

# Information and Communication Technology 2019 v1.0

Sample assessment instrument

July 2018

## Project — Training module for using a microphone

### Information for teachers

This sample has been compiled by the QCAA to help and support teachers in planning and developing assessment instruments for individual school settings.

Schools develop internal assessments for each Applied subject, based on the learning and assessment described in the approved study plan.

### Purpose of the project

This technique assesses a response to a single task, situation and/or scenario in a module of work that provides students with authentic and/or real-world opportunities to demonstrate their learning. The student response will consist of a collection of at least two assessable components, demonstrated in different circumstances, places and times, and may be presented to different audiences, and through differing modes.

Further information about the specifications for this assessment technique can be found in the Assessment techniques section of the Information and Communication Technology syllabus.

### Assessment dimensions

This assessment instrument is used to determine student achievement in the following dimensions:

- Knowing and understanding
- Analysing and applying
- Producing and evaluating

In Information and Communication Technology, all objectives from each dimension must be assessed in each Project.

<b>Subject</b>	Information and Communication Technology
<b>Technique</b>	Project — Training module for using a microphone
<b>Unit number and module number and name</b>	<b>Unit: 3</b> <b>Module: 4. Using and producing audio</b>

<b>Conditions</b>	<b>Units 3–4</b>
<b>Written component</b>	500–900 words
<b>Product component</b>	One slide show presentation or video with audio and images
<b>Further information</b>	
<b>Duration (including class time)</b>	4 weeks
<b>Individual/group</b>	Individual
<b>Resources available</b>	Computer access

### Context

You are working for a small multimedia company that a training organisation has engaged to develop a multimedia product. The product will form part of the organisation's hardware training module. The training module focuses on the function and use of microphones.

### Task

Plan, produce and evaluate a multimedia training module focusing on the function and use of microphones for the training organisation.  
The training organisation has requested an interview format (question/answer) for the training module.  
The training module needs to incorporate audio and images to:

1. explain how microphones function
2. identify the types of microphones, e.g. condenser
3. explain polar patterns and their importance
4. identify and explain the uses of different microphones and polar pattern types in society.

The task includes two components.

- **Component 1: Written**  
Write a letter to the client seeking approval for the script, showing how you plan to meet the client's needs and a report on the process of making the product, evaluating it in terms of input, process and product and making recommendations.
- **Component 2: Product**  
Produce a multimedia training module containing audio and images.

### To complete this task, you must:

- analyse the client's requirements and identify solutions
- identify and explain the software (including sound effects) and hardware required to complete the task
- identify and collect images that can be used to support the audio concepts
- communicate to the client by writing a letter asking for approval for a script (with images), which will form part of the product
- briefly identify and explain the proposed technical details of the final product in the letter
- produce audio tracks in which the interviewer is in the right channel and the respondent is in the left channel
- apply as many audio skills as possible but only use elements that contribute to the final product

- synthesise these into a final multimedia training module containing audio and images
- write a report on the process of making the product, including
  - inputs
    - explain your choice of hardware and software
    - include your script
  - process
    - evaluate the application of your knowledge of software and hardware concepts, ideas and skills to complete the client's request
    - evaluate the process of making the audio tracks, including the difficulties you experienced and how they were overcome
  - product
    - evaluate the suitability of the the product for the desired audience
    - analyse the technical details of the product, including the file format, audio resolution and sound quality of the product
    - evaluate how well the product matched your initial concept as proposed to the client
  - make recommendations
    - list and explain recommendations or advice you would provide for others as they prepare ICT solutions for clients.

### Checkpoints

- Term [X] Week [X]/[Date]: Complete draft letter (including script)
- Term [X] Week [X]/[X]: Complete draft training module
- Term [X] Week [X]/[X]: Complete draft report
- [Due date]: Submit letter, training module and report

### Authentication strategies

Your teacher will use ways to check that the work you are assessed on is your own work.

