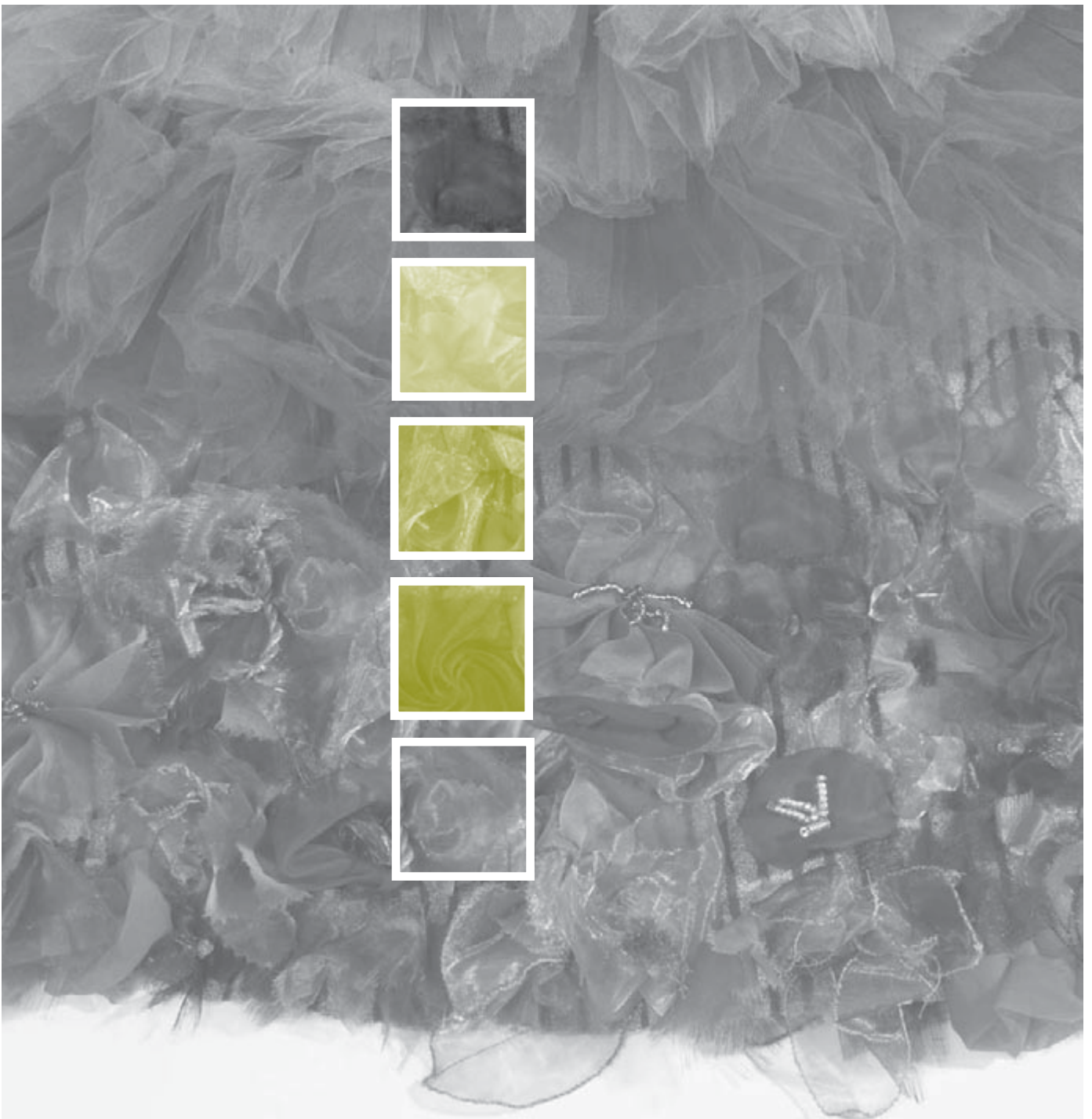
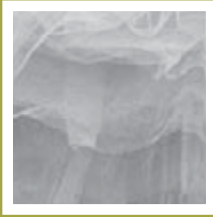


MULTIMEDIA



MULTIMEDIA: SAMPLE ASSESSMENT PROCESS



Listed below are the units of competence in VCE VET Units 3–4:

CUFMEM07A	Apply principles of visual design and communication to the development of a multimedia product	40
CUFIMA03A	Create 2D digital animation	35
CUFWRT05A	Write content and/or copy	50
ICPMM65DA	Create web pages with multimedia	50
ICPMM15DA	Develop a multimedia script	40

THE ASSESSMENT PLAN

Identify and group appropriate units of competence after carefully considering advice in the relevant Training Package, the VCAA requirements in the relevant Assessment Guide and the work focus of the units.

The following two units were grouped together:

CUFWRT05A	Write content and/or copy	50 hours
ICPMM65DA	Create webpages with multimedia	50 hours

This group of units represents a total of 100 hours and is within the VCAA requirement of not exceeding 100 hours within one task.

Further guidance from the assessment advice within the units of competence also influenced the decision to assess these units together.



