processes and general concepts in media.</p> <ol style="list-style-type: none"> <li>1. Understands the relevancy of theoretical knowledge and information related to media;</li> <li>2. Assesses, evaluates and interprets facts, establishing basic principles and concepts in media;</li> <li>3. Understands facts and procedures in the application of more complex media tasks and instructions;</li> <li>4. Selects and uses relevant media knowledge acquired on one's own initiative to accomplish specific actions for self and others.</li> </ol> |

| MQF Level 1   | MQF Level 2   | MQF Level 3  |
|---|---|--|
| <p>Basic <b>skills</b> required to carry out simple tasks.</p> <ol style="list-style-type: none"> <li>1. Has the ability to apply basic knowledge and carry out a limited range of simple tasks related to media;</li> <li>2. Has basic repetitive communication skills to complete well defined routine tasks and identifies whether actions have been accomplished;</li> <li>3. Follows instructions and is aware of consequences of basic actions for self and others.</li> </ol>                      | <p>Basic cognitive and practical <b>skills</b> required to use relevant information in order to carry out media tasks and to solve routine problems using simple rules and tools.</p> <ol style="list-style-type: none"> <li>1. Has the ability to demonstrate a range of skills by carrying out a range of complex tasks in media;</li> <li>2. Communicates basic information;</li> <li>3. Ensures tasks are carried out effectively.</li> </ol>             | <p>A range of cognitive and practical <b>skills</b> required to accomplish media tasks and solve problems by selecting and applying basic methods, tools, materials and information.</p> <ol style="list-style-type: none"> <li>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;</li> <li>2. Communicates more complex information;</li> <li>3. Solves basic problems by applying basic methods, tools, materials and information given in a restricted media learning environment.</li> </ol>   |
| <p>Work out or study under direct supervision in a structured context.</p> <ol style="list-style-type: none"> <li>1. Applies basic media knowledge and skills to do simple, repetitive and familiar tasks;</li> <li>2. Participates in and takes basic responsibility for the action of simple media tasks;</li> <li>3. Activities are carried out under guidance and within simple defined timeframes;</li> <li>4. Acquires and applies basic key competences related to media at this level.</li> </ol> | <p>Work or study under supervision with some autonomy.</p> <ol style="list-style-type: none"> <li>1. Applies factual knowledge and practical skills to do some structured media tasks;</li> <li>2. Ensures s/he acts pro-actively;</li> <li>3. Carries out media activities under limited supervision and with limited responsibility in a quality controlled context;</li> <li>4. Acquires and applies basic key media competences at this level.</li> </ol> | <p>Take responsibility for completion of media tasks in work or study and adapt own behaviour to circumstances in solving problems.</p> <ol style="list-style-type: none"> <li>1. Applies media knowledge and skills to do some tasks systematically;</li> <li>2. Adapts own behaviour to circumstances in solving problems by participating pro-actively in structured learning environments;</li> <li>3. Uses own initiative with established responsibility and autonomy, but is supervised in quality-controlled learning environments, normally in a media environment;</li> <li>4. Acquires key media competences at this level as a basis for lifelong learning.</li> </ol> |



## 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 through three assignments. 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.

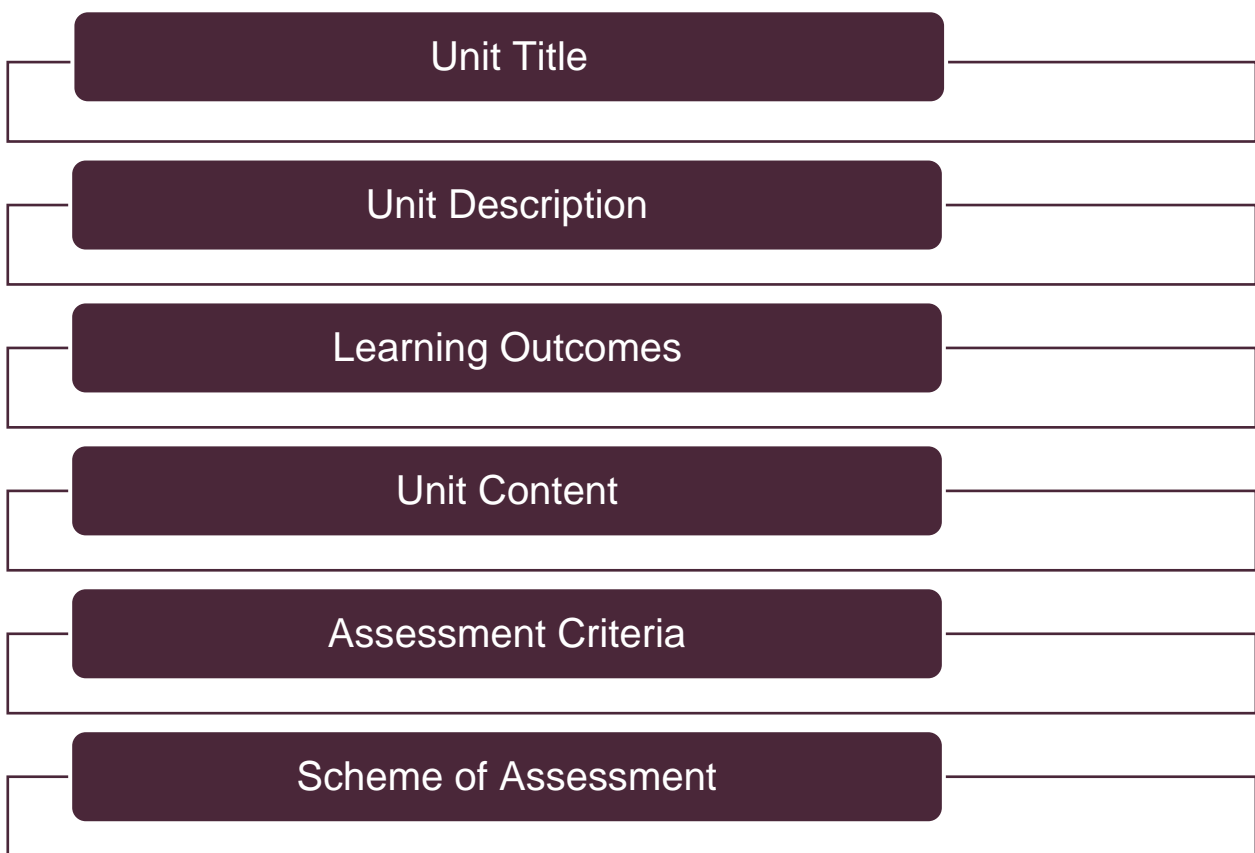
|   |  |
|---|--|
| Internal Verification of Assessment Briefs    | All assessment briefs are to be internally verified before being issued to the candidates. Within this process, important checks relating to learning outcomes, criteria to be assessed, validity and reliability are to be performed. |
| 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.”<sup>1</sup>

