# PORTFOLIO SCORED ASSESSMENT TASK

A close-up of a logo

Description automatically generatedWelcome to your assessment!

**Read this document carefully**

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

Our contact details

|  |  |  |
| --- | --- | --- |
| 🕿 | **Phone** | (03) 9478 1333 Northern College of The Arts & Technology |
| @ | **Email** | Marcus Newman - [Marcus.Newman@education.vic.gov.au](mailto:Marcus.Newman@education.vic.gov.au) |

Important information about your assessment

|  |  |
| --- | --- |
| **Program name** | **VCE VET CREATIVE AND DIGITAL MEDIA** |
| **Qualification** | CUA31020 - Certificate III in Screen and Media |
| **Task type** | This Portfolio task requires you to complete, collect and compile a collection of your work to demonstrate your competence in the unit/s of competency listed below. |
| **Task Name** | Web Design |
| **Unit/s assessed** | CUAWRT301 - Write content for a range of media  CUADIG312 - Author interactive sequences |
| **Due date** | Wednesday June 18th 2025 |
| **Class time allowed for completion** | 5 x 3.5hr class session have been allocated to the completion of this task.  (Maximum time allowed is 25% of the total nominal hours of the unit of competency being assessed in this task. ) |
| **Task context** | Web design, including content creation and copywriting, is a key responsibility of a multimedia designer. HTML and CSS are the primary coding languages used to build websites. You will develop a fully functional website using these languages, incorporating modern design aesthetics and relevant written content. Additionally, you will create content for a variety of media.  Using the skills developed in this course, you will create a promotional website for a business or company. Your client requires an engaging online presence that captures the attention of young audiences through dynamic visuals, interactive elements, and relatable themes. Students must strictly abide to copyright requirements for this task. |
| **Reasonable Adjustment** | Make arrangements with your assessor at least one week prior to the assessment due date if you feel you require special allowance or allowable adjustment to this assessment (e.g. answer questions verbally, more time etc.) You can appeal the assessment decision according to the RTO assessment policy and procedure. |
| **Assessment Conditions** | Assessment is conducted on site at NCAT, in a computer lab, running industry software and equipment. Submit completed assessments to Moodle. |

Assessment Task (a summary)

All assigned activities for this unit(s) are listed below. Note that:

● Information below is a summary, only.

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

| **Activities** | | **Description** |
| --- | --- | --- |
| **Activities we will complete during training time** | | |
| **AT1** | **PLAN** | Complete all preliminary stages of research and planning and submit this for review. Once approved, proceed to the production stage of the website. This will require you to produce a work plan that outlines the following:   * Choose a topic that can be planned and completed within the given time constraints. * Determine the output and delivery platform for the website. * Clarify the target users or audience and their requirements. * Develop a 5-week plan to ensure the work is submitted by the due date. * Outline the creative pitch and design concept for the website. * Research successful websites or marketing/promotional tools. * Create simple storyboards of page layouts and a basic site map. * Prepare a content list to plan the production of assets.   Submit the work plan for assessment**🕚** Allow about 2 hours to complete this task |
| **AT2** | **DRAFT CONTENT** | You are required to submit a draft of the content. The trainer will provide feedback, which must be implemented before the content is included in your website.  **🕚** Allow about 2 hours to complete this task |
| **AT3** | **INFORMATIONAL WEBSITE** | You are required to create a promotional or marketing website for a business or idea of your choice. The website must adhere to the design specifications provided by the relevant personnel (e.g., the trainer). Submit the completed website, along with all relevant files, by the due date.  **🕚** Allow about 10.5 hours to complete this task |
| **AT4** | **WRITE FOR A RANGE OF MEDIA** | You will be required to rewrite content for a range of different media. This exercise explores the various techniques needed for different purposes and platforms.  **🕚** Allow about 3.5 hours to complete this task |
| **AT5** | **WRITTEN QUESTIONS** | Upon completing the website, you will answer a series of questions related to production, planning, and problem-solving during the website development process.  **🕚** Allow about 1 hours to complete this task |

**Requirements for a competent result**

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

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

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

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

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

Task Presentation

You are required to present the following evidence and documents relating to this task:

* Plan
* Draft Content
* Informational Website
* Write For A Range Of Media
* Written Questions

