

NAME: _____

Assessment Marks for Outcome 2:

Task	Media form	Mark	Worth	Overall Mark	Mark for Outcome 2
TASK 1 – Production Design Plan	Trailer Mash-up	/25 ____%	10% ____/10	____/50	____/100 _____% Grade ____
TASK 2 – Production	Trailer Mash-up	/30 ____%	20% ____/20		
TASK 3 – Post-Production	Trailer Mash-up	/15 ____%	20% ____/20		
TASK 1 – Production Design Plan	Poster Mash-up	/25 ____%	10% ____/10	____/50	
TASK 2 – Production	Poster Mash-up	/25____%	20% ____/20		
TASK 3 – Post-Production	Poster Mash-up	/15 ____%	20% ____/20		

Task 1: Production Design Plan – Trailer Mash-up & Poster Mash-up

	Very High 5	High 4	Med 3	Low 2	Very Low 1	Not Shown 0
Inspiration	More than 1 page in the students Visual Diary is clearly labeled Inspiration. It includes many images, words, fonts and many more media products that will assist the student to design their poster or trailer mash-up. The student has watched numerous original and re-cut trailers and noted voice overs, music, narrative, taglines, starts, director and producers. This page has extremely detailed annotation with the students thought and ideas.	1 page in the students Visual Diary is clearly labeled Inspiration. It includes images, words, fonts and many more media products that will assist the student to design their poster or trailer mash-up. The student has watched more than 2 original and re-cut trailers and noted voice overs, music, narrative, taglines, starts, director and producers. This page has detailed annotation with the students thought and ideas.	1 page in the students Visual Diary is clearly labeled Inspiration. It includes images, words, fonts and other media products that will assist the student to design their poster or trailer mash-up. The student has watched 1 or two original and re-cut trailers and noted voice overs, music, narrative, taglines, starts, director and producers. This page is clearly annotated with the students thought and ideas.	Less than 1 page of their visual diary has been used for inspiration. It has a heading and some annotation regarding recuts viewed. Little detail is given regarding voice overs, music, narrative, taglines, starts, director and producers.	Only one or two images or references have been used. There is little or no annotations and headings.	Not shown
Intention	The students written explanation of intention covers exactly what the student intends to do in great detail. They have specified what effect they want to create and how they will affect the audience by suggesting a few possible ways of doing this. Genre, characters, location and products have been described in great detail. Correct media terms have been used throughout.	The students written explanation of intention covers exactly what the student intends to do in great detail. They have specified what effect they want to create and how they will affect the audience by suggesting a few possible ways of doing this. Genre, characters, location and products have been described in detail.	The students written explanation of intention covers exactly what the student intends to do. They have specified what effect they want to create and how they will affect the audience by suggesting possible ways of doing this. Genre, characters, location and products have been described.	The students written explanation of intention covers most of what the student intends to do. They have specified what effect they want to create but may not written how they will affect the audience or suggested possible ways of doing this. Genre, characters, location and products have been described briefly.	The students written explanation of intention covers very little of what the student intends to do. They have specified what effect they want to create but may not written how they will affect the audience or suggested possible ways of doing this. Genre, characters, location and products have not been described.	Not shown.
Target Audience	The student has clearly identified the audience they intend to target their production for in great detail. Including age, age, environment, interests, values and more.	The student has clearly identified the audience they intend to target their production for in great detail. Including age, age, environment, interests and values.	The student has identified the audience they intend to target their production for. Including age, age, environment, interests and values.	The student has identified some qualities of their target audience.	The student has only identified one or two details of their target audience and has not been very specific of these details.	Not shown.
Planning	The student has a storyboard or sketch of poster mock-up. It shows a detailed direction and each major step of the production. The plan is annotated and detailed. This plan links strongly with their target audience and intention for their production.	The student has a storyboard or sketch of poster mock-up. It shows a detailed direction and each major step of the production. The plan is annotated and detailed. This plan links with their target audience and intention.	The student has a storyboard or sketch of poster mock-up. It shows the direction and each major step of the production. The plan is annotated and detailed.	The student has a brief story board or sketch of a poster mock-up. It has very little annotation.	The student has a rough drawing for the storyboard or poster mock up. No annotation has been used.	Not shown.
Techniques of Engagement	The student has explained many techniques he/she will use to engage the audience. This links strongly with their target audience and intention for the production. These techniques will engage or persuade the audience to consume their media product.	The student has explained many techniques he/she will use to engage the audience. This links with their target audience and intention for the production.	The student has explained some techniques he/she will use to engage the audience.	The student has explained only one technique that he/she can use to engage the audience.	They student has explained only one or the techniques are not relevant to their intention and target audience.	Not shown.