The structure of the unit specifications is presented below:



### 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.

<sup>1</sup> [http://www.cedefop.europa.eu/files/4156\\_en.pdf](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: An Introduction to Still Photography

| Unit 1                         | An introduction to still photography   |
|--------------------------------|--|
| <p><b>Unit Description</b></p> | <p>In this unit candidates will be familiarise themselves with standard photographic equipment and practices. Through a hands-on approach they will be acquire the necessary skills related to proper camera handling and care and be able to use the photographic camera both from a technical and an artistic standpoint.</p> <p>Candidates will also be exposed to the various situations they can find themselves in while working as an assistant to a photographer. As a consequence, they will become aware of the different type and use of light in different scenarios, and other processes related to photography.</p> <p>Through this unit, good practices to work safely for the benefit of both persons and equipment will be highlighted.</p> |

### Learning Outcomes

**At the end of the unit, I can:**

- LO 1.** Demonstrate an understanding of the parts, functions and proper handling of photographic equipment.
- LO 2.** Prepare photographic equipment needed for a specific task.
- LO 3** Use photographic equipment to capture still images.
- LO 4.** Use light to improve the photographic process.
- LO 5.** Edit photos using digital software.

## Unit Content

| Subject Focus | Parts, functions and proper handling of photographic equipment   |
|---------------|--|
| LO 1.         | Demonstrate an understanding of the parts, functions and proper handling of photographic equipment.  |
| K-1.          | Photographic camera parts: e.g. shutter release button, view finder, monitor, flash hot shoe, pop-up flash, power button, battery-chamber, memory card slot, command dial, mode dial, LCD control panel, lens mount, lens release button, lens mount index, mirror, tripod mount, dioptre adjustment control, playback button.   |
|               | Types of cameras: mirror SLR; mirrorless system cameras; micro4/3; medium format.  |
| K-2.          | Types of lenses: e.g. 'prime', 'zoom', 'telephoto', 'macro', 'wide-angle', 'super wide-angle'.   |
|               | Parts of a camera lens: <ul style="list-style-type: none"> <li>• Exterior parts: e.g. bayonet mount, filter thread, focus ring, zoom ring, zoom lock, aperture ring, function buttons, focal length indicator, body mount;</li> <li>• Interior parts: lens barrel; front lens; lens group; aperture blades; rear element.</li> </ul>   |
|               | Lens care and maintenance: <ul style="list-style-type: none"> <li>• Lens care: e.g. use of lens caps, filters as protection, lens cloth, wind blowers, brushes, cleaning solutions, swabs, lens wipes, lens protection and carry cases;</li> <li>• Lens handling in relation to: e.g. changing lenses, when a lens is not in use, handing lenses over.</li> </ul>  |
| K-3.          | Common supports for photographic cameras: e.g. tripods, monopods, multiuse supports, table top tripods, sandbags, clamps, mounts.  |
|               | Parts of a camera support system: e.g. quick release plate, the head, centre column, the legs, bubble level, locks.  |
|               | Proper use and precautions when operating a camera on a support system: <ul style="list-style-type: none"> <li>• Proper use: support is well balanced and on a levelled surface; centre column is not leaning excessively; support is stable and balanced when camera is mounted; quick release is locked in the right position before releasing the camera from operator's hands; all locks are secured correctly;</li> <li>• Precautions: never leave a camera mounted on a tripod unattended; beware of people movement in the vicinity of camera; stow away tripod bags when not in use as they can be a trip hazard; use of sandbags to increase tripod stability; camera tripod height adjustments.</li> </ul> |
| C-1.          | Shooting modes found in digital cameras: e.g. Manual mode, Auto mode, Aperture Priority, Shutter Priority, Program AE mode, Auto Flash off mode.   |
|               | Justification of a correct setup to achieve a good photograph: lens; support; shooting mode; camera settings.  |

A-1.

Taking a photograph in full automatic mode:

- Handling of a camera: positioning of hand in relation to the camera body; handling of lens attached to the camera body; use of strap to prevent dropping of camera; removing camera from storage; storing camera after use;
- Operating a camera: turn camera on and off; removing and replacing lens caps; setting the camera in automatic mode; using the viewfinder and LCD screen; pushing the shutter release to take a photograph.

Taking photographs using different lenses:

- Handling of lenses: swapping lenses on camera; use of lens caps and rear lens caps; correctly stowing away of lenses;
- Taking photographs: using the shutter release to adjust auto-exposure and auto-focusing; taking photographs of a subject using different lenses; review and compare captured images.

***N.B.*** For assessment purposes, **FOUR** photographs should be taken.

Taking photographs using a support system safely with manual focusing:

- Support system: setting up the support system correctly making sure all parts are fastened and locked correctly; securing camera to quick release plate correctly; making sure legs are fully locked before mounting camera; securing and releasing quick release plate onto camera support system while camera is attached to it; placing support system on a surface;
- Focusing: taking photographs while focusing manually on different elements within the frame; using focusing ring.

***N.B.*** For assessment purposes, **FOUR** photographs should be taken.

| <b>Subject Focus</b> | <b>Photographic equipment</b>  |
|----------------------|--|
| <b>LO 2.</b>         | Prepare photographic equipment needed for a specific task.   |
| <b>K-4.</b>          | Photographic accessories: e.g. filters, spare batteries, battery charger, memory cards, memory card reader, filters, filter holder lens cleaning kit, lens hoods, lens attachments.  |
|                      | Filters and lens attachments: <ul style="list-style-type: none"> <li>• Filters: e.g. UV/clear/haze, polarising, Neutral Density (ND), Graduated Neutral Density (GND), colour/warming/cooling, close-up, special effects;</li> <li>• Lens attachments: step-up and step-down rings; lens tubes; telephoto; macro; lens hood.</li> </ul>  |
| <b>A-2.</b>          | Creating an equipment list for a specific task: completeness of list; appropriateness of selected equipment.   |
|                      | Preparation of equipment and accessories to be used for a specific task: check if camera is functioning prior to a shoot; check charge of batteries and charge as necessary for camera and flash; make sure cards are in camera and they are not full and format as necessary; check all lenses have caps and are clean – clean as necessary; make sure no filters are missing and that filters are all clean – clean as necessary; make sure camera kit is in kit bag and consumables don't need replacing. |
|                      | Setting up equipment to accomplish a specific task: make sure the camera is properly setup for the task at hand; mount the right lenses for the specific task; mount the right filters for the specific task if needed; decide if support such as tripod is needed for a task and if so which, check for quick release plate; produce a well-focused photograph.   |



