# PORTFOLIO SCORED ASSESSMENT TASK

Welcome to your assessment!

Read this document carefully

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

Our contact details

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| --- | --- | --- |
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| **@** | **Email** | 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 number** | 02 |
| **Task Name** | Promotional / Informational Website |
| **Unit/s assessed** | CUAWRT301 - Write content for a range of media  CUADIG312 - Author interactive sequences |
| **Due date** | Wednesday 22nd June |
| **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 and writing content and copy is common task for a multimedia designer. HTML & CSS are coding languages for producing websites. You will produce a functioning CSS & HTML website. It will contain modern visual design aesthetics and appropriate written content. You will produce written content for a range of different media.  To do this you will be required to complete the assessment activities listed below. |

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** | | |
| **1** | **WORK PLAN** | Complete all preliminary stages of research and planning and submit this for checking. Once approved proceed with the production stage of the website. This will require you produce a work plan outlining:   * Choose a topic that you can plan and be completed within the given time constraint * Determine the output and delivery platform for the website * Clarify target users or audience and requirements * Put in place a 5-week plan to submit the work by the due date * Outline the creative pitch and design of the website * Research successful websites or marketing/ promotional tool. * Produce simple storyboards of page layouts & simple site map * Produce a content list to plan the production of assets   Submit the work plan for assessment**🕚** Allow about 2 hours to complete this task |
| **2** | **DRAFT CONTENT** | You are required to submit a draft of the content. The trainer will provide feedback to be enacted upon before inclusion in your website.  **🕚** Allow about 2 hours to complete this task |
| **3** | **INFORMATIONAL WEBSITE** | You are to create a promotional/marketing website for a business or idea of your choice. The website is to adhere to design specifications advised by the relevant personal. (i.e. the trainer.) Submit the website on the due date, with the relevant files.  **🕚** Allow about 10.5 hours to complete this task |
| **4** | **WRITE FOR A RANGE OF MEDIA** | You will be required to rewrite content for a range of different media. The exercise explores different techniques required to different purposes and platforms.  **🕚** Allow about 3.5 hours to complete this task |
| **5** | **WRITTEN QUESTIONS** | On completion of the website, you will answers a series of questions. They will be about production, planning and problem solving. while producing the website.  **🕚** 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).

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| 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 can present your Portfolio

* in an A4 folder, with each activity labelled or
* electronically as a WORD or PDF file on a CD or USB drive. Files should be in a folder labelled with your name, the task number and type eg: JohnSmith\_Task2\_Portfolio

Assessment Activity - Work Plan

|  |  |  |
| --- | --- | --- |
| **Information and instructions** | | |
| **General information about this assessment activity** | | |
| **Student** | | Faith Gigliotti |
| **Assessor** | | Marcus Newman |
| **Task title** | | Work Plan |
| **Unit of competency** | | CUAWRT301 - Write content for a range of media  CUADIG302 - Author interactive sequences |
| **Instructions** | | |
| **Student instructions** | | Answer these questions when planning your website. |
| **1** | **Name:** Provide your name. | |
| Faith Gigliotti | |
| **2** | **Project Title:** Promotional / Marketing Website. | |
| The Tri Five Chevy Series | |
| **3** | **Programs:** What programs will you use to create your website? How will you use them? | |
| Adobe Dreamweaver to create the website  Procreate for the drawings, logo and colour palettes | |
| **4** | **Output formats:** What file formats will you produce? | |
| Html & css | |
| **5** | **Delivery platform:** Where will your website be viewed? | |
| On google chrome or other internet browsers | |
| **6** | **Design Brief:** State what you have been asked to produce. | |
| A website containing HTML and CSS code. At least 4 to 6 pages, a form and either advertising or informative. | |
| **7** | **Target Audience:**  State who the target audience will be for your web site and why.  State any demographic groups you intend to attract.  Explain how this will affect your decision about the design and purpose of content. | |
| My target audience for my website is for car enthusiast or specifically Chevy and Tri Five Chevy enthusiast. | |
| **8** | **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 elements and principles* used.   * Visual Design Elements: Point, line, shape, form, space, colour, and texture. * Visual Design Principles: Balance, composition, emphasis, focal point, movement, perspective, proportion, scale, unity. | |
|  | |
| **9** | **Creative Concept/Pitch:** Describe how the look of your design will reinforce the project theme. This is your ‘sell’ of the design to the client/trainer. E.g. a child’s toy promotional website uses bright colours, simple shapes. Provide simple storyboards of page layouts to help explain your vision. | |
| I want a clean and clear website, with a small colour palette using some factory colours of the Tri Five Chevys. | |
| **10** | **Site Map:** Produce a site map to explain how your website will be structured. | |
|  | |
| **11** | **Content List:** Prepare a list of all the objects/image/buttons/ backgrounds you will produce. | |
| * Collect my Tri Five Chevy digital drawings * Photos of our friend’s Tri Five Chevys + photo grids * Website logo * Circle colour palettes for the factory colours | |
| **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** | WORK PLAN | * States programs, output formats & delivery platform used | | ☐ | ☐ |
| **2** | * States target users or audience requirements | |  |  |
| **3** | * Annotates research with appropriate the elements and principles of design | |  |  |
| **4** | * States creative concept and pitch | |  |  |
| **5** | * Produced storyboard and site map | |  |  |
| **6** | * Produced content list | |  |  |
| **7** | * Discuss design specifications and technical requirement with trainer | |  |  |
| **8** | * Feedback provided and signed off by trainer to start production | |  |  |

