

# **MEDIA STUDIES (EL)**

## **GCE ORDINARY LEVEL**

### **Syllabus NP06**

**EXCLUSION: May not be taken with NP03, 6123, 6124 or 6125 if coursework involves Film or Video production**

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## **INTRODUCTION**

The Media Studies (EL) syllabus is designed to train students to be media literate individuals who are able to critically evaluate media's place in society and use media to communicate effectively. Students will analyse the construction of media texts through decoding print media languages, produce media texts using the language of narrative video, critically evaluate media representation, discuss media's impact on audiences, the nature of media institutions, the rationale for media regulation and the social impact of digital communications.

## **AIMS**

- To enable students to interpret common codes and conventions of a range of media forms, and critically evaluate their use in a variety of media texts
- To enhance students' critical evaluation of how media represents various individuals, groups, places, events and issues
- To develop an understanding of how the commercial nature of mainstream media production and the interests of stakeholders such as the state and advertisers can influence the production and dissemination of media texts
- To equip students with an understanding of prevailing debates surrounding media's social role and influence, theories of how audiences read and respond to media texts, and the impact of recent advances in digital communications on both of these concerns
- To apply practical production skills in digital video production in all its key stages: pre-production, production and post-production

## LEARNING OUTCOMES

The learning outcomes for the Media Studies (EL) syllabus are organised under three domains of **KNOWLEDGE**, **SKILLS** and **VALUES**.

By the end of this course, students will be able to:

KNOWLEDGE	SKILLS	VALUES
<ul style="list-style-type: none"> <li>• Understand the ways in which media texts are structured to communicate effectively to the masses or to specific communities</li> <li>• Understand the causes and consequences of media representation</li> <li>• Understand how the commercial nature of mainstream media production and the interests of stakeholders such as the state and advertisers can influence the production and dissemination of media texts</li> <li>• Understand audience theories and perspectives on the media's role in society, and be familiar with recent advances in digital communication</li> <li>• Understand the video production process: pre-production, production and post-production</li> </ul>	<ul style="list-style-type: none"> <li>• Critically appreciate and evaluate a range of media texts</li> <li>• Analyse how the media represents various individuals, groups, events, places and issues in society</li> <li>• Evaluate how the interests of media institutions and stakeholders influence the message</li> <li>• Apply relevant theories and consider different perspectives to evaluate media's impact on society</li> <li>• Demonstrate practical skills in narrative scriptwriting, video production and editing to produce and direct an original video production</li> </ul>	<ul style="list-style-type: none"> <li>• Respect diverse viewpoints and cultural perspectives</li> <li>• Value sensitivity to race, class and gender issues</li> <li>• Be empathetic to misrepresented individuals or groups</li> <li>• Value the need to be informed and critical media consumers</li> <li>• Practice responsibility and become ethical media producers</li> </ul>

## **SYLLABUS CONTENT**

### **UNIT ONE: AN INTRODUCTION TO THE MASS MEDIA**

- 1.1 The Mass Communication process & Media Classification
- 1.2 Understanding Media Institutions
- 1.3 Role & Influence of Media in everyday life
- 1.4 Relationship between media institutions, advertisers and the state

### **UNIT TWO: ANALYSING AND APPLYING MEDIA LANGUAGES – VIDEO PRODUCTION (A) – (D)**

- 2.1 Video Production and the Language of Video

### **UNIT THREE: ANALYSING AND APPLYING MEDIA LANGUAGES – NEWSPAPER, MAGAZINE & ADVERTISEMENT**

- 3.1 Media texts
- 3.2 Print Media and Visual Language

### **UNIT TWO: ANALYSING AND APPLYING MEDIA LANGUAGES – VIDEO PRODUCTION (E) – (H)**

- 4.1 Video Production & the Language of Narrative
- 4.2 Video Post-production

### **UNIT FIVE: MEDIA REPRESENTATION**

- 5.1 Media Representation
- 5.2 Media Stereotyping
- 5.3 Reasons for media representation
- 5.4 Consequences of media representation

