

VCE Media: Administration information for School-based Assessment in 2017

Units 3 and 4 School-assessed Task

The School-assessed Task contributes 37 per cent to the study score and is commenced in Unit 3 and completed in Unit 4. Teachers will provide to the Victorian Curriculum and Assessment Authority (VCAA) through VASS a score against each criterion that represents an assessment of the student's level of performance in achieving Unit 3 Outcomes 2 and 3, and Unit 4 Outcome 1. The recorded scores must be based on the teacher's assessment of the student's performance according to the criteria on pages 8-16. This assessment is subject to the VCAA statistical moderation process.

The 2017 Media assessment sheet on page 22 is to be used by teachers to record scores. The completed assessment sheet for each student's School-assessed Task must be available on request by the VCAA.

Details of authentication requirements and administrative arrangements for School-assessed Tasks will be updated annually and publication of updated documents will be advised in the February *VCAA Bulletin* and in the *VCE and VCAL Administrative Handbook 2017*.

The School-assessed Task has three components. They relate to:

- Unit 3 Outcome 2
- Unit 3 Outcome 3
- Unit 4 Outcome 1.

Unit 3

Media production skills

Outcome 2

Use a range of technical equipment, applications and media processes and evaluate the capacity of these to present ideas, achieve effects and explore aesthetic qualities in media forms.

Nature of task

Two media production exercises that are each supported with a statement of intention and an evaluation. Exercises must demonstrate the use of a range of technical equipment, applications and media processes. Evaluations must identify the capacity of technical equipment, applications and processes used to present ideas, achieve effects and explore aesthetic qualities in media forms.

Scope of task

Students will undertake **two** production exercises. The exercises should be designed to allow students the opportunity to demonstrate knowledge and skills in such areas as media design planning processes, competence in using technical equipment and applications and the exploration of aesthetic and structural qualities of media products. Students will not undertake a complete production. The exercises should be designed to allow students to demonstrate Area of Study 2 knowledge and skills.

Production exercises **should include**:

- exploration/s of production design techniques and practices appropriate to media product/s
- investigation/s of the capacities of technical equipment, applications and/or media processes appropriate to a media product
- evidence of the operation of technical equipment, use of applications and/or application of media processes to develop skills in areas identified in the production design plan specifications
- exploration/s of aesthetic and structural qualities and characteristics of media products.

Production exercises would normally be undertaken in the medium in which students plan to undertake their media production; however, this is not necessarily the case. As a result of completing their production exercises a student may choose to work in another medium. In this case the student may not have time to develop production skills in the new medium and may be disadvantaged; they should be advised of this. Production exercises should be clearly differentiated from the teaching and learning phase of this area of study and from the media design plan (Unit 3 Outcome 3) and media production (Unit 4 Outcome 1). Production exercises should be clearly differentiated from each other. Production exercises should be numbered 'Production exercise 1' and 'Production exercise 2' respectively.

Production exercises, together with accompanying documentation, should be retained by the school and assessed as part of the School-assessed Task. They are subject to VCAA audit.

Each exercise should include the following documentation, which contributes to the assessment of this outcome. The documentation should include media language and terminology.

1. Intention

A Statement of Intention that describes the purpose of the exercise: aesthetics and/or structural capacities and/or characteristics of a media product to be explored; technical equipment to be operated; applications used and/or media processes to be applied to develop particular skills to present specific ideas to achieve particular effects and/or explore aesthetic qualities. Students must complete the Statement of Intention prior to commencing the media exercises. If the Statement of Intention is not complete, the student cannot satisfactorily complete the Unit.

2. Evaluation

An explanation of how the completed exercise realises the stated intention/s of the exercise. The explanation should outline the extent to which the intention/s were realised. The production exercises may be thematically linked, content related or alternatively unconnected in their themes or content.

Note that the focus of each exercise should be clearly differentiated. The length and/or duration of each production exercise should allow students to demonstrate skills relevant to the stated intention of the exercise. Extended or extensive media productions should not be completed as part of the production exercises. The documentation and evaluation must be completed in order for a student to satisfactorily complete the unit.