- Discuss with your teacher or provide documentation of your progress.
- Take part in interviews or consultations with your teacher as you develop your response.
- Submit drafts and respond to teacher feedback.

# Instrument-specific standards matrix

	Standard A	Standard B	Standard C	Standard D	Standard E
<b>Knowing and understanding</b>	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:
	<ul style="list-style-type: none"> <li>• accurate identification and comprehensive explanation of software and hardware requirements related to ICT problems</li> <li>• accurate identification and comprehensive explanation of the use of ICT in society.</li> </ul>	<ul style="list-style-type: none"> <li>• accurate identification and detailed explanation of software and hardware requirements related to ICT problems</li> <li>• accurate identification and detailed explanation of the use of ICT in society.</li> </ul>	<ul style="list-style-type: none"> <li>• identification and explanation of software and hardware requirements related to ICT problems</li> <li>• identification and explanation of the use of ICT in society.</li> </ul>	<ul style="list-style-type: none"> <li>• partial identification and simple description of software and hardware requirements related to ICT problems</li> <li>• partial identification and simple description of the use of ICT in society.</li> </ul>	<ul style="list-style-type: none"> <li>• minimal identification and superficial description of software and hardware requirements</li> <li>• minimal identification and superficial description of the use of ICT in society.</li> </ul>
<b>Analysing and applying</b>	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:
	<ul style="list-style-type: none"> <li>• logical analysis of ICT problems to identify solutions</li> <li>• coherent communication of ICT information to an audience using a considered selection of visual representations and language conventions and features</li> <li>• proficient application of software and hardware concepts, ideas and skills to complete tasks in a range of ICT contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• considered analysis of ICT problems to identify solutions</li> <li>• clear communication of ICT information to an audience using relevant visual representations and language conventions and features</li> <li>• competent application of software and hardware concepts, ideas and skills to complete tasks in a range of ICT contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• analysis of ICT problems to identify solutions</li> <li>• communication of ICT information to an audience using visual representations and language conventions and features</li> <li>• application of software and hardware concepts, ideas and skills to complete tasks in ICT contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• description of aspects of ICT problems</li> <li>• vague communication of ICT information to an audience using visual representations and language conventions and features inconsistently</li> <li>• basic application of software and hardware concepts, ideas and skills to partially complete tasks in ICT contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• partial description of aspects of ICT problems</li> <li>• unclear statements of ICT information</li> <li>• use of software and hardware concepts, ideas and skills in ICT contexts.</li> </ul>

	Standard A	Standard B	Standard C	Standard D	Standard E
<b>Producing and evaluating</b>	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:
	<ul style="list-style-type: none"> <li>logical synthesis of ICT concepts and ideas to proficiently plan solutions to given ICT problems</li> <li>production of solutions that systematically address ICT problems</li> <li>reasoned evaluation of problem-solving processes and solutions, and logical recommendations made.</li> </ul>	<ul style="list-style-type: none"> <li>effective synthesis of ICT concepts and ideas to successfully plan solutions to given ICT problems</li> <li>production of solutions that effectively address ICT problems</li> <li>considered evaluation of problem-solving processes and solutions, and plausible recommendations made.</li> </ul>	<ul style="list-style-type: none"> <li>synthesis of ICT concepts and ideas to plan solutions to given ICT problems</li> <li>production of solutions that address ICT problems</li> <li>evaluation of problem-solving processes and solutions, and recommendations made.</li> </ul>	<ul style="list-style-type: none"> <li>listing of related ICT concepts and ideas to partially plan solutions to given ICT problems</li> <li>production of responses that engage with ICT problems</li> <li>description of problem-solving processes and solutions, and basic recommendations made.</li> </ul>	<ul style="list-style-type: none"> <li>collection of information related to planning solutions to given ICT problems</li> <li>production of partial responses that engage with aspects of ICT problems</li> <li>fragmented description of problem-solving processes and solutions, and statements of opinion made.</li> </ul>