DESIGN THE ASSESSMENT TASK

MULTIMEDIA – WORK PROJECT STUDENT INFORMATION

The following assessment task is part of your assessment for VCE VET Multimedia. You will be required to work in the role of a web content developer. The assessment task involves a Work Project where you will be required to propose a promotion for the launch of a new product via the Internet and demonstrate your proposal as a fully functional website. This is a problem-solving exercise.

The Work Project will be comprised of no more than five linked and functional webpages.

The assessment task assesses the following units of competence:

CUFWRT05A Write content and/or copy

ICPMM65DA Create webpages with multimedia

Time allowed: 15 hours

You will be given approximately five hours to research, write content and design your promotional web site, and 10 hours to create the promotional web site integrating the text and other media elements you choose to incorporate.

SPECIFIC REQUIREMENTS OF THE TASK

1. Content development.
2. Oral presentation (pitch).
3. Technical development.

Below is a scenario that provides you with the brief for completing the assessment task.

Scenario

A Melbourne-based games studio, GameZingo, has developed a video game specifically targeted at girls between the age of 14–17. The studio knows that this is a market of young people who generally don't play video games. The studio also wants the promotion to be aimed at girls who will not necessarily have access to broadband and may use a low-end computer/monitor.

The video game has been created for Sony PlayStation II, entitled Role Model. This game allows the user to adopt the persona of an historical or contemporary character who will need to negotiate their way through various challenging environments.

Problem: How can GameZingo best promote their game to the target audience through a website?

You need to write the promotional content for five webpages (approximately 500 words) and create or source and integrate media elements which you think are appropriate for your promotional webpages. Before you build the demonstration site, you will need to pitch your idea to the GameZingo manager, and explain the approach you intend to take.

GameZingo is not concerned with the graphical interface of the webpages you develop, but rather the way you write content and integrate media elements which will appeal to the target audience.

Part 1: Content development

- a) Research the Victorian games industry to find out more about games studios based in Victoria and how games are promoted on their websites.
- b) Research the market (target audience) you may use interview techniques to do this.
- c) Draft content about the company and the product – company philosophy, history and capability – and further information about the game product.
- d) Source media elements that you may wish to incorporate in the promotional website.
- e) Sketch a rough layout and design for your promotional web pages.

Part 2: Oral presentation (pitch)

Based on your research and designs you completed in Part 1, you need to outline to your ‘manager’ (in a 5–15-minute oral presentation) the way in which you intend to develop your promotional website. You should make reference to your initial research (games industry, audience) and how the design and writing process, design elements, style, the text content and the media elements you intend to incorporate in your web site relate to the brief. Use the sketches and other content you have sourced or created to illustrate your pitch.

Part 3: Technical development

Section a: Design promotional website

- a) Organise and draft text content for the five pages of the website.
- b) Using ideas presented in content, identify opportunities for delivering content in different media forms.
- c) Develop frameworks for content in a web context; that is, storyboards, layout designs, navigational systems, flow charts.
- d) Consider logical information structure for the website.

Section b: Build promotional website

- a) Apply design work and content to a web authoring environment.
- b) Create webpage that achieves the following:
 - Use cells and tables to organise written content in a HTML context.
 - Utilise hyperlinks and menu systems to navigate webpages.
 - Incorporate text content.
 - Optimise and integrate all media elements.
- c) Validate website to ensure it is functional on a range of browsers.

Assessment of the task

The five scoring criteria for this assessment task are:

- Application of underpinning knowledge.
- Expressing ideas and information.
- Planning, organisation and implementation.
- Collecting and analysing ideas and information.
- Coherence and coverage.

Assessment due date

Allocate the elements for assessment to the Work Project scoring criteria

CRITERIA	ELEMENTS OF ASSESSMENT
APPLICATION OF UNDERPINNING KNOWLEDGE	<ul style="list-style-type: none"> ■ Writes copy to an acceptable standard of English. ■ Uses effective presentation techniques (bullet points, headings, one idea to a paragraph, etc.). ■ Uses accepted elements of language (avoids cliché, jargon, slang). ■ Uses menu labeling (categorising information). ■ Uses hyperlinks in the text content. ■ Provides alt tags for media elements. ■ Optimises media elements (for slow Internet connection). ■ Names files/pages (including HTML pages). ■ Creates a folder directory to store files. ■ Sizes the page (for low end monitor – 800 x 600). ■ Uses common conventions for hyperlinks. ■ Demonstrates ability to interpret HTML.
EXPRESSING IDEAS AND INFORMATION	<ul style="list-style-type: none"> ■ Demonstrates original and innovative approaches to writing. ■ Composes the pages effectively – positioning menus and content in standard locations. ■ Uses a logical and hierarchical navigation system.
PLANNING, ORGANISATION AND IMPLEMENTATION	<ul style="list-style-type: none"> ■ Demonstrates an understanding of the production process. ■ Demonstrates proficiency in authoring software. ■ Demonstrates an understanding of the writing process. ■ Explains the process undertaken to develop the site. ■ Relates the design proposal to research. ■ Uses examples to illustrate the pitch. ■ Meets the deadlines.
COLLECTING AND ANALYSING IDEAS AND INFORMATION	<ul style="list-style-type: none"> ■ Follows the instructions provided in the brief (interprets documents). ■ Meets the technical specifications provided by the brief. ■ Selects appropriate HTML authoring software. ■ Uses manuals for assistance in using authoring assistance. ■ Demonstrates research has been conducted (to create the original content). ■ •Demonstrates an understanding of the audience (research). ■ Sources appropriate media elements that illustrates the content.
COHERENCE AND COVERAGE	<ul style="list-style-type: none"> ■ Meets the word quota (meets the content requirements). ■ Includes and links the specified number of pages (five). ■ Incorporates appropriate media elements (text, audio, images, animation) and they work in the browser. ■ Demonstrates that the site has been validated (works on different browsers). ■ Writes to sell the product (promotional style). ■ Easy to read on the computer (readability).