Production exercises that could be undertaken include:

- a storyboard, plan, script, rough, navigation plan, flowchart or treatment that establishes ideas and/or concepts
- an exercise in editing, for example editing a sequence of shots and/or sound to achieve a required intention for a particular audience or combining music and sound effects to establish a location
- an exercise in recording sound, for example resolving a given sound problem with available equipment
- an exercise in lighting, for example lighting in space for a specific intention, which is recorded
- arranging the composition within a frame to achieve a particular style, which is filmed or photographed
- organising the layout of a page using typography and/or images
- processing of negatives or film in the darkroom to suit a specific intention
- researching the use of software programs in the production of photographic imagery such as the application of image enhancement or colour filters
- planning a multimedia presentation or product with reference to design plan specifications
- an exercise that compares the use of filters to convey a specific intention or style
- an exercise that demonstrates the advantages and disadvantages of two or more techniques or processes
- planning, photographing or recording an activity (such as moving from one place to another) within a set number of shot types and/or camera angles.

Unit 3

Media production design

Outcome 3

Prepare and document a media production design plan in a selected media form for a specified audience.

Nature of task

A media production design plan prepared for one of the media forms identified in Unit 3 Area of Study 3 Media production design. The plan should be related to a media product to be completed in Unit 4 and include specifications as identified in Unit 3 Area of Study 3 Media Production Design.

Scope of task

A production design plan for a specific media product, including:

- written planning documentation detailing audience and intention and including, for example, treatment, script, interview questions
- visual representations, for example a rough, storyboard, navigation plan, flowchart, mock-up.

The media production design plan should be commenced and completed in Unit 3.

The written planning document and visual representations should clearly establish the audience and intention of the media production to be undertaken in Unit 4 and make reference to the appropriate specifications.

The completion of the media product in Unit 4 involves systematically working through (with modifications where necessary) the production design plan. The written planning document and visual representations in combination should clearly establish the idea and concept of the media production to be undertaken. The planning document includes the research and evaluation of possibilities for a media production. The student should also demonstrate knowledge of pre-production codes and conventions appropriate to the intended media product and purpose.

Forms for this documentation may include the following, as appropriate:

- script with accompanying visual representations such as drawings and/or photographs
- treatment with supporting visual representations such as drawings and/or photographs
- storyboard with annotations relevant to the specifications
- rough with a commentary that outlines production considerations
- treatment and a navigation plan with annotations relevant to the specifications
- script and flow chart with annotations relevant to the specifications
- script, flow chart and mock-up with annotations relevant to the specifications
- script, rough and navigation plan with annotations relevant to the specifications
- script and storyboard with annotations relevant to the specifications

- thumbnail sketches or drawings with annotations relevant to the specifications.

The idea and concept of the media production in the written planning document and visual representations should be clearly established and communicated in the order of its intended realisation.

This should be done progressively throughout the documentation and may involve:

- numbering, dating and/or commenting on specific stages of work from the initial concept to its completion
- annotation and explanation of ideas, concepts and solutions.

The media production design plan should:

- be for one of the media forms identified in Unit 3 Area of Study 3 'Media production design' as identified on page 23 of the *VCE Media Study Design*
- be for a media product to be completed in Unit 4.

Unit 4

Media process

Outcome 1

Produce a media product for an identified audience from the media production design plan prepared in Unit 3.

Nature of task

A media product including audio, visual and/or text components as appropriate.

Scope of task

Product and product duration and/or length:

- video or film sequence 3–10 minutes in length, including title and credit sequences
- a radio or audio production of a minimum of 8 minutes in length, including title and credit sequences
- an animated production of no more than 10 minutes in length, including title and credit sequences
- a photographic presentation, sequence or series of images that incorporates a minimum of 10 original source images that must be edited and printed by the student
- print production of a minimum of 8 pages or layouts printed by the student
- a digital and/or online production that demonstrates comparable complexity and provides user accessibility consistent with other media forms listed
- a convergent media production that incorporates aspects of a range of media forms and is consistent with product durations and/or descriptors listed
- a media production demonstrating an understanding of styles, codes and conventions.

The production of the media product should be undertaken individually and communicate the student's ideas and concepts. However, the implementation of the production design plan may, in some audio and audio-visual productions, require the collaboration of others to realise the student's intentions as developed in the media production design plan. Any assistance including advice and/or support in the production stage from professionals; such as camera and lighting operators and or actors, should be documented in the production plan. Production notes should support effective completion of the product, record changes made during the process that demonstrate the development of the student's appropriate skills and knowledge to support management and creative direction. Group production work and group media production design plans are not appropriate.