### **UNIT SIX: UNDERSTANDING MEDIA AUDIENCES**

- 6.1 Understanding Audiences

### **UNIT SEVEN: DIGITAL COMMUNICATIONS**

- 7.1 Understanding Digital Communications
- 7.2 The Impact of New Media

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Topics	Content	Learning Outcomes
<b>UNIT ONE: AN INTRODUCTION TO THE MASS MEDIA</b>		
1.1 The Mass Communication Process & Media Classification	<ul style="list-style-type: none"> <li>• A model of the process of mass communication</li> <li>• Types of media: audio-visual, print and online</li> <li>• Traditional Media vs New Media</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>○ Visualise the process of mass communication</li> <li>○ Recognise that the media can refer to both the senders of, and the medium for a message</li> <li>○ Recognise that media can be classified as Traditional Media or New Media</li> </ul>
1.2 Understanding Media Institutions	<ul style="list-style-type: none"> <li>• Characteristics of media institutions</li> <li>• Media institutions' values</li> </ul>	<ul style="list-style-type: none"> <li>○ Classify different types of media institutions</li> <li>○ Explain how messages are constructed through a process of gatekeeping before being transmitted</li> <li>○ Recognise that media's profit-making goal can conflict with what may be in the best interests of the audience</li> <li>○ Recognise the importance of media accountability</li> </ul>
1.3 Role & Influence of Media in everyday life	<ul style="list-style-type: none"> <li>• Students' personal media use</li> <li>• Functions of media in society</li> </ul>	<ul style="list-style-type: none"> <li>○ Analyse their own media use patterns</li> <li>○ Explain the various functions of the media in society</li> <li>○ Understand that media can influence social attitudes, beliefs, and behaviours</li> <li>○ Explain what media responsibility is and why it is important</li> </ul>
1.4 Relationship between media institutions, advertisers and the state	<ul style="list-style-type: none"> <li>• Commercial, Public and Community media</li> <li>• Advertisers and the media</li> <li>• The state and the media</li> </ul>	<ul style="list-style-type: none"> <li>○ Distinguish how commercial, public and community media are funded and explain their differing aims</li> <li>○ Explain commercial media's dependence on advertising and how this can influence messages</li> <li>○ Discuss the role of the Media in Singapore</li> <li>○ Discuss the role of the Media Development Authority</li> <li>○ Identify aspects of media that the state regulates</li> <li>○ Explain why the state regulates these aspects and how it is regulated</li> </ul>

**UNIT TWO: ANALYSING AND APPLYING MEDIA LANGUAGES – VIDEO PRODUCTION (A) – (D)**

<p>2.1 Video Production and the Language of Video</p>	<ul style="list-style-type: none"> <li>• Video production for traditional media</li>   <li>• The Language of Video             <ul style="list-style-type: none"> <li>a) <u>Introduction to the camera and lenses</u> <ul style="list-style-type: none"> <li>○ Introducing the camera system</li> <li>○ Basic operation of the camera</li> </ul> </li>   <li>b) <u>Framing and Composition Principles</u> <ul style="list-style-type: none"> <li>○ Camera mounts and movement</li> <li>○ Basic video terminology</li> <li>○ Shots sizes and framing</li> <li>○ Composition of shots</li> <li>○ Continuity in shots</li> </ul> </li>   <li>c) <u>Introduction to Lighting</u> <ul style="list-style-type: none"> <li>○ Understand the nature of light and what it does to images</li> <li>○ Introduction to various lighting equipment</li> <li>○ Basic 3-point lighting principle</li> <li>○ Lighting for indoor and outdoor situations</li> </ul> </li>   <li>d) <u>Introduction to Sound</u> <ul style="list-style-type: none"> <li>○ The importance of sound in a production</li> <li>○ The nature and elements of sound</li> <li>○ Microphone placement techniques</li> <li>○ Setting up for location sound recording</li> </ul> </li> </ul> </li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>○ Understand the production process and know what needs to be done at the 3 different production stages, namely pre-production, production and post-production.</li> <li>○ Understand the different production roles</li>   <li>○ Acquire a practical understanding of the CCD video camera and recording system</li> <li>○ Start up the camera system and use the camera effectively</li> <li>○ Recognise the need for white balancing</li>   <li>○ Display basic competency in video framing and composition of shots</li> <li>○ Display basic competency in handling camera pan, tilt and zoom movements</li>   <li>○ Display practical knowledge of basic lighting techniques</li> <li>○ Use basic lighting equipment</li> <li>○ Differentiate the lighting needs of a location, whether it is indoors or outdoors</li> <li>○ Light an indoor scene using the 3-point lighting principle</li>   <li>○ Explain the importance of sound in a media product</li> <li>○ Observe proper sound recording techniques on location</li> </ul>
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**UNIT THREE: ANALYSING & APPLYING MEDIA LANGUAGES – NEWSPAPER, MAGAZINE & ADVERTISEMENT**