| Subject Focus | Using photographic equipment   |
|---------------|--|
| LO 3.         | Use photographic equipment to capture still images.  |
| K-5.          | Camera angles: e.g. eye Level, low angle, high angle, Dutch, bird's eye view, worm's eye view.   |
|               | Shot sizes: Macro close-up; Extreme close-up; Big close-up; close-up; Medium close-up (MCU); Medium Shot (MS); Medium Long Shot (MLS); Long Shot (LS); Wide Shot; Extreme Long Shot (XLS).             |
| K-6.          | White balance and pre-sets in a photographic camera: <ul style="list-style-type: none"> <li>• White balance;</li> <li>• Pre-sets: incandescent; florescent; cloudy; shade; direct sunlight.</li> </ul> |
|               | Exposure triangle: definition of ISO; definition of shutter speed; definition of aperture; the relationship between the three variables.   |
| C-2.          | Formal elements in a photograph: e.g. line, shape, form, texture, pattern, colour, space.  |
|               | Importance of shot composition: directs the eyes of the viewer; pleases the eyes; conveys a story or narrative better; helps the photographer guide the viewer's interpretation of the photograph.     |
| A-3.*         | Production of stills: photographs respond effectively to a given brief.  |
|               | Operation of camera to capture stills: well focused subject; correct exposure; correct white balance.  |
|               | Using composition and camera functions: shutter speed; ISO; good white balance; composition.   |

**\*N.B.** For assessment purposes, candidates should produce a total of **FOUR** photographs.

| Subject Focus | Light equipment and setups in photography   |
|---------------|---|
| LO 4.         | Use light to improve the photographic process.  |
| K-7.          | Concepts: e.g. <ul style="list-style-type: none"> <li>• Light sources: natural; artificial,</li> <li>• Direction of light: e.g. front, side, back,</li> <li>• Quality of light: hard light; soft light.</li> </ul>  |
|               | Light equipment and light setups used in photography: <ul style="list-style-type: none"> <li>• Light equipment: e.g. flash gun, studio strobe lights, light stands, grips, light meter, sync trigger, incandescent bulbs, compact fluorescent light, LEDs;</li> <li>• Light setups: e.g. available light, single light, three-point, top lighting, under lighting, low key lighting, backlighting, high key lighting, flash.</li> </ul> |
|               | Light modifiers: e.g. reflectors, soft boxes, umbrellas, diffusers, gels, barn doors, snoot, beauty dish, flags.  |

|              |  |
|--------------|--|
| <b>C-3.</b>  | Key aspects of light: e.g. amplitude, intensity, wavelength, angle of vibration (polarisation), how light travels, reflection, refraction, colour, inverse square law.   |
|              | <p>Colour temperature and its importance:</p> <ul style="list-style-type: none"> <li>• Colour temperature: description in relation to Kelvin scale;</li> <li>• Importance: e.g. accurate representation of colour, ability to manipulate photographs, setting of mood in photographs.</li> </ul> |
|              | The effects of light in photography: e.g. makes the image possible, creates shadows, creates mood, changes the look and feel, creates contrast, alters visibility of elements in a photograph.   |
| <b>A-4.*</b> | Shooting photographs using available light: exposure; filters; composition.  |
|              | Shooting photographs using a basic three-point lighting setup: setting up a three-point lighting shoot; safety and care when handling lights; photographs are technically and aesthetically correct.   |
|              | Shooting photographs using light to create a specific mood: use of correct lighting equipment to create a specific mood; use of light modifiers to achieve desired mood; safety and care when handling lights; photographs are technically and aesthetically correct.                            |

**\*N.B.** For assessment purposes, candidates should produce **TWELVE** photographs, i.e. **FOUR** photographs for each MQF level.

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

## Learning Outcomes and Assessment Criteria

|                            |   |
|----------------------------|---|
| <b>Subject Focus:</b>      | <b>Parts, functions and proper handling of photographic equipment</b>                               |
| <b>Learning Outcome 1:</b> | Demonstrate an understanding of the parts, functions and proper handling of photographic equipment. |

| 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. Label parts of a photographic camera.          | K-1. Outline the function of different camera parts.                  | K-1. Differentiate between the different types of cameras.                                 |  |  |   |  |  |   |
| K-2. List different types of lenses.                | K-2. Match the parts of a camera lens to their functions.             | K-2. Describe lens care and handling.  | C-1. State common shooting modes found in digital cameras and their use. | C-1. Discuss how different shooting modes will alter the photographic process. | C-1. Justify the correct setup to achieve a good photograph in a given case scenario. | A-1. Take a photograph in full automatic mode while holding and handling the camera correctly. | A-1. Take photographs of a same subject using different lenses while handling the lenses safely. | A-1. Take photographs using a support system safely with manual focusing. |
| K-3. List common supports for photographic cameras. | K-3. Outline the parts of a camera support system and their function. | K-3. Describe proper use and precautions needed when operating camera on a support system. |  |  |   |  |  |   |

|                            |  |
|----------------------------|--|
| <b>Subject Focus:</b>      | <b>Photographic equipment</b>                              |
| <b>Learning Outcome 2:</b> | Prepare photographic equipment needed for a specific task. |

| 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 photographic accessories commonly found in a camera kit bag. | K-4. Outline the use of some camera accessories commonly found in a camera kit bag. | K-4. Describe the use of filters and lens attachments in photography. |                             |                             |                             | A-2. Create an equipment list for a specific task. | A-2. Prepare equipment and accessories to be used for a specific task. | A-2. Set up equipment needed to accomplish a specific task. |

|                            |   |
|----------------------------|---|
| <b>Subject Focus:</b>      | <b>Using photographic equipment</b>                 |
| <b>Learning Outcome 3:</b> | Use photographic equipment to capture still images. |

| 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-5. List different camera angles.    | K-5. Identify different shot sizes.  | K-5. Describe composition and the rule of thirds in photography. | C-2. Identify the formal elements in a given photograph. | C-2. Explain how shot sizes and angles affect the narrative of a given photograph. | C-2. Discuss the importance of shot composition in a given photograph. | A-3. Use a photographic camera to produce stills for a given brief. | A-3. Operate a camera to capture stills which are technically correct for a given brief. | A-3. Use composition and camera functions to control the outcomes of a photographic shoot for a given brief. |
| K-6. Define focus and depth of field. | K-6. Outline white balance and common pre-sets found in a photographic camera. | K-6. Describe the exposure triangle and its elements.            |  |  |  |   |  |  |

|                            |  |
|----------------------------|--|
| <b>Subject Focus:</b>      | <b>Light equipment and setups in photography</b> |
| <b>Learning Outcome 4:</b> | Use light to improve the photographic process.   |

| 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)  |
| <b>K-7. Define basic concepts about light.</b> | <b>K-7. Outline the types of light equipment and light setups commonly used in photography.</b> | <b>K-7. Describe light modifiers and their use in photography.</b> | <b>C-3. Outline the key aspects in the theory of light.</b> | <b>C-3. Describe colour temperature and its importance in photography.</b> | <b>C-3. Explain the effects of light in a given photograph.</b> | <b>A-4. Shoot photographs using available light.</b> | <b>A-4. Shoot photographs using a basic three-point lighting setup.</b> | <b>A-4. Shoot photographs using light to create a specific mood.</b> |

|                            |                                     |
|----------------------------|-------------------------------------|
| <b>Subject Focus:</b>      | <b>Editing photos</b>               |
| <b>Learning Outcome 5:</b> | Edit photos using digital software. |

| 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)                              |
| <b>K-8. List techniques used in photographic manipulation.</b> | <b>K-8. Outline uses of photographic manipulation.</b> | <b>K-8. Describe the techniques needed to produce a given photographic manipulation.</b> |                             |                             |                             | <b>A-5. Apply a basic grade to a photograph.</b> | <b>A-5. Manipulate a photograph using digital software.</b> | <b>A-5. Create a composite images from your sources.</b> |