The production ranges for the different media forms indicate the production length considered appropriate to undertake while meeting the criteria for the award of grades. The upper limit of the range is the maximum that will be considered for assessment.

While students may incorporate pre-existing material in media productions, the use of such material may detract from the student's capacity to develop an individual and/or distinctive product and may not allow a student the opportunity to fully demonstrate management and organisational skills. Any use of pre-

existing material should be documented in the production design plan citing the source of the material with reference to recordings or websites. Therefore, students need to be aware of the implications of including such material in their work.

Schools and teachers should be familiar with the relevant conditions and restrictions of the *Copyright Act 1968* (Cwlth) in relation to the use of professionally produced music, sounds and images in student productions. Variations to the plan made during its implementation should be documented and attached to the media production design plan as submitted for Outcome 3 in Unit 3.

Students undertaking a photographic, digital or print production must ensure that all material is photographed and/or scanned, manipulated and printed by the student on the equipment available to them at school.

Documentation may include brief notes on the plan, including liner notes on the plan itself, post-it note attachments and/or brief point-form annotations. The realisation of the production design plan should be evident in the annotations. Variations should be clearly differentiated from the original plan.

Teachers' assessment of student work against these criteria must apply only to the knowledge and skills demonstrated by the student submitting the work.

1. In assessing Criterion 2, teachers must assess the design plan as completed in Unit 3. Production notes and annotations made after this time contribute to the assessment of Criterion 7.
2. In assessing Criterion 5, teachers must base their assessment on the evidence in the production of the equipment and/or facilities used and operated by the student submitting the work and the technical skills the student submitting the work has demonstrated.
3. In relation to Criterion 6, teachers must focus on evidence in the production of the management by the student of various roles undertaken by themselves and, where appropriate, by others under direction during each stage of the production process. The purpose of this criterion is not to make an overall judgment of the student's organisational capabilities, but instead to make an assessment of the effectiveness of the student's management of the production process.
4. In relation to Criterion 7, teachers must focus on the student's individual realisation of the production plan, not on the quality of the contributions of others in the final product. Detailed production notes and annotations made during production and post-production should explicitly support the effective completion of the product and record changes made during the process that demonstrate the development of the student's appropriate skills and knowledge to support management and creative direction. Screen captures of every stage of the production process are not required in Media. Annotations should include details of written and/or verbal instructions provided to others and provide evidence that the work undertaken in the realisation of the design is their own.

VCE Media: School-assessed Task Assessment Sheet 2017

Assessor:

Student:

Student number:

Assessment Criteria	Levels of Performance					
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
<p>Unit 3, Outcome 2</p> <p>1. Use of media equipment, applications and/or processes to present ideas and/or achieve particular effects in a media form</p>		<p>Technically limited production exercises that show little exploration of media production specifications to present ideas and/or achieve particular effects.</p> <p>A low level of skill in the operation of media equipment, applications and/or media processes.</p> <p>Very limited understanding of the possibilities and/or limitations of a range of technical equipment, applications and/or media processes.</p> <p>A very low level of understanding of the aesthetic and/or structural qualities of the media products explored and/or investigated.</p>	<p>Technically adequate production exercises that explore media production specifications to present ideas and/or achieve particular effects.</p> <p>Some skills in the operation of media equipment, applications and/or media processes.</p> <p>Limited understanding of the possibilities and/or limitations of a range of technical equipment, applications and/or media processes.</p> <p>A low level of understanding of the aesthetic and/or structural qualities of the media products explored and/or investigated.</p>	<p>Technically competent production exercises that adequately explore media production specifications to present ideas and/or achieve particular effects.</p> <p>Competent skills in the operation of media equipment, applications and/or media processes.</p> <p>Satisfactory understanding of the possibilities and/or limitations of a range of technical equipment, applications and/or media processes.</p> <p>An appropriate understanding of the aesthetic and/or structural qualities of the media products explored and/or investigated.</p>	<p>Technically proficient production exercises that effectively explore media production specifications to clearly present ideas and/or achieve particular effects.</p> <p>Well-developed skills in the operation of media equipment, applications and/or media processes.</p> <p>Thorough understanding of the possibilities and/or limitations of a range of technical equipment, applications and/or media processes.</p> <p>A thorough understanding of the aesthetic and/or structural qualities of the media products explored and/or investigated.</p>	<p>Technically accomplished production exercises that skilfully explore media production specifications to skilfully present ideas and/or achieve particular effects.</p> <p>Highly developed skills in the operation of media equipment, applications and/or media processes.</p> <p>Comprehensive understanding of the possibilities and/or limitations of relevant technical equipment, applications and/or media processes.</p> <p>A highly developed understanding of the aesthetic and/or structural qualities of the media products explored and/or investigated.</p>

