

Raffles Institution

2022 Year 4 Social Studies & Philosophy

Capstone Project Task Handout

Being an active citizen means taking an active interest in the society that you live in. Concerned citizens often express their opinions and concerns through various platforms with the intention of raising awareness and implementing change by appealing to others' empathy and sense of justice by giving reasons and to convince those who might have different values or perspectives.

Technology has made it easier for activists to reach out to a larger audience and advocate action, particularly with engaging documentaries that seek to motivate collective action on issues ranging from human rights to environmental protection (e.g. [Kony 2012](#), [An Inconvenient Truth \(2006\)](#), etc.).

In this Capstone Project, your aim is to examine a **significant social issue in Singapore that is overlooked or persistent**, explore possible solutions, and persuade others to take action to address it with an engaging **Social Documentary**, and in so doing, play your part as an active citizen.

In a team of four (or five, depending on class size), your Social Documentary will:

- **Raise awareness** of a significant social issue that has been largely overlooked or persistent by examining how it manifests in Singapore.
- **Develop concern** about the issue by examining its impacts on various groups in society, and by building a persuasive argument using various sources of information.
- **Inspire viewers to do something** to address the issue by examining the causes of the issue, proposing feasible and effective courses of action, and encouraging viewers to act.

Leading up to your Social Documentary, you participate in a **COI Discussion Forum** and submit a **Written Report**, both of which will directly lend themselves to your final product.

A. TASK REQUIREMENTS AND MODE OF SUBMISSION

The Capstone Project comprises one ungraded part and three graded parts that total 70% of your overall Social Studies and Philosophy grade.

Part 1 – Project Proposal (not graded)

Submission deadline: T1W6

- After deciding on an issue, you will conduct research to understand it, and collate and frame your ideas in a project proposal (refer to the template provided in **Section H** below).
- Your proposal should not exceed a word limit of **800 words**, and must include all the sections specified in the template.

Part 2 – COI Discussion Forum (20% PL)

Submission deadline: T1W9-10

- Promoting a social cause in a diverse society requires you to engage in respectful, rational and productive discourse with people who might have differing views as you. Being an active citizen in a democracy requires a vital set of skills, amongst which is the ability to participate in and contribute to a Community of Inquiry.
- As part of the graded portion of the Capstone Project, you will be participating in a COI-style discussion on IVY discussion forums.
- The discussion forum will explore the roles of citizens and the government in making decisions for society, and help you better understand the context and purpose of your social documentary.
- You will be evaluated on the following criteria:
 - **Clarity & Precision**
 - Are the student's contributions easily understood?
 - Does the student seek and provide clarifications?
 - **Logic**
 - Does the student provide arguments with plausible premises that support his conclusions?
 - Does the student engage with the arguments of others?
 - **Relevance and Significance**
 - Does the student stay on point, and make significant contributions to the discussion?
 - Is the student able to identify digressions when they arise?
 - Is the student able to link and organize points raised by the community?
 - **Respect & Openness**
 - Does the student show respect and openness to the views of the community?
 - Does the student help build a respectful and open community, by inviting others to speak, and encouraging others to be respectful members?
- The assessment will be conducted in class on your IPADs. You will be split into groups of five or six students to conduct the COI discussion (these will not be the same groups as your Social Documentary groups). The duration of the assessment will be **45min**.

Part 3 – Written Report (20% SS, 5% PL)

Submission deadline: T2W6

- You will present your consolidated research on the issue in the form of a written report, which will flesh out in detail the outline provided by your proposal (refer to the template provided in **Section H** below) and form the basis for your documentary.
- Your report should not exceed a word length of **3600 words**, excluding references, and be written in an appropriate academic register. You should write approximately 500-600 words for each section (including Appendices, but excluding References).
- Exceeding the word count will incur a **straight percentage penalty** (i.e. 10% over the word limit incurs a 10% mark penalty).