Assessment Activity – AT1 Plan

|  |  |
| --- | --- |
| **Information and instructions** | |
| **General information about this assessment activity** | |
| **Student Name** | Vaughan Joslyn |
| **Assessor Name** | Marcus Newman |
| **Unit of competency** | CUAWRT301 - Write content for a range of media  CUADIG302 - Author interactive sequences |
| **Instructions** | |
| **Student instructions** | Complete the plan by detailing what you intend to create and how you will produce your web design. Use the placeholder text as a guide to ensure your responses are clear and comprehensive. Present your plan in a professional and well-structured format. Before beginning, consult the web design requirements and technical specifications, as they may influence your planning process. Discuss your final plan with your trainer to receive constructive feedback and approval before moving forward with production. |
| **Requirements for satisfactory completion** | All evidence must meet the criteria listed. |
| **Assessor instructions** | Review the student’s plan and provide feedback regarding plan approval.  Assess web designs feasibility based on the student’s skill level and the project timeframe.  Check the web design’s appropriateness for the intended audience.  Inspect and review the quality of the product plan using the checklist below |
| **Plan** | |
| **Name** | Vaughan Joslyn |
| **Project Title** | Video Production Company: “Wild Horses Productions” |
| **Software** | I will be using Adobe Dreamweaver. Dreamweaver has access to different view modes and code hints to format my website with. It also has a split view which allows you to preview your website easily. |
| **Delivery Platform** | Indicate where this website will be shown and explain why this platform is suitable for your target audience.  This will be shown on either a desktop computer or a mobile device. This is suitable for my target audience as it will allow my website to gain exposure on different platforms, which would be essential to advertise my product. |
| **File formats** | What file formats will you produce for your website.  I will be using HTML and CSS. |
| **Technical Requirements** | State the project specifications and requirements.  The website must include CSS and HTML.  The website must include 4 – 6 pages which contain links.  The website must not breach any copyright laws  The website a link to external website.  The website must contain written copy produced from the draft content  The website must be built with visual design elements and principles.  The website is produced using accessibility features.  The website must be produced with Adobe Dreamweaver.  The website is produced to be responsive.  Test website on multiple browsers, Chrome / Safari  Presented website to trainer  The files produced must be saved logically in folder system using standard naming conventions and uploaded to Git.Hub.  Files must be backed up and using a compressed file and saved using a standard naming convention (e.g., 2024\_Name\_Webdesign.zip) and submitted to Moodle. |
| **Target Audience** | State who your website’s target audience is and why they were chosen.  Identify any key demographic groups you want to attract.  Explain how these factors influence your design and content decisions.  My target audience will be people who require video advertising, content creation, cinema-quality production from initial concept, scriptwriting, casting, location scouting, filming and editing. These could include influencers, content creators, other production and distribution companies, musicians, free-to-air TV networks, etc. |
| **Design Specifications** | Describe how your design’s look and feel meet the given specifications.  “Sell” your design approach to the client or trainer by showing how it fulfils the project requirements.  Review the task context or design specifications to inform your answer.  My website will include my logo for Wild Horse Productions. It will include headings and subheadings with short explanations/descriptions to guide the reader’s eye through the content logically, highlighting key information. It will also include images and video. I will be using clear formatting techniques such as using suitable colours to create a professional and artistic feel with easy-to-read fonts, proper spacing and alignment. My website will be easy to navigate and user-friendly. |
| **Research** | Compile a list of at least 3 examples that you have seen and include a screen shot of each example. In point-form describe the use of specific *visual design principles* used.  **Visual Design Principles** Balance, composition, emphasis, focal point, movement, perspective, proportion, scale, unity.   1. **Milk Video**   Balanced titles, subheadings and formatting. Emphasis on company info using icons to catch the readers eye. Contains company video samples and simple but catchy slogan: “Let’s make you look good”.   1. **Apple iPhone** Image used is balanced, being centered on the page, as are the headings and slogan. Emphasis is placed on images used as they contain captions and take up most of the page. Titles and captions are simplistic and an ideal size to catch the reader’s eye. Headings and product information is well balanced on the page, key information is highlighted, creating a focal point. Many of the images contain movement, which helps to draw attention to the product. 2. **Monster and Bear** (video production company)This is similar to the Milk Video website. Opens with a well-balanced eye catching slogan with a video montage of their previous work. Images are a focal point, and take up most of the page and contain captions of relevant information. As you scroll through the website, the images appear by moving onto the page. Contains clear headings and sub-headings using a simple but modern font. |
| **Site Map:** | Produce a site map to explain how your website will be structured. Provide a link or paste your example here. |
| **Content List** | Prepare a list of all the objects/image/buttons/ backgrounds you will need to produce or source   * Background image/videos * Logos * Frames for different pages * Illustrations/images/videos * Buttons * Dropdown list * Slogan * Headings/sub-headings |
| **Feedback from trainer** | Trainer will provide feedback here:   * I like the visual identity of your website so far – just ensure you spend enough time designing the assets for your site. * Make sure that the writing matches the visual identity of your site. If it’s energetic and fun, make sure you use the correct tone to suit it. * I would like you to consider how information is laid out on your webpages as well because it seems like visual identity is important to your site. |
| **Requirements for satisfactory completion** | All evidence must meet the criteria listed. |
| **Assessor instructions** | * Review the student’s draft. * Check content feasibility and appropriateness for audience. * Provide feedback to student regarding approval of the content. * Document the quality of evidence by completing the checklist below. * Supply computer loaded with word processor. |