	<p>0 <input type="checkbox"/></p>	<p>Documentation includes a very limited statement of intention and evaluation accompanying each exercise.</p> <p>Very limited knowledge developed in the media process showing a connection to the intention.</p> <p>Limited media language and terminology is employed in the intention and evaluation of both exercises.</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/></p>	<p>Documentation includes a limited statement of intention and evaluation accompanying each exercise.</p> <p>Limited knowledge developed in the media process showing a connection to the intention.</p> <p>Some media language and terminology is employed in the intention and evaluation of both exercises.</p> <p>3 <input type="checkbox"/> 4 <input type="checkbox"/></p>	<p>Documentation includes a statement of intention and evaluation accompanying each exercise.</p> <p>Sound knowledge developed in the media process showing an appropriate connection to the intention.</p> <p>Relevant media language and terminology is employed in the intention and evaluation of both exercises.</p> <p>5 <input type="checkbox"/> 6 <input type="checkbox"/></p>	<p>Documentation includes a clear statement of intention and a thorough evaluation accompanying each exercise.</p> <p>Thorough knowledge developed in the media process showing a clear connection to the intention.</p> <p>Highly appropriate media language and terminology is employed in the intention and evaluation of both exercises.</p> <p>7 <input type="checkbox"/> 8 <input type="checkbox"/></p>	<p>Insightful documentation includes a focused statement of intention and an informed evaluation accompanying each exercise.</p> <p>Sophisticated knowledge developed in the media process showing a considered connection to the intention.</p> <p>Precise and highly relevant media language and terminology is employed throughout the documentation of both exercises.</p> <p>9 <input type="checkbox"/> 10 <input type="checkbox"/></p>
--	-----------------------------------	---	--	---	--	---

VCE Media: School-assessed Task Assessment Sheet 2017

Assessor:

Student:

Student number:

Assessment Criteria	Levels of Performance					
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
<p style="text-align: center;">Unit 3, Outcome 3</p> <p>2. Development and preparation of a media production design plan in a selected media form for a specified audience</p>		<p>A limited sense of purpose and organisation for the specified audience(s) is evident in written planning documentation and visual representations.</p> <p>Demonstration of very limited knowledge of preproduction codes and conventions appropriate to the intended media product form and purpose.</p> <p>Limited research with little evaluation of possibilities for a media production in a media form informs the media production design plan.</p>	<p>Some sense of purpose and organisation for the specified audience(s) is evident in written planning documentation and visual representations.</p> <p>Demonstration of limited knowledge of preproduction codes and conventions appropriate to the intended media product form and purpose.</p> <p>Some research and an evaluation of possibilities for a media production in a media form informs the media production design plan.</p>	<p>A clear sense of purpose and organisation for the specified audience(s) is evident in written planning documentation and visual representations.</p> <p>Demonstration of sound knowledge of preproduction codes and conventions appropriate to the intended media product form and purpose.</p> <p>Appropriate research and an evaluation of possibilities for a media production in a selected media form informs the media production design plan.</p>	<p>A well-developed sense of purpose and organisation for the specified audience(s) is evident in planning documentation and visual representations.</p> <p>Demonstration of a high level of knowledge of preproduction codes and conventions appropriate to the intended media product form and purpose.</p> <p>A high level of research and evaluation of possibilities for a media production in a selected media form is thoughtful and informs the media production design plan.</p>	<p>A highly developed sense of purpose, organisation and concept for a production in a selected media form for a specified audience(s) is evident in comprehensive written planning documentation and visual representations.</p> <p>Demonstration of extensive knowledge of preproduction codes and conventions appropriate to the intended</p> <p>Comprehensive research and evaluation of possibilities for a media production in a selected media form is insightful and informs the media production design plan.</p>