Part 4 – Social Documentary (25% SS)

Submission deadline: T3W4

- Your completed documentary should be a video of **no longer than six minutes**.
- To inform your audience about the issue and compel them to do something about it, your documentary must include:
 1. An **engaging introduction** to the issue and what it is about, from the perspective of various stakeholders in society,
 2. A **convincing argument** why viewers should be concerned about it using various modes of persuasion (appeals to authority, reason, or emotion – refer to <https://owl.excelsior.edu/rhetorical-styles/argumentative-essay/argumentative-essay-modes-of-persuasion/>), and
 3. An **inspiring call to action** suggesting how your viewers can help address the issue.
- **Creativity** and **production quality** are important, and will help make your documentary more engaging and easier to understand. Think carefully about your approach to and presentation of the issue to make your documentary an effective one.
- Your team is **required to submit a full script** (refer to **Annex A: Script Format Guide**) for your documentary. You are advised to write the script before you produce the video, and not simply transcribe what has been recorded.
- Your documentary **must not exceed six minutes** (excluding credits), or you will incur a **straight percentage penalty** (i.e. 10% over the time limit incurs a 10% mark penalty).
- You should consult your teacher early to begin production as soon as possible and refer to the suggested schedule of work below to ensure that you remain on task and can meet the submission deadline.
- Interviews with laypersons and experts (such as academics with a relevant area of research) are **optional and not necessary**. Given the current pandemic situation, you may only interview people you know and interact with (e.g. friends and family) for their opinions in order to gain some perspective on the issue. Note that you should also:
 - Avoid interviewing members of the public.
 - Avoid interviewing ministers or other senior civil servants.
 - Avoid interviewing RI teachers or your own parents unless they are subject-matter experts who are directly relevant to your issue.
 - Seek approval from your teachers for **all** correspondence with members of the public, and consult them if you are unsure of any of these guidelines.
- Each member of your group will also have to complete an **online individual written reflection** on the entire process of planning and producing your social documentary. This reflection is **ungraded, but mandatory**. You may consider the following questions to help you with your reflection:
 - **Key challenges faced** – What difficulties did you encounter?
 - **Important lessons learnt** – What have you learnt from the process and issue?
 - **Areas for improvement** – What could you have done differently or better?

C. ASSESSMENT CRITERIA

- You are assessed **individually** for the Discussion Forum and as a **group** for the Written Report and the Social Documentary. While the Proposal is ungraded, you will be given feedback.
- Your work will be awarded marks based on how well it meets the **evaluation criteria** described in the **assessment rubrics** attached below. You should refer closely to them when working on your proposal and documentary.
- Each member of your group is expected to **contribute his fair share** to the project.
- Failure to meet any of the specified submission requirements may result in your work not being graded. **Exceeding the word counts/time limits or failing to adhere to the APA style guide will incur mark penalties** (this applies to both the Written Report and Social Documentary).
- You **must inform your teacher early of any difficulty the group faces** with particular individuals – do not wait till the submission deadline to bring any issues within your group to your teacher's attention. You will have to submit an **online peer evaluation** along with every group submission (Proposal, Written Report, and Social Documentary).

D. DISTRIBUTION OF WORK AND PENALTY TABLE

- All group members are expected to **contribute fairly to all group components** of this project (i.e. Proposal, Written Report, and Social Documentary). By default, each of you will receive the same marks awarded to the group. Any negative feedback received from other group members on your failure to contribute fairly may result in an individual penalty if proven upon investigation (i.e. your mark will be adjusted downwards).
- The following penalty table will be used as a guide for determining how marks will be adjusted:

% contribution by individual student (X) in group of four	% contribution by individual student (X) in group of five	Penalty
$X > 20\%$	$X > 16\%$	No penalty
$15\% < X \leq 20\%$	$12\% < X \leq 16\%$	10% of group mark
$10\% < X \leq 15\%$	$8\% < X \leq 12\%$	25% of group mark
$0\% < X \leq 10\%$	$0\% < X \leq 8\%$	50% of group mark
$X = 0\%$	$X = 0\%$	Zero marks

- To help avoid any disputes, you should decide early on how your work will be divided amongst yourselves: you may decide to **allocate roles according to your strengths**, or assign different sections to different members. **Approach your teacher if you have any concerns or need advice.**

E. SUGGESTED SCHEDULE OF WORK

- The following schedule has been drawn up for your benefit to approach this task systematically. Depending on your team's working style, you may alter the schedule to fit your own timetables. You may find that some smaller tasks listed could be brought forward and vice-versa. However, you should **adhere to the major steps** (listed 1 to 10) and **time frame** so that you can complete your project comfortably.
- Use this schedule as a checklist when you consult your teacher. **Put a tick** in the "Check" box beside completed tasks to track your progress.
- The group leader is to **keep a master copy** of this schedule, which your teacher might ask to check anytime.