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

Assessment Activity – Draft Content

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| --- | --- |
| **Information and instructions** | |
| **General information about this assessment activity** | |
| **Student** | Faith Gigliotti |
| **Assessor** | Marcus Newman |
| **Task title** | Work Plan |
| **Unit of competency** | CUAWRT301 - Write content for a range of media  CUADIG302 - Author interactive sequences |
| **Instructions** | |
| **Student instructions** | **Name:** Provide your name.  **Purpose:** Define the purpose of your content.  **Style:** Define the writing style of your content.  **Content:** Provide the range of content that will be on your website.   * Produce content from a range of sources and save your sources on your home drive * Classify, structure and sequence content so it is easy to read or navigate. Use headings and subheadings if needed. Apply any other writing or presentation techniques if appropriate. * Take writing and communication principles into consideration when drafting. * Check content complies with laws and codes of practice relevant to broadcasting and publication * Check content complies with laws and codes of practice relevant to broadcasting * Provide captions or descriptions for media assets as required. These can be used for accessibility tags in website. * Proofread content and conduct readability tests if appropriate. (<http://www.hemingwayapp.com/>)   Submit final draft to the trainer for consideration and review. |
| **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** |  |  | | ☐ | ☐ |
| **2** |  | * Draft submitted to trainer for review in timely fashion | |  |  |
| **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 produced for media asset accessibility | |  |  |
| **9** |  | * Feedback provided and signed off by trainer to start production | |  |  |
| **10** |  | * Range of sources saved to home drive | |  |  |

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

Assessment Activity Template – Product

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| --- | --- | --- |
| **Information and instructions** | | |
| **General information about this assessment activity** | | |
| **Student** | Faith Gigliotti | |
| **Assessor** | Marcus Newman | |
| **Task title** | Work Plan | |
| **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. | |
| 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. |  |
| The files produced must be saved logically in folder system using standard naming conventions. Your work should be in a folder labelled with your name, the task number and type eg: JohnSmith\_Task1\_Portfolio |  |
| **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** |  | * Functions effectively as a promotional/informational website | | ☐ | ☐ |
| **2** |  | * Files managed, saved and stored correctly by due date for trainer to view | |  |  |
| **3** |  | * Tested sequence of multiple browsers and incorporated changes | |  |  |
| **4** |  | * Media assets integrated with accessibility | |  |  |
| **5** |  | * Meets technical specifications | |  |  |
| **6** |  | * Contains website techniques and coding using HTML & CSS | |  |  |
| **7** |  | * Produced with visual design elements and principles. | |  |  |
| **8** |  | * Contains no copyright issues | |  |  |
| **9** |  | * Functions effectively as a promotional/informational website | |  |  |