VCE Media: School-assessed Task Assessment Sheet 2017

Assessor:		Student:				Student number:				
		The proposal presents aspects of a media production design plan that may not be fully realised.	The proposal presents a basic media production design plan that can be realised.	An appropriate proposal presents a clearly formulated media production design plan that can be fully realised.	A coherent proposal presents a comprehensive media production design plan that can be realised.	A highly coherent proposal presents a comprehensive and integrated media production design plan that demonstrates a sophisticated production that can be realised.				
0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>

VCE Media: School-assessed Task Assessment Sheet 2017

Assessor:	Student:		Student number:							
Assessment Criteria	Levels of Performance									
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)				
<p>Unit 4, Outcome 1 3. Application and understanding of styles, codes and conventions appropriate to the selected media form</p>	<p>Limited understanding and application of media styles, codes and conventions appropriate to the media form(s) selected is evident in the media production design plan and/or the completed media product.</p> <p>The use of media conventions demonstrates a limited understanding of the media style(s) and/or genre(s) appropriate to the product</p>	<p>Some understanding and basic application of media styles, codes and conventions appropriate to the media form(s) selected is evident in the media production design plan and the completed media product.</p> <p>The use of media conventions demonstrates some understanding of the media style(s) and/or genre(s) appropriate to the product.</p>	<p>Satisfactory understanding and competent application of media styles, codes and conventions appropriate to the media form(s) selected is evident in the media production design plan and the completed media product.</p> <p>The relevant application of media conventions demonstrates a sound understanding of the media style(s) and/or genre(s) appropriate to the product.</p>	<p>Detailed understanding and consistent application of media styles, codes and conventions appropriate to the media form(s) selected is evident in the media production design plan and the completed media product.</p> <p>The consistent and competent application of media conventions demonstrates a thoughtful understanding of the media style(s) and/or genre(s) appropriate to the product.</p>	<p>Comprehensive understanding and highly accomplished application of styles, codes and conventions is evident throughout the media production design plan and the completed media product.</p> <p>The highly accomplished and insightful application of media conventions demonstrates a sophisticated and creative understanding of the media style(s) and/or genre(s) appropriate to the product.</p>					
0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>

VCE Media: School-assessed Task Assessment Sheet 2017

Assessor:		Student:				Student number:				
Assessment Criteria	Levels of Performance									
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)				
<p>Unit 4, Outcome 1</p> <p>4. Realisation of an individual or a distinctive media product appropriate to the intention for the selected audience(s) that demonstrates appropriate style</p>	<p>A product that demonstrates very limited individual or distinctive qualities and lacks consistency in structure appropriate to the selected media form, product, style and audience(s).</p> <p>Ideas and concepts may not be resolved and lack coherence. The structure and organisation of the media product may not meet the intention for the selected audience(s).</p>	<p>A product that demonstrates some individual or distinctive qualities and basic consistency across its duration that is appropriate to the selected media form, style, product and audience(s).</p> <p>The communication of ideas and concepts is evidenced in aspects of the structure and organisation of a media product that addresses some aspects of the intention for the selected audience(s).</p>	<p>A clearly developed product that is individual or distinctive and demonstrates consistency in its execution appropriate to the selected media form, style, product and audience(s).</p> <p>The communication of ideas and concepts is achieved through the structure and organisation of a media product that realises its intention for the selected audience(s).</p>	<p>A well-developed product that is individual and distinctive and demonstrates a sense of coherence throughout its execution appropriate to the selected media form, style, product and audience(s).</p> <p>Thoughtful communication of ideas and concepts is achieved through the structure and organisation of a media product that effectively realises its intention for the selected audience(s).</p>	<p>A sophisticated product that is individual and distinctive and demonstrates coherence throughout its execution that is highly appropriate to the selected media form, style, product and audience(s).</p> <p>Highly effective and skilful communication of ideas and concepts is achieved through the structure and organisation of a media product that convincingly realises its intention for the selected audience(s).</p>					
0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>