Step	Task	Time frame	Check	Remarks
1	Receive task and read instructions thoroughly and clearly	T1W3		
	Confirm group members			
	Identify areas of interest, conduct preliminary research, narrow down choices of issue, then decide on issue			
	Watch past-year social documentaries on Ivy for inspiration and guidance			
2	Register for and identify member(s) attending ETD Video Production Workshop	T1W3-4		
	Allocate work and identify key roles for video production a) Script writer b) Director c) Producer (logistics and admin) d) Camera operator e) Sound recordist f) Video editor g) Presenter(s)/actors			
	Prepare for COI Discussion Forum			
3	Identify possible primary sources (e.g. relevant authorities, experts, locations for public interviews, etc.)	T1W4		
	Submit interview plans to teacher for approval (note: expert interviews are optional/not necessary)			
	Search for secondary sources (e.g. online articles, newspapers, journals, magazines, books, etc.)			
	Approach ETD for technical assistance if necessary (e.g. production advice, loan of equipment, use of facilities, etc.)			

4	Prepare proposal, and seek feedback from teacher if necessary	T1W4-5		
	Submit Proposal	T1W6		Via Ivy assignment by 2 nd lesson of T1W6
	Submit Proposal peer evaluation			Link to Google Form will be shared on Ivy
5	Prepare for COI Discussion Forum	T1W5-8		
	COI Discussion Forum	T1W9-10		On Ivy during PL lesson in T1W9-10
6	Conduct research with primary and secondary sources	T1W10 - T2W5		
	Prepare Written Report, and seek feedback from teacher if necessary			
	Submit Written Report	T2W6		Via Ivy assignment by 2 nd lesson of T2W6
	Submit Written Report peer evaluation			Link to Google Form will be shared on Ivy
7	Prepare draft script using Written Report, and seek feedback from teacher if necessary	T2W6-8		
	Continue conducting research if necessary			
8	Commence production: collect necessary shots, record voiceovers, etc.	T2W9-10, June hols		
	Conduct interviews if necessary (optional)			
9	Post-production: editing, video effects, subtitles, additional dialogue, etc.	June hols T3W1-3		
	Conduct re-shoots if necessary			
10	Prepare final cut of documentary and other documents (cover page, rubrics) for submission			
	Submit Documentary	T3W4		Via Ivy assignment by 2 nd lesson of T3W4
	Submit Social Documentary online peer evaluation and individual reflection			Link to Google Form will be shared on Ivy

F. RESOURCES AND TRAINING

- **Exemplary social documentaries** from previous years will be shared on Ivy. Look out for the announcement with links to the videos.
- The Education Technology Department (ETD) will be conducting Video Production Workshops to teach you the basics of video recording and editing.
- A total of five classes of up to 20 students each are available for signup, and run **1415-1730h** on these **Fridays: 4 Feb, 11 Feb, 18 Feb, 25 Feb, 4 Mar, and 11 Mar**.
- Training will be held at the **RDS(A) at Block A** (beside the ATMs near the Admin Block at the Y5-6 side of the school).
- Each group is to send **one member** for the workshop; attendance of that participant is compulsory. Each date will have limited places for participants from each class.
- Your teacher will manage workshop signups and track attendance.

G. PDPA GUIDELINES – INTERVIEW CONSENT

- Inform your teacher if you intend to conduct any kind of interview (with experts, members of the public, or students/staff in RI). Note that **interviews are entirely optional and not required** for your social documentary.
- To comply with the PDPA, you must seek **written consent** from anyone you intend to interview for your social documentary. Use the **Annex B: Interview Consent Form Template** to prepare your own consent forms.

H. LIST OF RECOMMENDED TOPICS

Each group in a class **must choose a different topic** (i.e. no two groups can have the same topic within the class).

Key words:

1. Significant
2. Overlooked OR persistent

Possible topics:

These are topics that were previously done by earlier batches. **This list is not exhaustive or meant to restrict your choice of topic** (see notes below).