| Activity Checklist | | | Assessor to complete these columns | **Quality of evidence** | |
| --- | --- | --- | --- | --- | --- |
| **Evidence to submit** | | **Required quality** | | **S** | **NYS** |
| **1** | **AT1 Plan** | States programs, output formats & delivery platform used | | ☐ | ☐ |
| **2** | States target users or audience requirements | |  |  |
| **3** | Annotates research with appropriate principles of design | |  |  |
| **4** | States design specifications | |  |  |
| **5** | States technical specifications | |  |  |
| **6** | Produced content list and d site map | |  |  |
| **7** | Clarify plan and Feedback provided and signed off by trainer to start production | |  |  |

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

Assessment Activity – AT2 Draft Content

|  |  |
| --- | --- |
| **Information and instructions** | |
| **General information about this assessment activity** | |
| **Student Name** | Vaughan Joslyn |
| **Assessor Name** | Marcus Newman |
| **Unit of competency** | CUAWRT301 - Write content for a range of media  CUADIG302 - Author interactive sequences |
| **Instructions** | |
| **Student instructions** | **Using a word processor answer the following prompts and draft your content.**  **Name:** Provide your name. **Purpose:** Define the purpose of your content. **Publishing medium**: State where the content will be used.  **Style:** Define the writing styles of you might need for your content. **Content**: Outline the range of content that will be included on your website.   * Source content from a variety of sources and save them on your home drive and provide links. * Review available data to understand what your target audience needs and how they view your content. Surveys, online data, ABS etc. * Classify, structure, and sequence the content to ensure it is easy to read or navigate. Use headings and subheadings as needed and apply any other relevant writing or presentation techniques. * Consider writing and communication principles when drafting your content. * Ensure that the content complies with laws (e.g., copyright and defamation) and codes of practice relevant to broadcasting and publication, such as the ABC Code of Practice - Section 8: Children and Young People. * Provide captions or descriptions for media assets as required, ensuring they can be used as accessibility tags on the website. * Proofread all content and conduct readability tests, if appropriate, using tools like [**Hemingway Editor**](http://www.hemingwayapp.com/). * Submit the final draft to your trainer for review and feedback.   **NB: As this is an assessment and you are demonstrating skills AI use in not permitted for this section**. |
| **Requirements for satisfactory completion** | Student must submit their draft content. |
| **Assessor instructions** | * Review the student’s draft. * Check content feasibility and appropriateness for audience. * Provide feedback to student regarding approval of the content. * Document the quality of evidence by completing the checklist below. * Supply computer loaded with word processor. |

| Activity Checklist | | | Assessor to complete these columns | **Quality of evidence** | |
| --- | --- | --- | --- | --- | --- |
| **Evidence to submit** | | **Required quality** | | **S** | **NYS** |
| **1** | AT2 Draft Content | Production requirements and responded to and publishing medium stated | | ☐ | ☐ |
| **2** | Review available data to understand what your target audience needs and how they view your content. | | ☐ | ☐ |
| **3** | Content is classified, structured and sequenced and easy to read | |  |  |
| **4** | Content uses writing and communication principles. | |  |  |
| **5** | Content used writing or presentation techniques | |  |  |
| **6** | Content is proofread and readability tests applied | |  |  |
| **7** | Content complies with laws and codes | |  |  |
| **8** | Captions and ALT tags produced for media asset accessibility | |  |  |
| **9** | Feedback provided and signed off by trainer to start production | |  |  |
| **10** | Draft submitted to trainer for review in timely fashion | |  |  |
| **11** | Refine, redraft and apply to web design | |  |  |
| **12** | Range of copyright friendly content and sources cross checked, saved and documented | |  |  |