Mark Production Design Plan Trailer Mash-up: ____/25 _____% GRADE _____

Mark Production Design Plan Poster Mash-up: ____/25 _____% GRADE _____

Task 2: Production – Trailer Mash-up

	Very High 5	High 4	Med 3	Low 2	Very Low 1	Not Shown 0
Time	The trailer mash-up goes length is between 1 to 2 minutes. They have used the time extremely well and included a variety of shots, a narrative and introduced main characters and stars.	The trailer mash-up goes length is between 1 to 2 minutes. They have used the time very well and included a variety of shots, a narrative and introduced main characters and stars.	The trailer mash-up goes length is between 1 to 2 minutes. They have used the time well and included a narrative and introduced main characters and stars.	The trailer mash-up goes for less than 1 minute or more than 2 minutes. A narrative has been used.	The trailer mash-up goes for less than 1 minute or more than 2 minutes. A narrative has not been used.	Not shown.
Genre is altered	The genre has successfully been altered from the original film to recreate a new creative version of the film. The students clever use of footage has changed the meaning and purpose of the film to a very high standard.	The genre has successfully been altered from the original film to recreate a new creative version of the film.	The genre has been successfully altered from the original film to a completely different genre.	The genre has only been changed slightly, as some footage doesn't work in the chosen genre.	Only limited parts have suggested a different genre.	Not shown.
Use of Premier Pro Editing techniques	The student has used Premier Pro to compress and rearrange footage to a very high standard.	The student has used Premier Pro to compress and rearrange footage to a high standard.	The student has used Premier Pro to compress and rearrange footage.	The student hasn't used Premier Pro but has rearranged and compressed footage using another program.	The student has not used an appropriate program.	No shown.
Effects	The student has used many effects to their production including music, voice overs, transitions, taglines and more that add to the genre being altered. The conventions for trailers have been followed extremely well.	The student has added a variety of effects to their production such as music, voice over, transitions and taglines. The conventions for trailers have been followed well.	The student has added a variety of effects to their production such as music, voice over, transitions and taglines. The student has added a variety of effects to their production such as music, voice over, transitions and taglines. The conventions for trailers have been followed.	The student has added some effects to their production. Some conventions for trailers have been followed.	The student has only added one or two effects to their production and only one or two conventions are evident.	Not shown.
Export	The student has exported their trailer and saved it correctly onto a CD or USB for marking.	The student needed some assistance to complete the exporting of this project.	The student has eventually exported the work, but needed to allow more time for this to take place.	The student did not consider time for exporting.	They student has not exported it correctly and has handed in the project file.	No shown.
Documentation of Production	The student has a very detailed documentation of each stage of the production in their Visual Diary. They have used annotation to explain the process and visual imagery and screen shots to show this. This has been completed to a very high standard.	The student has a detailed documentation of each stage of the production in their Visual Diary. They have used annotation to explain the process and visual imagery and screen shots to show this.	The student has documented each stage of the production in their Visual Diary. They have used annotation and visual imagery such as screen shots to show this.	The student has documented almost every stage of the production in their Visual Diary. They have used some annotation and visual imagery such as screen shots to show this.	The student has only documented a very limited amount of their production in their visual diary.	Not shown.