Addictions <ul style="list-style-type: none">● Internet● Social media● Gaming● Mobile device	Bullying/harassment <ul style="list-style-type: none">● Sexual● Cyber● Workplace
Waste <ul style="list-style-type: none">● Textile● Electronic● Food● Plastic	Stress <ul style="list-style-type: none">● School/education● Work

Mental health/illness <ul style="list-style-type: none"> • Adolescent/teenage • Adult • Elderly 	Loss/destruction of: <ul style="list-style-type: none"> • Built heritage • Natural heritage/biodiversity • Cultural/national identity
Discrimination against/abuse of <ul style="list-style-type: none"> • Disabled/mentally ill • Elderly (also elderly neglect) • Domestic workers • Transient workers 	Lack of civic mindedness <ul style="list-style-type: none"> • Abuse of property (shared bicycles etc.) • Not cleaning up/littering • PMD/bicycle use on shared paths

Topics to avoid:

1. Topics explored in Y3 Creative Task: inequality, poverty and social mobility; racism and xenophobia; ageism, sexism, etc.
 2. **Controversial** topics: politics, race, religion, LGBT rights, etc.
- Other topics can (and should) be explored, but **first check with your teacher**.

I. PROPOSAL & WRITTEN REPORT TEMPLATE

1. Presentation of Issue

- What is the issue?
- Clearly describe the issue and show that the problem actually exists using relevant evidence.

2. Impacts of Issue

- Who does this issue affect, and in what way (both directly and indirectly)?
- Consider how this issue negatively impacts **various groups** in Singapore.

3. Origins of Issue

- What are the factors that contribute to this being an issue?
- Consider the causes of the issue, and if there are any **root/underlying** causes.

4. Proposed Solutions

- What are some ways that the issue can be resolved?
- Consider possible solutions to the issue, and **evaluate** their relative strengths and limitations.

5. Addressing concern (graded by Philosophy teachers)

- Consider the sceptic's concern: Come up with **one** argument for the conclusion: "[Your chosen issue] is not a significant social issue in Singapore."
- Address the sceptic's concern by coming up with **one** counter-argument to the sceptic's argument.
(Note: The arguments will be marked separately, and you will be **severely penalised** for wrong conclusions.)

6. References

7. Appendices (Proposal ONLY)

- **A. Audience**
 - Who is your target audience?
 - Why are they your target audience?

- **B. Resources**

- What sources of information will you need (primary and secondary)?
- What locations do you intend to shoot at?
- **[Optional]** Who do you intend to interview?

- **C. Allocation of Work**

- What are the strengths of each of your group members?
- How does your group intend to divide the work? What will each member of your group be responsible for?

- Proposal word limit: **800 words** including appendices and excluding references.
- Written Report word limit: **3600 words** excluding references. You should write approximately **500-600 words for each section** (including Appendices, but excluding References).
- Your Proposal and Written Report should contain **relevant evidence** in support of your arguments e.g. data, statistics, examples, case studies, etc.
- **Citations and references** must be provided for all information taken from other sources according the **APA Style** (<https://apastyle.apa.org/>).

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Social Documentary Script Format Guide

Rob's Voice	INT : Indoors EXT : Outdoors	Sequence Location
<u>Narration</u>	<u>Visuals</u>	<u>Sound</u>
<p>ROB</p> <p>I think about him all the time. His memory follows me around like my shadow.</p> <p>Sometimes I see a movement in the side of my eye, but when I turn around, there's nothing there.</p> <p>It's driving me crazy.</p>	<p>INT: Rob's living room</p> <p>Rob walks to the window and looks out. Then he moves to the sofa and tries to read a book.</p> <p>Rob looks up from his book and his eyes move around the room.</p> <p>CU of Rob's eyes.</p> <p>Rob closes his eyes.</p>	<p>Sound effect</p> <p>Continuous Ambiance</p> <p>FX : Echoing footsteps on floor</p> <p>MUSIC: Faint note of string instrument.</p> <p>FX : Echoing sigh</p>
<p>SUE</p> <p>I do try and get out as much as possible. The more I sit at home, the more I think about what happened.</p> <p>But there's no escaping the memories. I carry them with me. I feel guilty if I don't think about him constantly.</p>	<p>EXT: Bench in park</p> <p>CU of Sue's eyes.</p> <p>Sue looks around her as she sits on the park bench.</p> <p>Sue opens her purse and takes out her wallet. She looks at a picture of herself standing with a man.</p> <p>She closes the wallet and puts it back in her purse.</p>	<p><i>Dissolve to:</i></p> <p>Continuous Park Ambiance</p>

Source: <https://www.nyfa.edu/student-resources/how-to-write-a-documentary-script/>

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Interview Consent Form Template [Optional]

At the start of the interview, communicate this to the interviewee:

Thank you for kindly agreeing to our request for this interview.