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

Assessment Activity – AT3 Informational Website

|  |  |  |
| --- | --- | --- |
| **Information and instructions** | | |
| **General information about this assessment activity** | | |
| **Student** | Vaughan Joslyn | |
| **Assessor** | Marcus Newman | |
| **Unit of competency** | CUAWRT301 - Write content for a range of media  CUADIG302 - Author interactive sequences | |
| **Instructions** | | |
| **Student instructions** | You must produce an information website using your own content. When producing your website, you must:  Meet the intended requirements of the product outlined by the work plan   * It must be complete and function for its purpose * Show the technical skills required for website   Produce the website to the required specifications. Negotiated specifications with trainer are welcome. Otherwise, specifications must be adhered to. Use this checklist to make sure your website follows the specification. | |
| **TECHNICAL SPECIFICATIONS** | |
| The website must include CSS and HTML. |  |
| The website must include 4 – 6 pages which contain links. |  |
| The website must not breach any copyright laws |  |
| The website a link to external website. |  |
| The website must contain written copy produced from the draft content |  |
| The website must be built with visual design elements and principles. |  |
| The website is produced using accessibility features. |  |
| The website must be produced with Adobe Dreamweaver. |  |
| The website is produced to be responsive. |  |
| Test website on multiple browsers, Chrome / Safari |  |
| Presented website to trainer |  |
| The files produced must be saved logically in folder system using standard naming conventions and uploaded to Git.Hub. |  |
| Files must be backed up and using a compressed file and saved using a standard naming convention (e.g., 2024\_Name\_Webdesign.zip) and submitted to Moodle. |  |
| **DESIGN SPECIFICATIONS** |  |
| The website must cater to young viewers (teens to early 30s). |  |
| The website must feature dynamic, vibrant or appropriate colours, and high-quality imagery. |  |
| The website must reflect current trends, youth culture, and relatable scenarios or stories. |  |
| All design specifications are negotiable with trainer. |  |
| **Requirements for satisfactory completion** | Student must submit a website to specification. | |
| **Assessor instructions** | Assessors must inspect and review the quality of the product using the checklist below. | |

| Activity Checklist | | | Assessor to complete these columns | **Quality of evidence** | |
| --- | --- | --- | --- | --- | --- |
| **Evidence to submit** | | **Required quality** | | **S** | **NYS** |
| **1** | AT3 Informational Website | Uses software to produce website | | ☐ | ☐ |
| **2** | Source and assemble all text and media assets, ensuring copyright compliance. | |  |  |
| **3** | Applies visual design principles and edits CSS, HTML and edits text and optimise media files as needed. | |  |  |
| **4** | Produce the screen layout according to the design specifications. | |  |  |
| **5** | Create and integrate navigation and images into site | |  |  |
| **6** | Link all elements according to the production site map | |  |  |
| **7** | Edit markup code to fix errors and refine functionality. | |  |  |
| **8** | Implement accessibility features by adding alt tags | |  |  |
| **9** | Save the completed files within the website’s directory structure and uploaded to GitHub for presentation to trainer | |  |  |
| **10** | Check site on two or more different browsers and make changes if needed | |  |  |
| **11** | Website functions as intended and presented to trainer and colleagues by | |  |  |