Mark Production Trailer Mash-up: ____/30 ____ % GRADE ____

Task 2: Production of Poster Mash-up

	Very High 5	High 4	Med 3	Low 2	Very Low 1	Not Shown 0
Size – A3	The poster mash-up is A3 and the space has been used extremely well. Very Careful consideration has been put into the composition and layout. Font size works in with hierarchy of information within the poster.	The poster mash-up is A3 and the space has been used very well. Careful consideration has been put into the composition and layout. Font size is appropriate and hierarchy of information is successful.	The poster mash-up is A3 and the space has been used well. Careful consideration has been put into the composition and layout. Font size is appropriate and hierarchy of information is sensible.	The poster the incorrect size, however the layout has been thought through. Some care has been taken for the size of fonts.	The poster mash-up is the incorrect size and very little understanding of layout has been shown.	Not shown.
Genre is altered	The genre has successfully been altered from the original film to recreate a new creative version of the two films. The student has a clever and creative mind, evident in the title of the movie.	The genre has successfully been altered from the original film to recreate a new creative version of the two films combined.	The genre has been successfully altered from the original film to a completely different genre.	The genre has only been changed slightly or the title has not been altered..	The poster doesn't show an understanding of altering the genre.	Not shown
Use of Photoshop or Illustrator	The student has used Photoshop or Illustrator to create their poster. The program has been used extremely well to show a deep understanding of a variety of tools and strong knowledge of layers.	The student has used Photoshop or Illustrator to create their poster. The program has been used very well to show a great understanding of a variety of tools and strong knowledge of layers.	The student has used Photoshop or Illustrator to create their poster. The program has been used well to show a good understanding of a variety of tools and knowledge of layers.	The student has used the programs but has a limited knowledge of layers and tools.	The students poster wasn't created using the program.	Not shown.
Presentation	The students work was printed and mounted to a very high standard.	The student has carefully mounted their poster to a good standard.	The student has printed and mounted their poster to a reasonable standard.	The students work was printed but either wasn't mounted or was mounted roughly,	The students work was only printed and not mounted.	Not shown.
Documentation of Production	The student has a very detailed documentation of each stage of the production in their Visual Diary. They have used annotation to explain the process and visual imagery and screen shots to show this. This has been completed to a very high standard.	The student has a detailed documentation of each stage of the production in their Visual Diary. They have used annotation to explain the process and visual imagery and screen shots to show this.	The student has documented each stage of the production in their Visual Diary. They have used annotation and visual imagery such as screen shots to show this.	The student has documented almost every stage of the production in their Visual Diary. They have used some annotation and visual imagery such as screen shots to show this.	The student has only documented a very limited amount of their production in their visual diary.	Not shown.

Mark Production Poster Mash-up: ____/25 ____ % GRADE ____

Task 3: Post Production

	Very High 5	High 4	Med 3	Low 2	Very Low 1	Not Shown 0
Detailed Response	The Realization of Intention statement is 1 page and covers all the main points to a very high standard.	The Realization of Intention statement is 1 page and covers all the main points to a high standard.	The Realization of Intention statement is 1 page and covers all the main points necessary.	The Realization of Intention statement is 1 page and covers most the main points necessary.	The Realization of Intention statement is less than 1 page and covers only some areas.	Not shown.

Link with Intention	The Realization of Intention statement outlines to what extent the intention was realized to a very high standard.	The Realization of Intention statement outlines to what extent the intention was realized to a high standard.	The Realization of Intention statement outlines to what extent the intention was realized.	The Realization of Intention statement briefly outlines to what extent the intention was realized.	The Realization of Intention statement very briefly outlines to what extent the intention was realized.	Not shown.
Audience	The student has reflected very well on how their trailer or poster mash up has affected their audience. There is a high understanding of techniques.	The student has reflected very well on how their trailer or poster mash up has affected their audience. There is a very good understanding of techniques.	The student has reflected well on how their trailer or poster mash up has affected their audience. There is a good understanding of techniques.	The student has reflected briefly on how their trailer or poster mash up has affected their audience. There is some understanding of techniques.	The student has reflected very briefly on how their trailer or poster mash up has affected their audience. There is limited understanding of techniques.	No shown.

Mark Post Production Trailer Mash-up: ____/15 ____% GRADE ____

Mark Post Production Poster Mash-up: ____/15 ____% GRADE ____