We are a team of Year 4 Raffles Institution students and we are conducting this interview as part of our Social Studies performance task, which is a social documentary on the topic of “XXXX”.

We are currently studying how... **(briefly describe topic)** and we seek your opinion on the topic because... **(explain why you wish to interview this person – subject matter expert, etc.)**.

In this interview we will be asking you... **(list the questions you will ask)**.

All responses will only be used for this performance task. The documentary we are producing is meant to be viewed only within the school, and will not be made public. If you do not wish to disclose your identity, we will attribute your response to an anonymous source.

We seek your consent to proceed with this interview, and to use your responses in the manner in which we have described.

Thank you.

At the end of the interview, communicated this section to the interviewee:

Thank you again for your allowing us to interview you. Your time and comments are greatly appreciated.

Group Members: **WWW (index no.), XXX (index no.), YYY (index no.), ZZZ (index no.)**

Group **XX**, Class **XX**

Raffles Institution

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COI Discussion Forum Assessment Rubric (20%)

Names: _____ () _____ ()
 _____ () _____ ()
 _____ () Class: _____

COI Discussion Forum Assessment Rubric				
Band	Observer Student shows few or no evidence of the intellectual dispositions.	Participant Student displays clear evidence of the intellectual dispositions.	Collaborator Student <i>consistently</i> displays the intellectual dispositions AND <i>encourages others</i> to display them.	Marks
Criterion				
Clarity & Precision	<p>0-4 Student's ideas are consistently expressed in a way that is hard to understand.</p> <p>Student makes no or a weak attempt to clarify his ideas, when requested by the community.</p> <p>Student makes no or little attempt to seek clarification from the community.</p>	<p>5-7 Student's ideas are <i>generally</i> expressed in a way that is easily understood.</p> <p>Student is able to respond well to requests for clarification from the community.</p> <p>Student is able to correctly identify instances of ambiguity or lack of precision, and seeks clarification.</p> <p>Student makes <i>some</i> attempts to provide clarification for others by paraphrasing.</p>	<p>8-10 Student's ideas are <i>consistently</i> expressed in a manner that is clear and with sufficient elaboration to be easily understood without prompting from the community.</p> <p>AND Student identifies instances of ambiguity or lack of precision, and provides clarifications for the community, <i>whenever appropriate</i>.</p>	/10
Logic	<p>0-4 Student frequently provides arguments with questionable premises or which do not obviously support their conclusions.</p> <p>Student makes no or a weak attempt to engage with the arguments of others.</p>	<p>5-7 Student <i>generally</i> provides arguments with plausible premises that support his conclusions.</p> <p>Student demonstrates the ability to counter or support the arguments of others.</p>	<p>8-10 Student <i>consistently</i> provides arguments with plausible premises that support his conclusions.</p> <p>AND Student <i>actively</i> engages with the arguments of others, either by supporting them or providing counter-arguments.</p>	/10

Relevance and Significance	<p>0-1 Student <i>consistently</i> raises points that are not relevant to the discussion, or persists in raising irrelevant points even when appropriately informed of his digression.</p> <p>Student <i>only</i> makes trivial points, and shows no or little evidence of being aware of the central philosophical questions.</p>	<p>2-3 Student raises points that are generally relevant and significant to the discussion.</p> <p>Student demonstrates the ability to correctly identify digressions, if the opportunity arises.</p> <p>Student demonstrates awareness of the central philosophical questions.</p>	<p>4-5 Student <i>consistently</i> raises relevant and significant points.</p> <p>AND Student <i>clearly</i> demonstrates the ability to identify digression by explaining to the community why a raised point is a digression, <i>if the opportunity arises</i>.</p> <p>AND Student <i>clearly</i> demonstrates awareness of the central philosophical questions, <i>by organizing the points raised and/or linking them to the discussion question(s)</i>.</p>	/5
	<p>Respect & Openness</p> <p>Deduct up to 5m (-2.5m per instance) Student expresses disagreement in an insensitive, rude or disrespectful manner.</p> <p>Up to 2m bonus Student expresses disagreement in an appropriate and respectful manner.</p> <p>OR Student encourages others to participate, or, where appropriate, reminds others to be respectful of another's views.</p>			
Teacher's Comments:				<p>Total Marks:</p> <p>/25</p>

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Written Report Cover Page

Class: _____

Group Members' Name & Index No.