## 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

Every assignment should include at least **ONE** knowledge criterion and **ONE** application criterion.

| Assignment Number | Assignment Type | Percentage distribution |
|-------------------|-----------------|-------------------------|
| 1                 | Coursework      | 24 – 42%                |
| 2                 | Coursework      | 24 – 42%                |
| 3                 | Controlled      | 24 – 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: An Introduction to Moving Image

| Unit 2                         | An Introduction to Moving Image   |
|--------------------------------|---|
| <p><b>Unit Description</b></p> | <p>In this unit candidates will familiarise themselves with standard audio-visual equipment and practices. Through a hands-on approach they will be trained in proper handling and care of equipment.</p> <p>Candidates will be given the opportunity to appreciate and understand the requirements of various situations they can find themselves in while working as an assistant in a production company.</p> <p>Through practice, in this unit, learners will strengthen their ability to handle professional grade equipment adequately and safely. In addition, they will be introduced to interpersonal skills which will be useful while on a shoot when dealing both with talent and crew.</p> |

### Learning Outcomes

**At the end of the unit, I can:**

- LO 1.** Properly handle videography equipment to shoot short videos.
- LO 2.** Use common gear for videography shoots.
- LO 3.** Record a video shoot.
- LO 4.** Assemble a basic video edit.



## Unit Content

| Subject Focus | Videography equipment   |
|---------------|---|
| LO 1.         | Properly handle videography equipment to shoot short videos.  |
| K-1.          | Camera types used in film and television: <ul style="list-style-type: none"> <li>Professional: studio cameras; ENG cameras; film cameras; prosumer video camera; super chip cameras;</li> <li>Other cameras: camcorders; mobile phones; DSLR; mirrorless cameras; action cameras.</li> </ul>  |
|               | Environments: morning talk show; press conference; television series shoot; documentary; high-end advertising; family videos; vlogs; commercial shoots; fashion film; sport events.   |
|               | Parts of a video camera: e.g. lens hood, lens, filter thread, focus ring, zoom ring, iris dial, zoom rocker, AWB button, built in microphone, handle, on/off button, viewfinder, eyepiece, record button, tally lamp, tripod mounting hole, accessory hot shoe, shutter speed button, AE button, OIS button, gain switch, auto iris button, SDI output terminal, HDMI output terminal, battery, DC port, LCD monitor, XLR inputs, microphone holder, memory card slot.  |
| K-2.          | Properties of video: frame rate; aspect ratio; resolution; raster format.<br><br><b>N.B.</b> <i>It is highly recommended that delivery should include the following:</i> <ul style="list-style-type: none"> <li>the 24, 25, and 50 frame rates;</li> <li>the 4:3, 16:9, 1.85:1, 2.39:1 aspect ratios;</li> <li>the SD (720x576), 720p (1280x720), HD (1920x1080) UHD or 4K (3840x2160), 8K (7680x4320) resolutions;</li> <li>interlaced and progressive video.</li> </ul>   |
|               | Identifying the ideal video properties for the following platforms: broadcast <b>or</b> online <b>or</b> digital cinema projection.   |
| C-1.          | Differences between DSLR/mirrorless and video cameras based on: e.g. ergonomics, handling, recording time, audio, focusing, depth of field, controls.   |
|               | Correct equipment handling practices: equipment care; storage; transportation; protection; Health and Safety.<br><br>Camera settings for a given scenario: shutter speed; gain; aperture; white balance.  |
| A-1.          | Using a camera to shoot a video: <ul style="list-style-type: none"> <li>Handling of a camera: careful handling of camera; right positioning of hands; opening and closing LCD monitor; removing camera from storage; storing camera after use;</li> <li>Operating a camera: turn camera on and off; removing and replacing lens caps; setting the white balance; using the autofocus button; using the zoom rocker; using the viewfinder and LCD screen; pushing the record button to capture video; reviewing the captured video; replacing batteries; replacing recording media.</li> </ul> |

**N.B.** For assessment purposes, **FOUR** well-exposed short videos should be shot including: **ONE** indoors; **ONE** outdoors; **ONE** using artificial light; **ONE** with combined light sources.

**N.B.** For assessment purposes, each video should be **TEN** seconds long.

Series of videos: correct composition; proper use of focusing technique\*.

\***N.B.** For assessment purposes, a different focusing technique (rack focus, split focus, gaining focus on subject, losing focus on subject, shifting focus) should be correctly used for each of the **FOUR** lighting scenarios utilised at MQF 2.

| Subject Focus | Gear used in videography shoots   |
|---------------|---|
| LO 2.         | Use common gear for videography shoots.   |
| K-3.          | Camera supports used in videography: e.g. tripods, pedestals, cranes, jibs, dollies, mounts, shoulder rigs, steadicams, track systems.  |
|               | Camera supports found in a television studio: pedestals; cranes; tracks; robotic supports.<br><br>Rigs and equipment: e.g. dolly tracks, steadicams, shoulder mounts, vehicle mounts, jibs, follow focus, sliders, UAVs.  |
| K-4.          | Recording media: SD/SDHC/SDXC cards; compact flash; CFAST cards; SSDs.  |
|               | Proper practices: workflow; ingest; backup; formatting.<br><br>Differences between raw and compressed file formats: size (storage and duration of recording); quality; processing power; postproduction.  |
| K-5.          | Camera movements in moving image production: e.g. dolly forward/dolly back, truck left and light, pedestal up and down, pan, tilt, crane up and down and left and right, zoom.  |
|               | Purpose of the 180° rule: e.g. to organise camera angles, to preserve consistent screen direction, to preserve consistent screen space between characters and/or characters and objects.  |
| A-2.          | Mounting a camera on a tripod and jib: <ul style="list-style-type: none"> <li>• Tripod: unpacking and setup of a tripod making sure it is steady; correct attachment of quick release plate to camera; properly securing camera to tripod using safety latches; checking that the camera is steady; repacking tripod not forgetting quick release plate on camera.</li> <li>• Jib: mounting camera on a jib making sure it is properly secured; balancing jib correctly; using jib in a safe and responsible manner.</li> </ul> |