<p>3.1 Media Texts</p>	<ul style="list-style-type: none"> <li>• Media Content as “texts”</li> <li>• “Reading” a Media Text: Languages and Codes</li> <li>• Denotation and Connotation</li> </ul>	<p>Student will be able to:</p> <ul style="list-style-type: none"> <li>○ Recognise that all media content can be analysed as “texts” which are constructed using various “languages”, devices and codes</li> <li>○ Recognise that words and images can have denotative and connotative meanings</li> </ul>
<p>3.2 Print Media and Visual Language</p>	<ul style="list-style-type: none"> <li>• Types of Newspapers and Magazines</li> <li>• Key Terms in newspaper, magazine and print advertising layout</li> <li>• Linguistic Signs</li> <li>• Still images</li> </ul>	<ul style="list-style-type: none"> <li>○ Recognise different types of newspapers and magazines formats</li> <li>○ Understand the key terminology associated with newspaper and magazine layouts, and print advertising</li> <li>○ Analyse the use of written language and still images in newspaper and magazine articles and print advertising</li> <li>○ Critically evaluate the techniques used to send the message – both aesthetically and ethically</li> </ul>

**UNIT FOUR: ANALYSING & APPLYING MEDIA LANGUAGE – VIDEO PRODUCTION (E) – (H)**

<p>4.1 Video Production &amp; the Language of Narrative</p>	<p><u>(e) Analysing a Visual Narrative</u></p> <ul style="list-style-type: none"> <li>○ Understanding Narrative Structure</li> <li>○ Understanding the Visual Narrative</li> </ul> <p><u>(f) Constructing a Visual Narrative (Scriptwriting for Video)</u></p> <ul style="list-style-type: none"> <li>○ Developing a short narrative script</li> <li>○ Storyboarding Techniques</li> <li>○ Use of storyboards</li> <li>○ Script formatting and marking</li> <li>○ Producing the shooting script</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>○ Recognise storytelling techniques and narrative (“story”) structure in media forms such as film, television drama series, docudrama and situation comedies</li> <li>○ Analyse and critically evaluate the visual language and techniques used to send the message</li> <li>○ Recognise the point of view of the narrator and critically evaluate it</li> </ul> <ul style="list-style-type: none"> <li>○ Generating Story Ideas: Observation, Memory and Experience</li> <li>○ Understand basic narrative scriptwriting principles</li> <li>○ Write a short script for production</li> <li>○ Use the visual language effectively to tell a story</li> <li>○ Mark scripts for shooting</li> </ul>
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		representation and the impact on media audiences
<b>UNIT SIX: UNDERSTANDING MEDIA AUDIENCES</b>		
6.1 Understanding Audiences	<ul style="list-style-type: none"> <li>• Identifying media audiences</li>   <li>• Audience as market: <ul style="list-style-type: none"> <li>○ Mass audience vs demassification</li> <li>○ Market research</li> <li>○ Monitoring ratings and circulation</li> </ul> </li>   <li>• Audience as “public” <ul style="list-style-type: none"> <li>○ Active vs passive audiences</li> <li>○ Uses and Gratification Model</li> <li>○ Media Effects Theories <ul style="list-style-type: none"> <li>• Minimalist</li> <li>• Cultivation</li> <li>• Cumulative</li> </ul> </li> <li>○ Media Effects Research</li> <li>○ Media Ethics</li> </ul> </li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>○ Consider the media audience as both market and as public, and understand the implications of such considerations</li>   <li>○ Explain how the media segments audiences for various media products. Recognise how the target audience affects the content and modes of address of the media product</li> <li>○ Recognise the importance of market research</li>   <li>○ Explain and apply the model which describes how active audiences use the media for their own purposes. Recognise the weaknesses of the model</li> <li>○ Explain and apply the theories which explain how media affects audiences. Recognise the weaknesses of these theories</li> <li>○ Summarise key findings of media effects research in certain areas of interest, e.g. addiction to computer games, and media violence</li> <li>○ Appreciate the importance of media responsibility and ethics in society</li> </ul>
<b>UNIT SEVEN: DIGITAL COMMUNICATIONS</b>		
7.1 Understanding Digital Communications	<ul style="list-style-type: none"> <li>• What is Digital Technology</li> <li>• Digital vs Analogue Technology</li> <li>• What is New Media</li> <li>• New media vs Traditional media</li> <li>• How the Internet works</li> <li>• Popular applications of the Internet</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>○ Distinguish between analogue and digital technology</li> <li>○ List the benefits of digital technology</li> <li>○ List and describe common applications of digital technology e.g. HDTV, Digital Cable TV, Smart Radio, Visual Radio, Mobile phones, Internet communication</li> <li>○ Explain what is meant by new media and traditional media</li> <li>○ Discuss traditional media’s response to new media</li> <li>○ Explain what is meant by the Internet</li> <li>○ List and describe applications on the Internet e.g. e-mail, discussion boards, WWW, chat, blogs &amp; videoblogs, podcasts, games.</li> </ul>