VCE Media: School-assessed Task Assessment Sheet 2017

Assessor:		Student:				Student number:	
Assessment Criteria	Levels of Performance						
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)	
Unit 4, Outcome 1 5. Skill in the operation of equipment and use of materials and processes appropriate to the selected media form	<p>Very limited skill and technical competence in the use of production equipment.</p> <p>Equipment and/or facilities are used with limited understanding of their possibilities and how to operate them.</p> <p>A very limited understanding of the media form(s) is demonstrated through the use of production equipment and/or facilities.</p>	<p>Limited skill and technical competence in the use and/or operation of production equipment and/or facilities is evident in the production.</p> <p>Equipment and/or facilities are used with some understanding of their possibilities and limitations in the development and organisation of structures and representations in the media product.</p> <p>The use of production equipment and/or facilities demonstrates some understanding of the media form(s).</p>	<p>Limited skill and technical competence in the use and/or operation of production equipment and/or facilities is evident in the production.</p> <p>Equipment and/or facilities are used with an appropriate understanding of their possibilities and limitations in the development and organisation of structures and representations in the media product.</p> <p>The use of production equipment and/or facilities demonstrates a satisfactory understanding of the media form(s).</p>	<p>Developed skill and technical competence in the use and/or operation of a range of production equipment and/or facilities is evident in the production.</p> <p>Equipment and/or facilities are used with a high level of understanding of their possibilities and limitations in the development and organisation of structures and representations in the media product.</p> <p>The use of production equipment and/or facilities demonstrates a well-developed understanding of the media form(s).</p>	<p>Highly developed technical competence and skill in the use and operation of production equipment and/or facilities is evident in the production.</p> <p>Equipment and/or facilities are used with a high level of understanding of their possibilities and limitations in the development and organisation of structures and representations in the media product.</p> <p>The use of production equipment and/or facilities demonstrates a well-developed understanding of the media form(s).</p>	<p>Accomplished technical competence and skill in the use and operation of production equipment and/or facilities is consistently evident in the production.</p> <p>Equipment and/or facilities are employed in an assured and controlled manner, demonstrating a sophisticated understanding of their possibilities and limitations in the development of structures and representations in the media product.</p> <p>The use of production equipment and/or facilities demonstrates a considered understanding of the media form(s).</p>	
	0 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/>	3 <input type="checkbox"/> 4 <input type="checkbox"/>	5 <input type="checkbox"/> 6 <input type="checkbox"/>	7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/>	

VCE Media: School-assessed Task Assessment Sheet 2017

Assessor:		Student:				Student number:	
Assessment Criteria	Levels of Performance						
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)	
<p>Unit 4, Outcome 1</p> <p>6. Management of the production of a media product</p>	<p>The product demonstrates very limited understanding of the management and organisation of the production process.</p> <p>Very limited evidence of management or organisational skills is presented in structures or representations in the media production.</p>	<p>The product demonstrates some understanding of the management and organisation of some stages and some roles in the production process.</p> <p>Some management and/or organisational skills are demonstrated in some structures and representations in the media production.</p>	<p>The product demonstrates an adequate understanding of the management and organisation of most stages and most roles in the production process.</p> <p>Adequate management and organisational skills are demonstrated in the structures and representations in the media production.</p>	<p>The product demonstrates an effective understanding of the management and organisation of most stages and most roles in the production process.</p> <p>Competent management and organisational skills are demonstrated in the structures and representations in the media production.</p>	<p>The product demonstrates consistent and thorough management and confident control of each stage and all roles in the production process.</p> <p>Assured management and organisational skills are demonstrated in all structures and representations in the media production.</p>		
0 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/>	3 <input type="checkbox"/> 4 <input type="checkbox"/>	5 <input type="checkbox"/> 6 <input type="checkbox"/>	7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/>		