|                      |   |
|----------------------|---|
| <b>Subject Focus</b> | <p>Shooting a series of clips using a video camera mounted on a tripod and a jib:</p> <ul style="list-style-type: none"> <li>• Tripod: e.g. pan, tilt, zoom;</li> <li>• Jib: crane up and down; crane left and right;</li> <li>• Shoots: smooth movement; well composed; exposed; focused.</li> </ul> <p><b>N.B.</b> For assessment purposes, each movement should be captured in a separate clip. Each clip should not be longer than <b>15</b> seconds.</p> |
| <b>LO 3.</b>         | <p>Managing video files from a digital video shoot: write protecting media after use; labelling of SD cards; importing video files; organising imported video files; creating backups of video files in a separate location; checking files are copied correctly; releasing media for reuse; storing media cards when not in use.</p>   |

| Subject Focus | Video shoot   |
|---------------|---|
| <b>LO 3.</b>  | Record a video shoot.   |
| <b>K-6.</b>   | Common hazards encountered during a video shoot: e.g. weather, time pressure, tripping hazards, lifting hazards, water, location, action.   |
|               | Cables/connectors: e.g. RCA, BNC, SDI, HDMI, OPTICAL, XLR, JACKS, USB.  |
|               | Practices when managing cables: e.g. labelling, grouping, taping down, avoiding wires (when possible), wrapping cable, storage, transportation.   |
| <b>K-7.</b>   | Equipment: e.g. lavalier microphone, shotgun microphone, handheld microphone, boom, windshields, shock-mounts, XLR cables, digital audio recorders.   |
|               | Methods and etiquette when miking interviewees: <ul style="list-style-type: none"> <li>• Methods: proper placement; direction; places to avoid; attachment (securing); hiding;</li> <li>• Etiquette: courtesy; respect; introduction and information; asking for help; keeping it professional.</li> </ul>  |
|               | Necessary systems for capturing audio: <ul style="list-style-type: none"> <li>• Microphone pick up pattern: dynamic <b>or</b> condenser;</li> <li>• Types of microphones: omnidirectional <b>or</b> cardioid;</li> <li>• Wind shielding: foam <b>or</b> fur <b>or</b> none;</li> <li>• Equipment: audio recorders; cables; support system; headphones.</li> </ul> |
| <b>C-2.</b>   | Importance of risk assessment when planning a video shoot: safeguarding people and property; abiding with local legislation; insurance purposes; avoiding delays in production.   |
|               | Legal and contractual considerations when planning a video shoot: e.g. <ul style="list-style-type: none"> <li>• Legal Forms: Talent Release Forms; Location Release Forms,</li> <li>• Ownership of work and Copyright,</li> <li>• Licensing and Trade Marks.</li> </ul>   |
|               | Ethical considerations when planning a video shoot: fair use of public domain; transformative uses; accuracy, fairness, and objectivity; boundaries and privacy.  |

A-3.

## Preparation:

- Equipment list: audio; video;
- Shot-list: a simple list of shots needed to cover the interview including b-roll.

## Setting up a shoot:

- Planning: one or more cameras; location; position of subjects;
- Setup: correct setup of cameras on tripods; correct setup of lights; correct setup of location;
- Safety: lights and tripods are stable; turn light only after making subjects aware; cable management;
- Miking subjects: courtesy and respect; introduction and information; keeping it professional.

## Recording:

- Visual: subjects are properly lit up; overall the image is aesthetically pleasing;
- Audio: making sure sound is being recorded clearly;
- Camera: an array of shots is used; proper composition is observed throughout; recording of b-roll; footage is in focus;
- Footage: ingest; backup footage;
- Set: strike set; all equipment stowed away.

**N.B.** For assessment purposes, the audio-video recording should be **ONE** minute long.

| Subject Focus | Postproduction  |
|---------------|---|
| LO 4.         | Assemble a basic video edit.  |
| K-8.          | <p>Common cuts and transitions:</p> <ul style="list-style-type: none"> <li>• Cuts: e.g. standard cut or hard cut, jump cut, J and L cuts, invisible cut, match cut, cut on action, cut-in, cutaway;</li> <li>• Transitions: e.g. dissolves, fades, wipes.</li> </ul>  |
|               | <p>Technical considerations when editing video: e.g. editing environment settings, video formats, video resolution, video compression, broadcast settings, audio levels, audio synchronisation, export settings.</p>  |
| C-3.          | <p>Importance of editing in video production: e.g. building block of video production, bring all elements together to build a narrative, finishing and polishing of video production.</p>   |
|               | <p>Common techniques used in digital film and video postproduction: e.g. nonlinear editing, colour correction, colour grading, keying (green/blue screen), matte painting, compositing, rotoscoping.</p>  |
|               | <p>The effect of rhythm, pace and flow: e.g. setting the pace, narrative, beats, stylistic feel, tempo, story, unifying the piece.</p>  |
| A-4.          | <p>Setting up of an editing environment: load appropriate software; create project with the right sequence settings; proper file management including folder structure and backup; aptly named project and sequence.</p>  |
|               | <p>Organisation of footage: organising bin structure; organising footage into bins; logging footage; sub clipping.</p>  |
|               | <p>Production of rough cuts: assemble a good rough cut of the footage available; coherent visual flow in rough cut; coherent narrative flow in rough cut; no presentation of any unwanted clip sections in rough cut.</p>   |
| A-5.          | <p>Titles and other graphic elements creation:</p> <ul style="list-style-type: none"> <li>• Generate titles: title of production; lower thirds; credits;</li> <li>• Graphic elements: logos; info graphics; images to be used in production.</li> </ul>   |
|               | <p>Polished edit production: cuts and transitions are used in an effective manner and are suitable for the intended end use; the edit has a good rhythm and flows easily; the intended message of the final piece is easily detected.</p> <p>Addition of a music track: appropriate music is added to the edit; audio levels are uniform throughout the video production.</p> |