WOrk Project contextualised for Multimedia. Using the preceding table that identifies the evidence linked to the scoring criteria, this table provides performance level descriptors

VCE VET SCORING CRITERIA	LEVELS OF PERFORMANCE				
	1	2	3	4	5
APPLICATION OF UNDERPINNING KNOWLEDGE	Demonstrates understanding of the knowledge required to design and produce the promotional website. Applies this knowledge to the completion of the work project.		Demonstrates a sound understanding of the key knowledge required to design and produce the promotional website. Applies this knowledge effectively to the completion of the work project.		Demonstrates a thorough understanding of the key knowledge required to design and produce the promotional website. comprehensively applies this knowledge to the completion of the work project.
EXPRESSING IDEAS AND INFORMATION	Demonstrates an original and innovative approach to some content creation. Communicates the pitch and identifies the target audience. Correctly applies the principles of design and navigation to the webpages.		Demonstrates original and innovative approaches to content creation in most contexts. Clearly communicates the pitch and accurately targets the audience. Correctly and routinely applies the principles of design and navigation.		Demonstrates original and innovative approaches to content creation in all contexts. Skillfully conveys the pitch and accurately targets the audience. Correctly and proficiently applies the principles of design and navigation.
PLANNING, ORGANISATION AND IMPLEMENTATION	Presents and explains the processes involved in content writing and website design and development. Displays satisfactory skills in planning and implementing the work project to meet set deadlines.		Effectively presents and explains the processes involved in content writing and web site design and development. Displays sound skills in planning and implementing the work project to meet set deadlines.		Comprehensively presents and explains the processes involved in content writing and web site design and development. Displays high level skills in planning and implementing the work project to meet set deadlines.

LEVELS OF PERFORMANCE			
VCE VET SCORING CRITERIA			
	1		
	2		
	3		
	4		
	5		
COLLECTING AND ANALYSING IDEAS AND INFORMATION	<p>The brief is understood and used to complete the project.</p> <p>Conducts research in order to understand the requirements of the target audience.</p> <p>Locates information sources and utilises them in the creation of content and design.</p>	<p>The brief is interpreted accurately and is used effectively to complete the work project.</p> <p>Conducts sound research to understand the requirements of the target audience.</p> <p>Locates a range of relevant information sources and utilises them in the creation of content and design.</p>	<p>The brief is comprehensively analysed and interpreted and used effectively to complete the work project.</p> <p>Conducts comprehensive and detailed research to understand the requirements of the target audience.</p> <p>Locates a broad range of information sources and utilises them comprehensively in the creation of content and design.</p>
COHERENCE AND COVERAGE	<p>The work project meets the desired outcomes.</p> <p>Uses validation processes.</p>	<p>The work project effectively meets the desired outcomes.</p> <p>Uses effective validation processes to achieve minimal error.</p>	<p>The work project coherently meets the desired outcomes.</p> <p>Uses comprehensive validation processes to achieve minimal error on a variety of systems.</p>

Note: The industry specific performance descriptors do not replace the VCAA generic performance descriptors. Assessors must use the VCE VET Scoring Criteria sheets and VET Coursework Assessment Record sheets that are provided in the VCE VET Assessment Guide.

CONDUCT THE ASSESSMENT

You need to conduct the assessment within the VCAA timeframes as prescribed in the Assessment Guide. Conducting assessment requires the assessor to inform the student about the assessment process and to ensure the student is prepared for the assessment.

To score the task, refer to the application of the industry specific scoring criteria developed in Phase 2 under 'Apply scoring criteria in the industry specific context' as a guide to make your scoring decision on performance of the task. On completion of the assessment transfer the scores to the official VCAA documentation.

This final phase in the process is about reflecting on the entire process, which may include validation that involves reviewing, comparing and evaluating the assessment. This may involve:

- validation of the assessment process during assessment
- validation of evidence contributing to judgments made to confirm competence
- moderation of the scoring of assessment tasks

Think about the following:

- Was the right task type selected?
- What worked well?
- What part of the process needs to be improved?
- How can this be done?

Apply the Work Project scoring criteria in the industry specific context.