VCE Media: School-assessed Task Assessment Sheet 2017

Assessor:		Student:				Student number:										
Assessment Criteria	Levels of Performance															
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)										
Unit 4, Outcome 1 7. Realisation of the production design plan in the media product	<p>Little clarity that the product is based on the production design plan and limited correlation between the design plan and the media product</p> <p>Limited use of the design plan is evident throughout the production and post-production stages of the media product.</p> <p>Very limited documentation in the form of production notes and annotations to the design plan.</p> <p>Records of changes to the plan are very limited and address few aspects of the development of skills, knowledge and/or creative direction.</p>	<p>Some realisation of the production design plan with some correlation between the design plan and the media product.</p> <p>Some use of the design plan is evident throughout the production and post-production stages of the media product.</p> <p>Limited documentation in the form of production notes and annotations to the design plan supports aspects of the completion of the product.</p> <p>Records of changes to the plan are limited but address some aspects of the development of skills, knowledge and/or creative direction.</p>	<p>An adequate realisation of the production design plan demonstrating an appropriate correlation between the design plan and the media product.</p> <p>Satisfactory use of the design plan is evident throughout the production and post-production stages of the media product.</p> <p>Adequate documentation in the form of production notes and annotations to the design plan supports the completion of the product.</p> <p>Records of changes to the plan made during the production process demonstrate the development of skills and knowledge to support management and/or creative direction.</p>	<p>An effective realisation of the production design plan demonstrating a strong correlation between the design plan and the media product.</p> <p>Consistent use of the design plan is evident in documentation made during production and post-production.</p> <p>Detailed documentation in the form of production notes and annotations to the design plan supports the effective completion of the product.</p> <p>Records of changes made during the production process demonstrate the development of appropriate skills and knowledge to support management and creative direction.</p>	<p>A highly effective realisation of the production design plan demonstrating a substantial correlation between the design plan and the media product.</p> <p>Comprehensive use of the design plan is evident in documentation made throughout production and post-production.</p> <p>Highly detailed and focused documentation in the form of production notes and annotations to the design plan explicitly supports the effective completion of the product.</p> <p>Records of changes made during the production process demonstrate the development of strong skills and knowledge to support management and creative direction.</p>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>

Authentication of VCE Media School-assessed Task (SAT)

Teachers are reminded of the need to comply with the authentication requirements specified in the Assessment: School-based Assessment section of the *VCE and VCAL Administrative Handbook 2017*. This is important to ensure that ‘undue assistance [is] not ... provided to students while undertaking assessment tasks’

The Media product created for the School-assessed Task (SAT) Unit 4 Outcome 1 is based on the Production Design Plan completed in Unit 3 Outcome 3 and Media Production Skills completed in Unit 3 Outcome 2.

Teachers must be aware of the following requirements for the authentication of VCE Media School-assessed Tasks:

1. Teachers are required to fill out the Authentication Record Form and Teacher Additional Comment Sheet and provide the student with feedback on their progress at each observation.
2. The study design requires students to document how **any assistance** will be organised and directed by the student: ‘The production of the media product is undertaken individually. However, the implementation of the production design plan may require a production crew to realise the student’s intentions. This will occur under the **sole direction** of the student, **documented** in the production design plan and **acknowledged** in the production.’
3. On page 23 of the study design it is made clear that this SAT should not require the student to seek substantial assistance from outside the school: ‘The media production design plan demonstrates how students will apply knowledge and maintain creative control of the technical processes they plan for their media production. The student’s selection of the media form will be determined by the equipment available to them at the school.’
4. Undue assistance should not occur during production design, production or post production and teachers need to be vigilant. Students are encouraged to research all aspects of their proposed productions in detail but the work undertaken for their design plan and production should be their own. Teachers are reminded that it is not appropriate to provide ‘detailed advice on, corrections to, or actual reworking of students’ drafts or productions or folios’.
5. During the production process teachers must plan and use observations of student work in order to monitor and record each student’s progress as part of the authentication process.
6. It is particularly important to ensure that any use of external support and/or equipment is documented in the production design plan (for example, if a student plans to use another person to assist by operating the camera while they themselves are acting in a scene being filmed or if they use equipment sourced from outside the school). This is to ensure that any use of external support and/or equipment is appropriately limited and that the student does not receive undue assistance.
7. All use of external support must be planned and documented in the student’s design plan and teachers must certify that such support does not constitute undue assistance. Examples of undue assistance may include advice and/or support *in the production stage* from a professional/trained camera

operator in relation to shot framing or from an experienced actor in relation to the use of gesture in the delivery of dialogue, advice on lighting from a studio professional or from an experienced printer in relation to the use of print settings in the printing process.

8. Digital images and print productions must be photographed and/or scanned, manipulated and printed *by the student on the equipment available to them at the school*. This ensures the product can be authenticated as a realisation of the design plan developed by the student and that the student is not receiving undue assistance in the production stage. This in turn ensures that all students are assessed equitably.

9. The annotated design plan is a key reference for assessment of the product which should be maintained and updated throughout the production process. The plan, together with the authentication record sheet, informs teachers about how the student structured and maintained creative control at each stage of the production process, particularly in situations where they are working with others to realise their design plan.