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

Assessment Activity – AT4 Write For A Range of Media

|  |  |
| --- | --- |
| **Information and instructions** | |
| **General information about this assessment activity** | |
| **Student** | Vaughan Joslyn |
| **Assessor** | Marcus Newman |
| **Task title** | 4. Write For A Range of Media |
| **Unit of competency** | CUAWRT301 - Write content for a range of media  CUADIG302 - Author interactive sequences |
| **Instructions** | |
| **Student instructions** | Creative and digital media artists need to be able to adapt their copy for any situation. Use the inverted pyramid, and other writing techniques complete these exercises. |
| **Requirements for satisfactory completion** | Student must submit the completed exercise using correct writing and presentation techniques |
| **Assessor instructions** | * Review the student’s Write For A Range Of Media exercise. * Supply: appropriate business technology: Microsoft Office, excel, word, * Document the quality of evidence by completing the checklist below. * Submit the checklist. |
| **1. Apply the inverted pyramid style of writing** | |
| 1. Read the provided text thoroughly. 2. Verify accuracy by cross-checking reputable online sources. 3. Summarise the key facts. 4. Apply the inverted pyramid style, placing the most important information first. 5. Correct any spelling or grammatical errors. 6. Significantly shorten the overall word count without losing essential information. | |
| **1** | The Tracks Dance Company's mission is to give a voice to Northern Territory culture and last night company directors David McMicken and Tim Newth were given the chance to express their thanks to the many thousands who have performed in one of their productions since their inception as a community dance program at Brown's Mart in 1988. Tracks Dance Company last night won the Sidney Myer Performing Arts Award (Group Award), in Melbourne. Such an award is a great achievement, as the Territory is often overlooked in such competitions. It was awarded to the group for the sense of community it developed in the region. The event was held at the Sydney Myer Music Bowl and was attended by many members of the Australian Performing Arts. The Tracks Dance Company were recognised for their efforts with a $17,000 dollar award, money that will go towards employing more performers and the company's next production. (153 words) |
| The Tracks Dance Company of the Northern Territory, won the Sidney Myer Performing Arts Award (Group Award), last night in Melbourne. The Tracks Dance Company's mission is to give a voice to Northern Territory. Such an award is a great achievement, as the Territory is often overlooked in such competitions. It was awarded to the group for the sense of community it developed in the region. The event was held at the Sydney Myer Music Bowl and was attended by many members of the Australian Performing Arts. The Tracks Dance Company were recognised for their efforts with a $17,000 dollar award, money that will go towards employing more performers for the company's next production. |
| 1. Read the provided text thoroughly. 2. Summarise the key facts. 3. Apply the inverted pyramid style, placing the most important information at the beginning. 4. Correct any spelling or grammatical errors. 5.  Significantly reduce the overall word count while preserving essential details. | |
| **2** | Australia will officially move to a new national time standard based on the atomic clock from September. The system, known as coordinated universal time (UTC), will replace traditional Greenwich Mean Time (GMT) and will be introduced by the National Measurement Institute(NMI). Dry Richard Brittain of the NMI in Sydney says UTC is much more accurate than GMT because it is based on the atomic second, rather than the solar second.  "Really GMT is just a little bit outmoded," he says.  "Scientific atomic clocks are the way to go in terms of accurate time keeping." The time difference between the two systems is "vanishingly small", Brittain says. "Nobody is going to get their day shortened or their life lengthened."  GMT, based on the Earth's rotation, was introduced in 1884 and is the average time it takes the Earth to rotate on its axis from noon to noon. But GMT is an imprecise way of measuring time because there aren't exactly 24 hours in a day. UTC was adopted in 1972 and is maintained by a system of 200 calibrated atomic clocks around the world that measure the vibration of caesium atoms. It is accurate to a nanosecond, a billionth of a second. An Act of Parliament is required to be passed in order to make way for the change. (218 words) |
| From September, Australia will officially move to a new national time standard, based on the atomic clock. The system, known as coordinated universal time (UTC), will replace traditional Greenwich Mean Time (GMT). Dr. Richard Brittain of the NMI in Sydney says UTC is much more accurate than GMT because it is based on the atomic second, rather than the solar second. GMT is an imprecise way of measuring time because there aren't exactly 24 hours in a day, whereas UTC is a much more accurate measure to a nanosecond, (a billionth of a second). An Act of Parliament is required to be passed in order to make way for the change. |
| **2. Create Articles for Web** | |
| 1. Choose clear, descriptive headings and subheadings. 2. Remove unnecessary words to shorten the text. 3. Use the inverted pyramid style: cover who, what, where, when, how, and why first. 4. Keep paragraphs to about 45–50 words, starting with the main idea. 5. Simplify any complex sentences. 6.  Use bulleted lists for clarity and readability. | |