1.	_____	()
2.	_____	()
3.	_____	()
4.	_____	()
5.	_____	()

Name of Teacher: _____

Title: _____

Word Count: _____

Declaration of Academic Integrity

I have read and understood the school's guidelines on academic dishonesty, and declare that this assignment is my own original work and does not involve plagiarism or collusion.

The sources of other people's work have been appropriately referenced, and I have not submitted any part of this assignment for another subject or course.

Students' signature

Date of submission:

1. _____	2. _____	_____
3. _____	4. _____	
5. _____		

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Written Report Assessment Rubric (25%)

Names: _____ () _____ ()
 _____ () _____ ()
 _____ () Class: _____

Written Report Assessment Rubric					
Band Criterion	0 N o n e v i d e n c e	Developing	Competent	Exemplary	Marks
Presentation of Issue		1 The issue is vaguely described and how it manifests is not well examined.	2-3 The issue is adequately described and how it manifests is examined to some extent.	4-5 The issue is well described and how it manifests is examined in detail with clear and relevant evidence.	/5
Impacts of Issue		1 Impacts of the issue are vaguely explained and not made clearly relevant to the viewer.	2-3 Up to two impacts of the issue are explained with evidence to some extent and made somewhat relevant to the viewer.	4-5 Two impacts of the issue are examined in detail with clear and relevant evidence, with clear consideration of different target groups.	/5
Origins of Issue		1 Causes of the issue are vague and poorly examined with little evidence.	2-3 Up to two causes of the issue are examined with somewhat clear and relevant evidence.	4-5 Two causes of the issue are examined in detail with clear and relevant evidence, with consideration of root or underlying factors.	/5
Proposed Solutions		1 Solutions are vague and poorly explained with limited evaluation of their relative strengths and limitations.	2-3 Up to two relevant solutions are described with some explanation of how they work and some evaluation of their relative strengths and limitations.	4-5 Two relevant solutions are described in detail with clear explanation of how they work and a strong evaluation of their relative strengths and limitations.	/5
Addressing Concern		1 A vague reason is given for why the chosen issue is <i>not</i> a significant one, followed by a vague response to the opponent's concern.	2-3 An argument is given for why the chosen issue is <i>not</i> a significant one, followed by a counter-argument to the opponent's argument.	4-5 A strong argument is given for why the chosen issue is <i>not</i> a significant one, followed by a strong counter-argument to the opponent's argument, with clearly identified trade-offs or principles.	/5
Teacher's Comments:					Total Marks: /25

Social Documentary Assessment Rubric (25%)

Names: _____ () _____ ()
 _____ () _____ ()
 _____ () Class: _____

Social Documentary Assessment Rubric					
Band	0 N o v i d e n c e	Developing	Competent	Exemplary	Marks
Understanding of Issue		1 The issue is not clear and only some parts of the documentary fit together.	2-3 The issue is generally well examined and most parts of the documentary fit together.	4-5 The issue is comprehensively examined and all parts of the documentary clearly fit together.	/5
Effectiveness of Arguments		1 One mode of persuasion (ethos, pathos and logos) is used effectively in the arguments presented.	2-3 Two modes of persuasion (ethos, pathos and logos) are used effectively in the arguments presented.	4-5 All three modes of persuasion (ethos, pathos and logos) are used effectively in the arguments presented.	/5
Call to Action		1 The call to action is vaguely relevant to the issue, not very achievable by the viewer, and poorly elaborated.	2-3 The call to action is somewhat relevant to the issue, somewhat achievable by the viewer, and somewhat elaborated.	4-5 The call to action is both highly relevant to the issue, clearly achievable by the viewer, and well elaborated.	/5
Visual Appeal		1 Video footage comprises a limited range of material of vague relevance to what is narrated. Creativity and effort is limited.	2-3 Video footage comprises some variety of material that is mostly relevant to what is narrated. Some creativity and effort is evident.	4 Video footage comprises a good range of material that is highly relevant to what is narrated. Creativity and effort is clearly evident.	/4
Video Quality		1 Shots are poorly framed, lack focus, and clumsily edited.	2 Shots are generally well-framed and in focus, with mostly competent editing.	3 Shots are consistently well-framed and in focus, and editing is smooth and well-paced.	/3
Audio Quality		1 Narration/dialogue is barely audible and no subtitles are used.	2 Narration/dialogue is mostly audible with some use of subtitles.	3 Narration/dialogue is clearly audible and accompanied with accurate subtitles.	/3
Teacher's Comments:					Total Marks: /25