10. During the planning stage teachers should make clear to students that the written documentation and visual representations required as part of the design plan form the basis for authentication of their work. For example, students may be required to submit original drawings for animations, keep a log of images that have been appropriated, submit a detailed shot list, document any briefing notes provided to film crew and/or actors or provide details of the printing process they will use. All notes should be dated and clearly documented to enable teachers to authenticate students' work.

11. Teachers are reminded that the authentication procedures are required to be followed for all student work in relation to this SAT. School-based audits include the inspection of authentication records. Where authentication records are not provided, the school is automatically audited the following year. Authentication record forms and Additional comment sheets will also be required to be forwarded for all works nominated for the Season of Excellence in 2017. Incomplete authentication records will result in an automatic disqualification of the student work from the nomination process.

12. Teachers are reminded that the authentication procedures are required to be followed for all student work in relation to this SAT. School-based audits include the inspection of authentication records. Where authentication records are not provided, the school is automatically audited the following year. Authentication records and Additional Comment Sheets will also be required to be forwarded for all works nominated for Seasons of Excellence awards in 2017. Incomplete authentication records will result in an automatic disqualification of the student work from the nomination process.

Authentication Record Form VCE Media School-assessed Task 2017

This form must be completed by the class teacher. It provides a record of the monitoring of the student's work in progress for authentication purposes. This form is to be retained by the school and filed. It may be collected by the VCAA as part of its School-based Assessment audit.

Student name Student No.

School:

Teacher:

Component of School-assessed Task	Date observed/ submitted	Teacher comments	Teacher's initials	Student's initials
Media form selected				
Observation #1 of individual work in class; work in progress, production exercises.				
Two production exercises and accompanying documentation completed.				
Observation #2: Media Production Design Plan				
Media Production Design Plan completed.				
Observation #3: Media product development.				
Media product and accompanying documentation notes completed.				
Final submission of School-assessed Task				

I declare that all resource materials and assistance used have been acknowledged and that all unacknowledged work is my own.

Student signature Date

VCE Media: Teacher Additional Comment Sheet 2017

This sheet is to assist teachers with providing feedback to students and documenting observations of the progress of the School Assessed Task in each Criterion. Teachers should supply written information based on discussions and observation of student work.

Please complete the sheet and retain at the school. The VCAA may request submission of this sheet as part of the school-based assessment and review.

Student Number

--	--	--	--	--	--	--	--	--

Comments

Unit 3

Criterion 1

Criterion 2

Unit 4

Criterion 3

Criterion 4

VCE Media: Teacher Additional Comment Sheet 2017

Unit 4

Criterion 5

Criterion 6

Criterion 7

Teacher's signature _____ Date ____/____/____ /2017

Please retain this sheet. It may be requested as part of the School-based Assessment audit.

2017

Victorian Certificate of Education Media Assessment Sheet

School-assessed Task: Production exercises, Media production design plan and Media product

This assessment sheet will assist teachers to determine their score for each student. Teachers need to make judgments on the student's performance for each criterion. Teachers will be required to choose one number from 0–10 to indicate how the student performed on each criterion with comments, as appropriate. Teachers then add the subtotals to determine the total score.

STUDENT NUMBER

--	--	--	--	--	--	--	--	--	--

ASSESSING SCHOOL NUMBER

--	--	--	--	--	--

Criteria for the award of grades

Not Shown (0)	Very Low (1–2)	Low (3–4)	Med (5–6)	High (7–8)	Very High (9–10)
------------------	-------------------	--------------	--------------	---------------	---------------------

The extent to which the production exercises, media production design plan and media product demonstrate:

Production exercises

1 use of Media equipment, applications and/or processes to present ideas and/or achieve particular effects in a Media form

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Media production design plan and media product

2 development and preparation of a media production design plan in a selected media form for a specified audience

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

3 application and understanding of styles, codes and conventions appropriate to the selected media form

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

4 realisation of an individual or a distinctive media product appropriate to the intention for the selected audience/s that demonstrates appropriate style

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

5 skill in the operation of equipment and use of materials and processes appropriate to the selected media form

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

6 management of the production of a media product

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

7 realisation of the production design plan in the media product

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

PERFORMANCE ON CRITERIA: TEACHER'S COMMENTS

You may wish to comment on aspects of the student's work that led to your assessment of Very High, High, Medium, Low, Very Low or Not Shown for specific criteria.

If a student does not submit the School-assessed Task at all, N/A should be entered in the total score box.

SUBTOTALS

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

TOTAL SCORE

--