## Learning Outcomes and Assessment Criteria

|                            |  |
|----------------------------|--|
| <b>Subject Focus:</b>      | <b>Videography equipment</b>                                 |
| <b>Learning Outcome 1:</b> | Properly handle videography equipment to shoot short videos. |

| 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 camera types used in film and television. | K-1. Match the appropriate camera with each given environment. | K-1. Outline the functions of the parts of a video camera.     | C-1. Distinguish between a DSLR/mirrorless camera and a video camera in a moving image setting. | C-1. Describe correct equipment handling practices when on a shoot in a given scenario. | C-1. Justify the best camera settings and setup for a given scenario. | A-1. Use a camera to shoot a video. | A-1. Shoot a series of well exposed short videos. | A-1. Shoot a series of short videos which are composed correctly and where different focusing techniques are used. |
| K-2. List the different properties of video.                  | K-2. Outline the different properties of video.                | K-2. Identify the ideal video properties for a given platform. |   |   |   |                                     |   |  |

|                            |   |
|----------------------------|---|
| <b>Subject Focus:</b>      | <b>Gear used in videography shoots</b>  |
| <b>Learning Outcome 2:</b> | Use common gear for videography shoots. |

| 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 different types of camera supports used in videography. | K-3. Label camera supports usually found in a television studio.              | K-3. Describe the use of camera rigs and equipment commonly used in film.    |                             |                             |                             |   |  |  |
| K-4. Name common types of recording media used in videography.    | K-4. Outline proper practices when working with digital files in videography. | K-4. Describe the differences between raw and compressed video file formats. |                             |                             |                             | A-2. Mount a video camera on a tripod and a jib securely. | A-2. Shoot a series of clips using a video camera mounted on a tripod and a jib. | A-2. Manage video files from a digital video camera shoot. |
| K-5. List different camera movements in moving image production.  | K-5. Outline the use of camera movements in a moving image production.        | K-5. Describe the purpose of the 180° rule in moving image production.       |                             |                             |                             |   |  |  |

|                            |                       |
|----------------------------|-----------------------|
| <b>Subject Focus:</b>      | <b>Video shoot</b>    |
| <b>Learning Outcome 3:</b> | Record a video shoot. |

| 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. List hazards which can be encountered during a video shoot.  | K-6. Identify cables/ connectors commonly used in the recording of audio and video. | K-6. Outline proper practices when managing cables.                           | C-2. Outline the importance of risk assessment when planning a video shoot. | C-2. Describe the importance of legal and contractual considerations when planning a video shoot. | C-2. Discuss ethical considerations when planning a video shoot. | A-3. Prepare an equipment list and a shot-list for a given scenario. | A-3. Setup a shoot with the necessary Health and Safety precautions. | A-3. Record audio and video which is technically and aesthetically correct. |
| K-7. List equipment commonly used when recording audio for video. | K-7. Outline methods and etiquette when miking interviewees.                        | K-7. Identify the necessary systems for capturing audio for a given scenario. |   |   |  |  |  |   |



|                            |                              |
|----------------------------|------------------------------|
| <b>Subject Focus:</b>      | <b>Postproduction</b>        |
| <b>Learning Outcome 4:</b> | Assemble a basic video edit. |

| 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)  |
| <b>K-8. Define what an editing workflow is.</b> | <b>K-8. Outline the use of common types of cuts and transitions used in video editing.</b> | <b>K-8. Describe technical considerations needed when editing video.</b> | <b>C-3. Outline the importance of editing in a video production.</b> | <b>C-3. Describe common techniques used in digital film and video postproduction.</b> | <b>C-3. Discuss how rhythm, pace and flow affect the final edit of a video production.</b> | <b>A-4. Setup an editing environment for your footage.</b>                     | <b>A-4. Organise your footage in your editing environment.</b>          | <b>A-4. Produce a rough cut using the correct settings.</b>                          |
|   |  |  |  |   |  | <b>A-5. Create titles and any other graphic elements needed for your edit.</b> | <b>A-5. Produce a polished edit using footage in a creative manner.</b> | <b>A-5. Add a music track to your edit while keeping your audio levels in check.</b> |

## 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

Every assignment should include at least **ONE** knowledge criterion and **ONE** application criterion.

| Assignment Number | Assignment Type | Percentage distribution |
|-------------------|-----------------|-------------------------|
| 1                 | Coursework      | 24 – 42%                |
| 2                 | Coursework      | 24 – 42%                |
| 3                 | Controlled      | 24 – 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: Creating Media Products

| Unit 3                         | Creating Media Products  |
|--------------------------------|--|
| <p><b>Unit Description</b></p> | <p>In this unit, candidates will be focusing on implementing the skills acquired over the previous two years in addition to new ones in order to create work which is mostly intended for an audience. While the techniques learnt in the first two years remain important, the creative process should now take centre place as the main activity focus, whereby the generation of ideas as well as their testing should be an integral part of all the work produced.</p> <p>It is also worth noting that in the creative field, failure is a natural process which is to be seen as an opportunity to learn and go back to the drawing board to develop the idea further.</p> |

### Learning Outcomes

**At the end of the unit, I can:**

- LO 1.** Develop ideas for media products to communicate a message.
- LO 2.** Create a podcast which discusses a specific theme.
- LO 3.** Produce a print product using photography and typography.
- LO 4.** Shoot a film based on a narrative script.
- LO 5.** Use sound design techniques to tell or enhance a story.

## Unit Content

| Subject Focus | Idea generation and development   |
|---------------|---|
| LO 1.         | Develop ideas for media products to communicate a message.  |
| K-1.          | Stages of the creative process: problem definition; idea generation; idea selection; idea implementation.   |
|               | Creative techniques: researching; mood boarding; mind mapping; brainstorming.   |
| C-1.          | Elements that support a creative media pitch: e.g. synopsis, treatment, mood boards, shot list, story boards, references.   |
|               | Preparation needed to deliver an effective pitch: audience identification; knowledge of presentation duration; technology required; rehearsals; dress code.   |
|               | Analysis of own performance in pitching an original idea: practicality; originality; scale of project; clarity.<br><br><i><b>N.B.</b> It is highly recommended that this criterion is assessed after A-1 based on the presentation which should be recorded. It is also recommended that a peer review discussion is held to help each individual student in the analysis of his/her own performance.</i> |
| A-1.          | Production of different ideas for a media product: evidence of research into subject matter; evidence of research on comparable media products; evidence of idea generation process (such as mood boarding, mind mapping).  |
|               | Development of a presentation to pitch a media product: audience identification; duration of project; technology required for production; human resources needed.   |
|               | Pitching an original idea for a media product: non-verbal communication; verbal communication; written communication; good use of visual aids; clear line of thought.   |

| Subject Focus | Creation of a podcast   |
|---------------|---|
| LO 2.         | Create a podcast which discusses a specific theme.  |
| K-2.          | Key terminology and concepts related to audio recording: e.g. amplitude (dB), frequency (Hz), sample rate (48KHz), bit depth, file formats, compression, microphone positioning, room acoustics, room tone. |
|               | Equipment used in an audio booth: pocket recorder; microphone; computer; digital audio workstation (software); audio interface; mixer; microphone stands; pop filter; studio monitor; headphones.           |