|  | The main purpose of this page is to show what is happening to plants in general during the coldness of winter, with particular reference to herbs, trees and shrubs.  In winter, with the sunlight reduced, and the temperature lowered, plants are unable to carry out their full work. The cold makes them less active, just as it does those animals which are not warm-blooded. Because there is less sun in winter, leaves are of little use to the plant for food-making. Many plants can shed their leaves when the cold weather comes, and some die down completely to ground level, living on food stored in various body parts. Other plants, having scattered their seeds, die completely and leave the survival of the species to the next generation.  Most plants rest in winter. They are either perennials or biennials. A perennial lives for more than two years. All trees and shrubs are perennials and also many of the herbs, including those which store food in the form of a bulb, corm or rhizome. A biennial lives for two years. The seed puts out roots and grows into a plant during the first year. It then stores food to use the following year for flowers, fruits and seed. Swedes, turnips, beetroots, parsnips and carrots are biennials whose swollen roots are lifted at the end of the first year of growth and used for food.  Although an individual biennial or perennial may die during the winter if conditions are too severe for it, there are other plants which die as a matter of course. These- the annuals- live for less than a year. An annual begins life as a seed, grows to maturity, produces flowers, fruit and seeds, and then dies. Its seeds remain dormant during the winter, to recommence proceedings the following spring. The pea and bean are seeds of annual plants” (310 words) |
| **How Winter Can Affect Plants**  Because there is less sun in winter, this can have an effect on the health of a plant, as leaves are of little use to the plant for food-making. Many plants can shed their leaves when the cold weather comes, and some wither down to ground level, living on food stored in various body parts. Other plants, having scattered their seeds, die completely and leave the survival of the species to the next generation.  **The Difference Between Perennials, Biennials & Annuals**  **Perennials**   * A perennial lives for more than two years. * All trees and shrubs are perennials and also many of the herbs, including those which store food in the form of a bulb, corm or rhizome.   **Biennials**   * A biennial lives for two years. * The seed puts out roots and grows into a plant during the first year. It then stores food to use the following year for flowers, fruits and seed. * Swedes, turnips, beetroots, parsnips and carrots are biennials whose swollen roots are lifted at the end of the first year of growth and used for food.   **Annuals**  Although an individual biennial or perennial may die during the winter if conditions are too severe for it, there are other plants which die as a matter of course.   * Annuals live for less than a year. * An annual begins life as a seed, grows to maturity, produces flowers, fruit and seeds, and then dies. * Its seeds remain dormant during the winter, to recommence proceedings the following spring. * The pea and bean are seeds of annual plants. |
| **3. Create scannable text for web or devices** | |
| 1. Review the boss’s interview and rewrite it as website-friendly content, correcting any spelling or grammar errors. 2. Create one or two sentences describing the product, using details from the interview. 3. Present the technical information as a concise, bulleted list suitable for online or mobile viewing. 4.  Develop a catchy slogan (four to eight words) that appeals to the target audience and promotes Scootz® scooters. | |
|  | “We’ve got the world's best quality scooters. They are better than ever and loaded with features to make scooting safer & more enjoyable for kids. For $149.50, the new Scoots Pro 5 is ultra light weight and has an easy to operate folding mechanism that makes it an ideal everyday scooter. It’s got 120mm wheels, stands at about 630-930mmmm. The wheel base is 59cm and the totally deck length is 35.5cm. The handlebar is 35.5cm wide with a double welded aircraft aluminum deck. It weighs about 2.7kg and we use Alex 7 bearings Enviro PU 120mm wheels. We have a full range of replacement parts - from wheels to grips, brakes to clamps making replacement and modifications easy. This is our favorite product, and we hope you like it too. (129 words) |
| **Scootz Pro 5 Scooter**  We’ve got the world's best quality scooters! They are better than ever and loaded with features to make scooting safer & more enjoyable for kids!  This is our favorite product, and we know you’ll love it too.  Get the highlights:   * The new Scootz Pro 5 is ultralight weight and has an easy to operate folding mechanism that makes it an ideal everyday scooter.   Take a closer look:   * It’s got Enviro PU 120mm wheels. * It stands at about 630-930mm. * The wheel base is 59cm. * The total deck length is 35.5cm which is double welded aircraft aluminium. * The handlebar is 35.5cm wide. * We use Alex 7 bearings. * It weighs about 2.7kg.   The Scootz Pro 5 has a range of replacement parts; from wheels to grips, brakes to clamps, making replacement and modifications easy.  Scootz Pro 5: $149.50  Scootz: Get your Scootz on! |