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

Assessment Activity – Write For A Range of Media

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| **Information and instructions** | |
| **General information about this assessment activity** | |
| **Student** | Faith Gigliotti |
| **Assessor** | Marcus Newman |
| **Task title** | Work Plan |
| **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** | |
| **Read the text. Check the accuracy of the text. Summarise the facts. Apply the inverted pyramid. Fix any spelling or grammar. Significantly shorten the word count.** | |
| **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) |
| Last night the Track's Dance Company competed at the Sidney Myer Music Bowl. They won a group award for the Sidney Myer Performing Art competition. They won $17,000 which will go towards employing more performers. The award was a great achievement for the Territory, often overlooked. Many members of performing arts attended, which the company directors were thankful for. |
| **Read the text. Summarise the facts. Apply the inverted pyramid. Fix any spelling or grammar. Significantly shorten the word count.** | |
| **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 standard time clock. This new time is measured with atomic clocks, known as coordinated universal time (UTC).  Richard Britain says UTC is much more accurate than GMT. The clocks are based on the atomic second, rather than the solar second.  The UTC system was adopted in 1972 and maintained by 200 calibrated atomic clocks system. These clocks are around the world to measure the vibration of caesium atoms. They are also accurate to a nanosecond, which is a billionth of a second. An act of Parliament is required to pass the change. |
| **2. Create Articles for Web** | |
| **Prepare the following text for presentation on a web page. Fix any spelling or grammar. Significantly shorten the word count.**   1. **Decide on suitable heading and subheadings.** 2. **Overall length: What words and phrases can be deleted or shortened?** 3. **Apply the inverted pyramid style: who, what, where, when, how, why.** 4. **Ensure paragraphs are kept to 45-50 words: 1 idea stated at beginning.** 5. **Can any sentences be simplified?**   **Can you apply bulleted lists?** | |
|  | 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) |
| **What is happening to plants during the coldness of winter?**  With sunlight reduced and low temperatures, plants are unable to carry out their work. They are less active in the cold, as there is less sunlight in the winter. The leaves are of little use to the plant for food-making. Many plants either shed their leaves or die completely when cold weather comes in. However they can live on food stored in various parts of their body or leave seeds for the next generation.  Most plants rest in winter. They are either perennials, biennials or Annuals.  **Perennial**   * Live for more than two years * Example: tress and shrubs   **Biennial**   * Live for two years * Store food for the following year of flowers, fruits and seeds * Example: Seeds, turnips, beetroots, parsnips and carrots   **Annuals**   * Live for less than a year * Begins life as a seed * Grow to maturity * Produce flowers, fruits and seeds * Then die after their produce * Examples: Peas and Beans |
| **3. Create scannable text for web or devices** | |
| **Take the interview from the boss of Scootz® scooters and convert it into content for the website. Fix any spelling or grammar.**   1. **Use any information to write 1 or 2 sentences to describe the product.** 2. **Take the technical information and put it in a bulleted list for the web or devices.**   **Using appropriate language for the target audience, write a catchy slogan, of between four and eight words that 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 aluminium 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) |
| **Scoots Pro 5**  *The Pros start with Scoots*  Our ultra-light weight and easy to fold Scoots Pro 5 makes an ideal everyday scooter for $149.50. A fun and safe ride for kids.  **Specs**   * 59cm Wheelbase * 35.5cm Deck length * 35.5cm * 35.5cm wide Handlebar with a double welded aircraft aluminium deck * 2.7kg weight * Alex 7 bearings * Enviro PU 120mm wheels, standing at about 630-930mm   We have a full range of parts to make replacements and modifications easy. |

| Activity Checklist | | | Assessor to complete these columns | **Quality of evidence** | |
| --- | --- | --- | --- | --- | --- |
| **Evidence to submit** | | **Required quality** | | **S** | **NYS** |
| **1** |  | * Applies appropriate writing style 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 | |  |  |
| **6** |  | * Applies appropriate writing style to content | |  |  |

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

Assessment Activity - Written Questions Template

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| --- | --- |
| **Information and instructions** | |
| **General information about this assessment activity** | |
| **Unit of competency** | CUAWRT301 - Write content for a range of media  CUADIG302 - Author interactive sequences |
| **Student name** | Faith Gigliotti |
| **Due date** | Wednesday 22nd June |
| **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. |

|  |  |  |
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| **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 scan written content in various media. |
|  |
| **15** | Describe the different types of data that may provide information on users and audience? |
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| **Result for this assessment activity** | | | | | | |
| **Result** |  | Satisfactory | |  | Not Yet Satisfactory | |
| **Assessor comments** |  | | | | | |
| **Assessor signature** |  | | **Date signed** | | |  |

Assessment Coversheet

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| --- | --- | --- | --- | --- | --- |
| **General information** | | | | | |
| **RTO Name** |  | | | | |
| **School Name** |  | | | | |
| **Unit/s assessed** |  | | | | |
| **Task** |  | | | | |
| **STUDENT to complete this section** | | | | | |
| **Name** | Faith Gigliotti | | | | |
| **Email** | 2022gigliotti@student.ncc.vic.edu.au | | | | |
| **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 due 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** | | |  | | |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **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. |
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| ❑ | | ❑ | ❑ | | ❑ | ❑ |
| **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, demonstrating 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. |
| ❑ | | ❑ | ❑ | | ❑ | ❑ |

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| **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. |