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| K-3. | Basic sound editing processes: e.g. fades, layering, distorting, mixing, panning, EQ, compression, gating.   |
|      | Good practices when editing sound: keep a copy of the original audio; listen out for artefacts; be careful with over-processing; keep track of your editing process; work with uncompressed or low compression audio when possible.  |
| A-2. | Planning a podcast: the theme has been thoroughly researched and chosen for the intended audience; a script for the podcast is produced and planned to run for at least <b>FIVE</b> minutes; the format established for the podcast is based on the research; content is interesting and engaging.   |
|      | Recording a podcast: <ul style="list-style-type: none"> <li>• Equipment: adequate for the task at hand; set up properly;</li> <li>• Recording: clean; good quality; levels are good; noise is kept to a minimum;</li> <li>• Content: all content needed for the podcast has been recorded with retakes done as necessary.</li> </ul>   |
|      | Editing a podcast: <ul style="list-style-type: none"> <li>• Software: all audio clips and audio elements are organised within the editing environment;</li> <li>• Editing: the finished edit is clean and done to a good standard; additional sound elements and music have been added;</li> <li>• Podcast: coherent; well presented;</li> <li>• Export: exported to a valid audio container with appropriate settings.</li> </ul> |

|                      |  |
|----------------------|--|
| <b>Subject Focus</b> | <b>Graphical communication</b>   |
| <b>LO 3.</b>         | Produce a print product using photography and typography.  |
| K-4.                 | Typography: <ul style="list-style-type: none"> <li>• Definition;</li> <li>• Use: e.g. legibility, readability, aesthetics.</li> </ul>  |
|                      | Concepts related to typography: e.g. <ul style="list-style-type: none"> <li>• Type classifications: Serif; Sans-Serif;</li> <li>• Type families;</li> <li>• Elements of a Typefaces: ascenders; descenders; ligature; terminal; stem.</li> </ul> |
|                      | Typographic treatment: e.g. point size, weight, leading, tracking, kerning, hierarchy, contrast, colour.   |
| K-5.                 | Design elements effecting the visual message: colour; line; scale; shape; hierarchy; alignment; contrast; repetition; texture; space.  |
|                      | Enhancement of message through layout: e.g. focus, flow, grouping, emphasis, alignment, ease of scan, balance, consistency.  |

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| <b>A-3.</b> | <p>Preparation of assets for the production of a print product:</p> <ul style="list-style-type: none"> <li>• Images and graphics: assets are adequate; relevant and of good quality;</li> <li>• Fonts: selected fonts work well together; match the researched theme;</li> <li>• Colour Scheme: fits the purpose; balanced and complements existing material.</li> </ul> <p><b>N.B.</b> For assessment purposes, this project can be a 4-page A4 newsletter, a 4-page mock A4 newspaper, or similar.</p> |
|             | <p>Designing a layout for a print product:</p> <ul style="list-style-type: none"> <li>• Sketches*: well executed; demonstrate a clear understanding of the basic layout principles;</li> <li>• Digital Layout: balance; proximity; alignment; repetition; contrast; space.</li> </ul> <p><b>*N.B.</b> For assessment purposes, <b>THREE</b> sketches should be presented.</p>  |
|             | <p>Production of a print product:</p> <ul style="list-style-type: none"> <li>• Typography: typography treatments are present; typography treatments are used correctly throughout the finished piece;</li> <li>• Graphics and images complement the design in terms of: placement; proportion; appropriateness; colour schemes.</li> </ul>   |

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|----------------------|---|
| <b>Subject Focus</b> | <b>Shooting a film</b>  |
| <b>LO 4.</b>         | Shoot a film based on a narrative script.   |
| <b>K-6.</b>          | <p>Roles and responsibilities in a moving image production: e.g.</p> <ul style="list-style-type: none"> <li>• Producer: funding; logistics and project management,</li> <li>• Director: e.g. creative direction, directing talent, directing crew,</li> <li>• Script writer: writing of script; dialogue scripting,</li> <li>• Director of photography: lighting; camera work,</li> <li>• Production Designer: e.g. sets and props, costume, hair and make-up,</li> <li>• Sound recordist: ambience and Foley; dialogue recording,</li> <li>• Editor: assembling the edit; logging and shot selection,</li> <li>• Sound designer: sound editing; sound mixing.</li> </ul> |
|                      | Competences needed by professionals to produce a moving image production: team work; creative authority; problem-solving; critical thinking.  |
| <b>K-7.</b>          | Creative considerations when working with fiction: story; audience; theme; message; look; pacing; genre; practicalities; resources; skills.   |
|                      | Elements constituting the mise-en-scène: lighting; sound; editing; set; location; acting; action; costumes; hair; make-up.  |
|                      | <b>N.B.</b> For assessment purposes, the teacher has to provide a still from a film and the student needs to describe the mise-en-scène elements found in it.   |

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| <b>C-2.</b>  | Possible pitfalls when creating a video production: e.g. lack of preparation and planning, not understanding your audience, lack of focus (on subject matter), trying to put in too much information, low quality video and audio, cutting corners, lack of passion.  |
|              | Decisions taken during: e.g. preproduction, production, postproduction.<br><b>N.B.</b> For assessment purposes, this criterion should be assessed after A-4.  |
|              | <b>N.B.</b> For assessment purposes, students should discuss <b>TWO</b> strengths and <b>TWO</b> weaknesses of their own video production.<br><b>N.B.</b> For assessment purposes, this criterion should be assessed after A-4.   |
| <b>A-4.*</b> | Shot list and Story board for a short fiction project: <ul style="list-style-type: none"> <li>• Shot list: variety of shots; relevance of chosen shots to the narrative; correct use of terminology;</li> <li>• Story board: correct depiction of shot sizes; correct depiction of camera movements.</li> </ul> <b>N.B.</b> For assessment purposes, a short script/scene is to be provided to students to carry out this practical task.                                 |
|              | Preparation of elements found in a set: <ul style="list-style-type: none"> <li>• Scene breakdown: production of a script breakdown; identification of all set (decoration) elements and props needed to film the scene/script at hand;</li> <li>• Set: set up effectively to be visually interesting while allowing for operation of camera; complements the script;</li> <li>• Props: readily available for the shoot; observing continuity during the shoot.</li> </ul> |
|              | Creation of the short fiction project: shots; camera movement; actor blocking; editing.   |

**\*N.B.** For assessment purposes, the script should be **THREE** pages long and could be an excerpt of a longer script.