| Activity Checklist | | | Assessor to complete these columns | **Quality of evidence** | |
| --- | --- | --- | --- | --- | --- |
| **Evidence to submit** | | **Required quality** | | **S** | **NYS** |
| **1** | AT4 Write for A Range of Media | Applies appropriate writing style and technique to content | | ☐ | ☐ |
| **2** | Content is classified, structured and sequenced and easy to read | |  |  |
| **3** | Content uses writing and communication principles. | |  |  |
| **4** | Content used writing or presentation techniques | |  |  |
| **5** | Content is proofread and readability tests applied | |  |  |

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

Assessment Activity - Written Questions Template

|  |  |
| --- | --- |
| **Information and instructions** | |
| **General information about this assessment activity** | |
| **Student name** | Vaughan Joslyn |
| **Assessor name** |  |
| **Unit of competency** | CUAWRT301 - Write content for a range of media  CUADIG302 - Author interactive sequences |
| **Instructions** | |
| **Student instructions** | You are required to answer the following questions to confirm your knowledge of the units assessed. You may refer to your notes and research materials while completing the answers. Answers must include any references used and responses need to be word processed. You must submit your printed responses. You will have one class to complete the questions and can finish in your own time. |
| **Requirements for satisfactory completion** | All questions must be answered correctly. |
| **Assessor instructions** | Assessors, please supervise students as they complete this activity. |

|  |  |
| --- | --- |
| **Open questions (to produce a paragraph-style response)** | |
| **Answer the following questions:** | |
| **1** | Did the production of your website change your initial concept? If yes, what did you have to change? |
|  |  |
| **2** | Did you have any problems you needed to solve during the project? |
|  |  |
| **3** | What feedback did you seek from your trainer? |
|  |  |
| **4** | What CSS or HTML techniques did you use? |
|  |  |
| **5** | What accessibility standards have you used in your design and why are they important? |
|  |  |
| **6** | What visual design principles have you used? |
|  |  |
| **7** | What interactive media components have you used and how were they optimised? |
|  |  |
| **8** | What media assets did you produce? |
|  |  |
| **9** | What communications principles did you apply in your written content have you used? |
|  |  |
| **10** | What writing styles did you use in your website? Why were they the most effective? |
|  |  |
| **11** | Have you made sure not to defame anyone in your website? |
|  |  |
| **12** | Are there health and safety practices that relate to working for periods of time on screens and keyboard? |
|  |  |
| **13** | Do you have copyright clearance your website and what is the best way to obtain copyright clearance if you need it? |
|  |
| **14** | Describe how layout and presentation techniques may affect way readers read and written content in various media. |
|  |
| **15** | Describe the different types of data that may provide information on users and audience? |
|  |
| **16** | What does section 8 of the ABC code of practice deal with? |
|  |

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

Assessment Coversheet

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

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

|  |  |  |
| --- | --- | --- |
| **Requirements for high scoring students** | | |
| **Scoring criteria - Portfolio** | | |
| Criteria | **5 (high)** | **What students have to do to gain a 5 for this criterion** |
| **Application of underpinning knowledge** | Demonstrates a thorough understanding of all key concepts and knowledge underpinning the work task/s. | * The students demonstrate and understanding of HTML and CSS and can manipulate the code to their discretion. * The students can write for a range of content including web pages using proper formatting. |
| Effectively applies these understandings in the performance of work functions. |
| **Planning and organisation** | Within given specifications and timelines, displays a high level of planning skill in organising and completing the portfolio. | * The student has completed each section to high level. * The student submits the work on time. |
| **Expressing ideas and information** | Form and style of expression are highly appropriate for the purpose, audience and situation. | * The website and content highly reflect an appropriate for the purpose, audience and situation. * Relevant information and ideas are effectively selected and communicated through the website. * The student correctly uses HTML and CSS terminology. * The student correctly uses style and formatting terms for content. |
| Relevant information and ideas are effectively selected and communicated. |
| A thorough understanding and effective use of industry and enterprise language are demonstrated. |
| **Content** | The portfolio provides evidence of exemplary work, demonstrating the highest level of proficiency across all competencies/modules being assessed. | * The portfolio contains all evidence of each section completed to a high level. |
| **Independence** | Under normal workplace supervision, works independently to complete tasks in accordance with requirements and timelines. | * Under supervision with support from the trainer if needed. * The students work independently to complete tasks in accordance, * The student submits the work on time. |