<p>7.2 The Impact of New Media</p>	<ul style="list-style-type: none"> <li>• New media's impact on the message and the audience</li> </ul>	<p>(Note: The examples used will need to be regularly updated to stay current)</p> <ul style="list-style-type: none"> <li>○ Discuss how new media technology is redefining the audience (prosumer) and the message (personalized and unfiltered) and the social implications of this:             <ul style="list-style-type: none"> <li>• democratizing influence</li> <li>• global linkages</li> <li>• propagation of anti-social material and criminal networks</li> <li>• need for media literacy and responsibility</li> </ul> </li> <li>○ Discuss how new media technology has affected information transfer (speed, quantity, quality) and the implications:             <ul style="list-style-type: none"> <li>• need for skills to evaluate information</li> <li>• generational differences: digital natives vs digital immigrants</li> </ul> </li> </ul>
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## ASSESSMENT OBJECTIVES

- A Knowledge with Understanding
- B Analysis and Interpretation
- C Video Production Skills

The assessment objectives are designed to reflect the syllabus aims and acts as a reference against which assessment will be made.

Candidates should be able to:

### A KNOWLEDGE WITH UNDERSTANDING (20%)

- Demonstrate an understanding of the language of print media and video and of the various media processes that occur in the planning, production, dissemination and regulation of various media texts, and the roles of various institutions and actors
- Demonstrate an understanding of the causes and consequences of media representation
- Demonstrate an understanding of factors that can influence the production and dissemination of a media text i.e. the producers' objectives, the media institution's commercial or political interests, the target audience and the interests of other stakeholders such as the state and advertisers

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- Demonstrate an understanding of prevailing debates surrounding media's social role and influence, theories of how audiences' read and respond to media texts, and the impact of recent advances in digital communications
- Demonstrate an understanding of video production stages, the format of a narrative script and storyboard, and the workings of production equipment and software