| Subject Focus | Uses of sound   |
|---------------|---|
| LO 5.         | Use sound design techniques to tell or enhance a story.   |
| K-8.          | Uses of music in moving image production: e.g. commenting, illustrating movement, creating plot relationships, creating atmosphere, portray emotions, social/cultural/geographic references, time/period references.  |
|               | Use of sound design in film production: to enhance the visual elements of the film; to relay information; to set the scene; to create the atmosphere of the film; to complement the action.   |
|               | Technical considerations to design, mix and export sound: correct sample rate; bit depth; file format; loudness levels.   |
| C-3.          | Best practices when operating a boom: e.g. keep the boom the closest possible to the source of audio, when possible boom from above, keep an eye on the direction of the microphone, avoid handling noises during recording by twisting wrists to change direction, keep arms close to the body to improve centre of gravity, create visual cues in your surroundings where boom microphone is out of shot, where possible run cable through the boom to avoid noises in the recording. |
|               | <p><b>N.B.</b> For assessment purposes, students should justify <b>FOUR</b> sound design choices.</p> <p><b>N.B.</b> For assessment purposes, this criterion should be assessed after A-5.</p>  |
|               | <p><b>N.B.</b> For assessment purposes, students have to provide a reflection of their own work and discuss <b>ONE</b> strength and <b>ONE</b> weakness including the lesson learnt from it.</p> <p><b>N.B.</b> For assessment purposes, this criterion should be assessed after A-5.</p>   |
| A-5.          | <p>Recording audio for a film:</p> <ul style="list-style-type: none"> <li>• Booming techniques: booming from overhead <b>or</b> booming from below; use of windshield if needed; resting techniques; cable management; direction of microphone;</li> <li>• Recording: clear with no handling noises.</li> </ul> <p><b>N.B.</b> For assessment purposes, audio should be recorded using a boom microphone.</p>   |
|               | <p>Producing non-musical sound elements for use in a narrative: recordings are well produced; recordings demonstrate creativity, ingeniousness and problem-solving skills; recordings are well labelled and organised.</p> <p>Designing a soundscape to accompany a short fiction project: sound elements and music are used to enhance the video production effectively; levels are balanced and do not overpower dialogue.</p>  |



## Learning Outcomes and Assessment Criteria

|                            |  |
|----------------------------|--|
| <b>Subject Focus:</b>      | <b>Idea generation and development</b>                     |
| <b>Learning Outcome 1:</b> | Develop ideas for media products to communicate a message. |

| 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 creativity and inspiration. | K-1. Outline the stages of the creative process. | K-1. Describe different creative techniques. | C-1. Outline elements that support a creative media pitch. | C-1. Describe the preparation needed to deliver an effective pitch. | C-1. Analyse your own performance on your own pitch of an original idea for a moving image production. | A-1. Produce different ideas for a media product based on research. | A-1. Develop a presentation to pitch a media product. | A-1. Pitch a proposal for a media product in an effective and creative manner. |

|                            |  |
|----------------------------|--|
| <b>Subject Focus:</b>      | <b>Creation of a podcast</b>                       |
| <b>Learning Outcome 2:</b> | Create a podcast which discusses a specific theme. |

| 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-2. Define key terminology and concepts related to audio recording.                       | K-2. Name equipment used in an audio booth.               | K-2. Describe the purpose of equipment used in an audio booth.     |                             |                             |                             | A-2. Plan a podcast which discusses a theme for a specific audience. | A-2. Record a podcast though the use of hardware and software. | A-2. Edit a podcast including additional sound elements. |
| <b><i>K-3. Outline the differences between synthetic and natural sources of audio.</i></b> | <b><i>K-3. Outline basic sound editing processes.</i></b> | <b><i>K-3. Describe good practices when doing sound edits.</i></b> |                             |                             |                             |  |  |  |

|                            |   |
|----------------------------|---|
| <b>Subject Focus:</b>      | <b>Graphical communication</b>                            |
| <b>Learning Outcome 3:</b> | Produce a print product using photography and typography. |

| 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. Define typography and its use.                           | K-4. Outline concepts related to typography.      | K-4. Describe different typographic treatments. |                             |                             |                             | A-3. Prepare assets for the production of a print product. | A-3. Design a layout for a print product using design elements appropriately. | A-3. Produce a print product using typographic, graphic and image elements effectively. |
| K-5. List the design elements that affect the visual message. | K-5. Outline the function of each design element. | K-5. Describe how layout enhances the message.  |                             |                             |                             |  |   |   |

|                            |   |
|----------------------------|---|
| <b>Subject Focus:</b>      | <b>Shooting a film</b>                    |
| <b>Learning Outcome 4:</b> | Shoot a film based on a narrative script. |

| 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. 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. | C-2. Outline possible pitfalls when creating a video production. | C-2. Justify decisions taken whilst producing own video production. | C-2. Discuss strengths and weaknesses of own video production taking into consideration feedback from peers. | A-4. Produce a shot list and a story board for a short fiction project. | A-4. Prepare all the necessary elements found in a set for a short fiction project. | A-4. Create a short fiction project. |
| K-7. List the creative considerations which need to be taken when working with fiction. | K-7. Name the elements that constitute the mise-en-scène.                | K-7. Describe the elements that make up the mise-en-scène in a given media text.                 |  |   |  |   |   |                                      |

|                            |   |
|----------------------------|---|
| <b>Subject Focus:</b>      | <b>Uses of sound</b>                                    |
| <b>Learning Outcome 5:</b> | Use sound design techniques to tell or enhance a story. |

| 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)   |
| <b>K-8. List the uses of music in moving image production.</b> | <b>K-8. Outline the use of sound design in film production.</b> | <b>K-8. Describe the technical considerations needed to design, mix and export a sound scape.</b> | <b>C-3. Outline best practices when operating a boom.</b> | <b>C-3. Justify sound design choices in own video production.</b> | <b>C-3. Evaluate own work in relation to sound design in own video production taking into consideration feedback from peers.</b> | <b>A-5. Record audio for a film using appropriate booming techniques.</b> | <b>A-5. Produce non-musical sound elements to be used in a narrative.</b> | <b>A-5. Design a soundscape to accompany a short fiction project.</b> |

## 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

Every assignment should include at least **ONE** knowledge criterion and **ONE** application criterion.

| Assignment Number | Assignment Type | Percentage distribution |
|-------------------|-----------------|-------------------------|
| 1                 | Coursework      | 24 – 42%                |
| 2                 | Coursework      | 24 – 42%                |
| 3                 | Controlled      | 24 – 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.

### Computer Lab

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

### Filming Lab

- 1 White backdrop
- 1 Black backdrop
- 4 Lighting kits (3 Red heads each)
- 4 Set of lighting gels (red, blue, CTB, neutral density, diffusion)
- 4 Set of tungsten lights (energy savers)
- 5 Flash guns
- 4 Studio strobe lights
- 3 Light reflectors
- 5 Camera tripods
- 2 Tripod dollies
- 1 Camera jib on dolly wheels
- 1 Field Monitor
- 5 Professional camcorders (Prosumer)
- 5 DSLR cameras
- 5 Lens filters (ND, POLARISING, UV)
- 5 18mm – 135mm lens
- 5 35mm – Prime lens
- 6 Lapel mics
- 3 Boom microphone with pole
- 3 Handheld microphones
- 4 Audio XLR cables
- 3 Portable audio recorders
- 10 Flash memory cards (class 10)
- 5 Flash memory card readers (USB 3.0 or better)
- 5 Camera backpacks
- 5 Headphones
- Lockable storage space
- Clapper board