### B ANALYSIS AND INTERPRETATION (40%)

- Analyse the use of visual and linguistic codes in a media text containing both print text and still images, such as a poster, or a print advertisement, critically evaluate its effectiveness and identify the cultural values that are embedded in it
- Consider the media representations of individuals, groups, places, events and/or issues and discuss its implications
- Consider how the producers' objectives, the media institution's commercial or political interests, the target audience and the interests of other stake holders such as the state and advertisers may affect the production of any given media text
- Take and defend a position on a given media debate relating to media's representations, social role and influence; apply theories of how audiences' read and respond to media texts; evaluate the impact of recent advances in digital communications
- Analyse the difficulties faced in the production of student's own video project and evaluate steps taken to overcome these

### C VIDEO PRODUCTION SKILLS (40%)

- Demonstrate competency in narrative scriptwriting
- Produce a storyboard for a script
- Demonstrate competency in handling camera and directing
- Demonstrate competency in non-linear editing and audio mixing

## EXAMINATION REQUIREMENTS

Candidates taking the GCE 'O' level Applied Subject Media Studies (EL) syllabus examination will be required to offer Paper 1: Written Examination and Paper 2: Video Project.

Paper	Requirement	Assessment Objectives			Duration	Weighting
		A Knowledge With Understanding	B Analysis and Interpretation	C Video Production Skills		
1 Written Examination	Compulsory	20%	40%	--	2 hours	60%
2 Video Project	Compulsory	--	--	40%	Not Applicable	40%

## DESCRIPTION OF PAPERS

### **Paper 1 : Written Exam (60%)**

**Duration: 2 Hours**

#### Section A: Unseen Text Analysis

Candidates answer ONE question on an unseen print media text such as a newspaper or magazine article or a print advertisement. They will be required to analyse how visuals, copy and layout are used, to describe how people of ethnic/gender/other groups are portrayed, to analyse the values, attitudes and points of view embedded in the message and finally, to assess the effectiveness of the print media text in relation to its target audience.

#### Section B: Essay

Candidates choose 1 of 2 essay questions on general media issues. They will be required to, present coherent arguments that make use of facts, research findings and current examples; display knowledge of relevant organizations, policies and legislation, and apply concepts and theories, as relevant, to respond to their chosen question.

### **Paper 2 : Video Project (40%)**

**Duration: Coursework**

Candidates will work individually to produce a short narrative video of three minute duration on a given theme. Candidates should complete the Video Project in an estimated period of about 15 hours under supervised conditions. Candidates' video production will be assessed on the quality of the synopsis, script, storyboard, directing, camerawork, editing and audio mixing. They will also be required to critically review their production

## EXAMINATION SCHEDULE OF PAPER 2: VIDEO PROJECT

### **Pre-production (8 Weeks)**

*End Week 6 of Term One - End Week 3 of Term Two*

#### Briefing & Video Project Handbook:

Candidates must attend a briefing to be conducted by the examining authority in Week 6 of Term One in the year of examination. At the Briefing, candidates will be informed of the Theme of the Project and receive a Video Project Handbook with information on the project task and requirements, assessment structure, grading criteria, submission formats, processes and deadlines.

#### Consultations

Each candidate will be rostered to attend 2 consultations of 20 minutes duration with their teachers during the pre-production stage (i.e. from Wk 6 of Term One to Wk 3 of Term 2). During these meetings, teachers will check that the proposed project idea fulfills the project requirements, does not compromise safety or break any of the examination rules. In reviewing a candidate's ideas during consultations, teachers may encourage candidates to re-evaluate their own ideas, where necessary, but are not permitted to suggest specific alternatives or improvements. Any advice rendered must be of a general nature and made available to all candidates, and not specifically advantage any specific candidate.

In the exceptional situation in which a candidate is unable to proceed at a late stage in the pre-production period, and at risk of not submitting a synopsis, script or storyboard, candidates may seek an additional consultation of 20 minutes duration with the teacher. The teacher must inform the candidate that the third consultation for additional guidance would be recorded and taken into consideration at marking. Candidates may not have the full range of marks available to them should they seek this additional guidance.

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The areas discussed and any specific advice given must be documented during all consultations on prescribed forms that both teachers and candidates must sign.

### Submission

The synopsis, script and storyboard must be submitted to the respective examination centres at the end of Week 3 of Term Two, for submission to the examining authority.

### **Production (8 hours) and Post Production (7 hours)**

*During Week 2 of Term Three (Filming)*

*During Week 3 of Term Three (Editing)*

All filming and editing will be conducted in the respective centres. Each candidate will be rostered to film for one 8-hour slot in Week Two of Term Three and edit in one 7-hour slot in Week Three of Term Three.

Candidates will draw out their allocated tapes and other necessary equipment during their filming slot. At the end of their filming slot, candidates must return all tapes to their examination centre for safekeeping. Candidates are strictly not permitted to remove any examination materials (e.g. tapes) from the examination centre. Candidates will draw out the tapes at the start of their editing slot. At the end of the editing slot, the project must be saved on a DVD and submitted to the examination centre, for submission to the examining authority.

During the Filming Week, examination personnel will move about in the school to conduct checks on the candidates based on their filming schedule, to ensure that candidates do not compromise safety or receive outside assistance. Editing will be conducted in the centre in editing labs which will be under the supervision of examination personnel and all exam security requirements will be observed.

### **Critical Review**

*End of Week 4 of Term Three*

Candidates will be required to submit a critical review of their own work in which they reflect on and learn from their production experience. In this review, they will discuss 2 difficulties encountered, and describe and evaluate the measures adopted to overcome these difficulties. Candidates must submit the Critical Review to the examination centre by the end of Week 4 of Term Three.

Candidates will also have to complete a Declaration Form that must be signed by the candidate and endorsed by their teacher that all work submitted is by their own hand, prior to submitting the Video Project for assessment.

The DVD, Critical Review and Declaration by candidates must be submitted by the centre to examining authority on the Monday of Week 5 of Term Three.

**LEVELS OF PERFORMANCE : PAPER 1 (ESSAY)**

LEVEL	DESCRIPTORS
5	<p>Answers in this level will:</p> <ul style="list-style-type: none"> <li>• Fully address all the requirements of the question</li> <li>• Provide insightful analysis and display a thorough grasp of the subject matter</li> <li>• Provide cogent arguments that are strongly supported with relevant facts, research findings and good examples</li> <li>• Explain and apply relevant concepts and theories with skill and insight</li> <li>• Explain the functions of relevant organizations, legislation or policies, with skill and insight</li> </ul>
4	<p>Answers in this level will:</p> <ul style="list-style-type: none"> <li>• Address most of the requirements of the question</li> <li>• Provide good analysis and display a competent grasp of the subject matter</li> <li>• Provide clearly-expressed arguments that are mostly supported with relevant facts, research findings and examples</li> <li>• Explain and apply relevant concepts and theories with competence</li> <li>• Explain the functions of relevant organizations, legislation or policies, with competence</li> </ul>
3	<p>Answers in this level will:</p> <ul style="list-style-type: none"> <li>• Address some of the requirements of the question</li> <li>• Provide a reasonable analysis and display a satisfactory grasp of the subject matter</li> <li>• Provide satisfactory arguments that are supported with some relevant facts, research findings and examples</li> <li>• Explain and apply relevant concepts and theories with some understanding</li> <li>• Explain the functions of relevant organizations, legislation or policies, with some understanding</li> </ul>
2	<p>Answers in this level will:</p> <ul style="list-style-type: none"> <li>• Address only a few of the requirements of the question</li> <li>• Provide a limited analysis and display a superficial knowledge of the subject matter</li> <li>• Provide vaguely expressed arguments that are poorly supported with facts, research findings and examples; or provide disconnected facts and research findings</li> <li>• Vaguely explain and apply relevant concepts and theories with limited understanding</li> <li>• Vaguely explain the functions of relevant organizations, legislation or policies</li> </ul>
1	<p>Answers in this level will:</p> <ul style="list-style-type: none"> <li>• Not address the question; or misunderstand the question</li> <li>• Make little attempt at analysis and not display any grasp of the subject matter; or display rote knowledge that is used without relevance</li> <li>• Provide very weak/irrelevant arguments that are not supported with relevant facts, research findings and examples; or not present any arguments</li> <li>• Not attempt to explain or apply relevant concepts and theories</li> <li>• Not attempt to refer to relevant organisations and legislation or policies</li> </ul>

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### CRITERIA FOR THE ASSESSMENT OF VIDEO PROJECT

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Part A – SCRIPT AND STORYBOARD</b>				
Synopsis and Script	Synopsis barely describes the plot. Script has weak narrative structure. Poor use of story elements. Story hardly fits the given theme.	Synopsis of the plot is vague and lacks details. Script displays some narrative structure and story elements, but not fully developed. Story broadly related to the theme.	Synopsis describes the plot with details. Script displays narrative structure well and satisfactorily makes use of story elements. Story is adequately related to the theme.	Synopsis of the plot is clear and engaging. Script creatively manipulates narrative structure and displays good use of appropriate story elements. Story works very well to the theme.
Storyboard	Storyboard barely visualizes the story with significant gaps, missing most key frames, shot sizes and camera angles are undefined. Descriptions of transitions and camera movements are hardly useful.	Storyboard visualization is limited with some key frames presented, accuracy of shot sizes and camera angles have inconsistencies. Descriptions of transitions and camera/actor movements are limited and lack detail.	Storyboard visualizes the script well with most key frames presented, accurately represents shot sizes and camera angles. Descriptions of transitions and camera/actor movements are sufficiently detailed.	Storyboard fully visualises the script with all key frames presented, creatively using a range of shot sizes and a variety of camera angles. Descriptions reveal transitions and camera/actor movements clearly.
	Criterion has not been met			
<b>Part B – VIDEO</b>				
Directing and Camerawork	Barely any display of appropriate shots. Portrayal of shot sizes is weak and does not give the story direction. Screen direction and shot continuity are not maintained.	Limited use of appropriate shots. Portrayal of shot sizes is fairly accurate and gives the story some direction but some gaps remain. Screen direction and shot continuity are somewhat maintained.	Competent use of shots. Accurate portrayal of shot sizes that allows the story to be easily understood. Screen direction and shot continuity are maintained.	Engaging use of shots. Excellent portrayal of shot sizes that displays sensitivity and creativity. Screen direction and shot continuity are maintained smoothly.
	Exposure and framing of shots are poor. Camerawork is distracting and lacks control.	Exposure and framing of shots are inconsistent. Camerawork is basic with some control.	Exposure and framing are good and camerawork shows competent control.	Exposure and framing are excellent and camerawork is well controlled and imaginative.
Editing and Audio Mixing	Video lacks continuity; shot sequence is jarring and transitions are poorly executed and applied haphazardly. Little sense of pacing. Little or no evidence of audio mixing. Music and sound effects, if any, are distracting.	Video has some continuity; shot sequences and transitions reflect limited skill. Pacing skills are inconsistently displayed. Audio mixing is weak. Music and sound effects, if any, do not add much value.	Video has good continuity; shot sequences and transitions reflect some skill. Pacing is mostly responsive to the action. Audio mixing is competent. Music and sound effects, if any, are appropriately chosen.	Video continuity, shot sequences and transitions are both smoothly-executed and innovative. Pacing and audio mixing is well managed and responsive to the action. Use of music and/or sound effects clearly facilitates the story and sets the mood.
	Criterion has not been met			
<b>Part C – CRITICAL REVIEW</b>				
Content	Little or no reference is made to the video production experience. Very few details given and hardly any use of appropriate production terminology.	Some reference is made to the video production experience but details given are insufficient or mostly irrelevant. Limited use of appropriate production terminology.	Some relevant supporting references with sufficient detail to the video production experience. Makes some use of appropriate production terminology.	Comprehensive reference to the video production experience well-supported with details. Consistently uses appropriate production terminology.
Critique	Little or no analysis or evaluation of the video production experience. Learning points not discernible.	Limited or superficial analysis and evaluation of the video production experience. Learning points mentioned but not elaborated on.	Competent analysis and evaluation of the video production experience. Learning points discussed in some depth.	Insightful analysis and evaluation of the video production experience. Fully discusses learning points.
	Criterion has not been met			