



Media

Victorian Certificate of Education **Study Design**

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Latoya BARTON
The sunset (detail)
from a series of twenty-four
9.0 x 9.0 cm each, oil on board



Tarkan ERTURK
Visage (detail)
201.0 x 170.0 cm
synthetic polymer paint, on cotton duck



Liana RASCHILLA
Teapot from the *Crazy Alice* set
19.0 x 22.0 x 22.0 cm
earthenware, clear glaze, lustres



Nigel BROWN
Untitled physics (detail)
90.0 x 440.0 x 70.0 cm
composition board, steel, loudspeakers,
CD player, amplifier, glass



Kate WOOLLEY
Sarah (detail)
76.0 x 101.5 cm, oil on canvas



Chris ELLIS
Tranquility (detail)
35.0 x 22.5 cm
gelatin silver photograph



Christian HART
Within without (detail)
digital film, 6 minutes



Kristian LUCAS
Me, myself, I and you (detail)
56.0 x 102.0 cm
oil on canvas



Merryn ALLEN
Japanese illusions (detail)
centre back: 74.0 cm, waist (flat): 42.0 cm
polyester cotton



Ping (Irene) VINCENT
Boxes (detail)
colour photograph



James ATKINS
Light cascades (detail)
three works, 32.0 x 32.0 x 5.0 cm each
glass, fluorescent light, metal



Tim JOINER
14 seconds (detail)
digital film, 1.30 minutes



Lucy McNAMARA
Precariously (detail)
156.0 x 61.0 x 61.0 cm
painted wood, oil paint, egg shells, glue, stainless steel wire

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IMPORTANT INFORMATION

Accreditation period

Units 1–4: 2005–2011

The accreditation period commences on 1 January 2005.

Other sources of information

The *VCAA Bulletin* is the only official source of changes to regulations and accredited studies. The *VCAA Bulletin*, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCAA Bulletin*. The *VCAA Bulletin* is sent in hard copy to all VCE providers. It is available on the Victorian Curriculum and Assessment Authority's website at www.vcaa.vic.edu.au

To assist teachers in assessing school-assessed coursework in Units 3 and 4, the Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The current year's *VCE Administrative Handbook* contains essential information on assessment and other procedures.

VCE providers

Throughout this study design the term 'school' is intended to include both schools and other VCE providers.

Photocopying

VCE schools only may photocopy parts of this study design for use by teachers.

Introduction

RATIONALE

VCE Media has been designed to provide students with the opportunity to develop critical and creative knowledge and skills. Media texts, technologies and processes are considered from various perspectives including their structure and features, their industry production and distribution context, audience reception and the impact of media in society. This aspect of the study is integrated with the individual and collaborative design and production of media representations and products.

The media have a significant impact on people's lives. They influence the way people spend their time, help shape the way they perceive themselves and others, and play a crucial role in the creation of personal, social, cultural and national identity. The media entertain, educate, inform and provide channels of communication. This takes place within the broader context of industrial organisation, political and market structures, professional practices, creative processes, traditional and contemporary technologies, statutory regulation and the need to attract and maintain audiences. All these considerations determine the nature of media products.

Media products are representations of social, personal and cultural reality. The media represent the world in a way which is different from direct experience. These representations have been constructed through a process of selection, using codes and conventions. From this perspective media products can be examined as the expression of creative ideas, specific symbolic languages and the ways in which the media comment on culture and values and reflect the society in which they were created.

The study of media includes:

- media forms including
 - audiovisual media (film, television, radio, video, photography)
 - print-based media (newspapers, magazines and related publications)
 - digital media technologies (the Internet, computer games and interactive multimedia);
- media and cross media processes and developments such as advertising, news and current affairs production, popular music, popular culture, cyberculture and virtual worlds, convergence and hybridisation, information dissemination and retrieval technologies;
- the media and its interrelationship with society and culture.

VCE Media is relevant to students with a wide range of expectations, including those who wish to pursue further formal study at tertiary level or in vocational education and training settings, as well as providing valuable knowledge and skills for participation in contemporary society.

AIMS

This study is designed to enable students to:

- investigate and analyse their own and others' experiences of media;
- analyse media products to understand how meaning is constructed, and to develop an understanding of the range of meanings carried by media texts;
- develop an understanding of production processes involved in the construction of media products;
- examine the relationship between the media, media products and society; past, present and future;
- develop an understanding of the roles, ownership and structure of media forms;
- develop the capacity to evaluate media policies, issues and possibilities within Australian society;
- evaluate the creative and cultural impact of new media forms and products;
- develop and refine skills in the areas of production and critical analysis;
- express their ideas through media forms and gain self-confidence and communication skills through that expression;
- integrate an understanding of media products, their production context and the audiences that make sense of them.

STRUCTURE

The study is made up of four units:

Unit 1: Representation and technologies of representation

Unit 2: Media production and the media industry

Unit 3: Narrative and media production design

Unit 4: Media process, social values and media influence

Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

EQUIPMENT

The school should ensure that sufficient technical resources exist to allow each student to demonstrate the outcomes for each unit and to complete media productions in the units as specified in the study design.

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction.

CHANGES TO THE STUDY DESIGN

During its period of accreditation minor changes to the study will be notified in the *VCAA Bulletin*. The *VCAA Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCAA Bulletin*.

MONITORING FOR QUALITY

As part of ongoing monitoring and quality assurance, the Victorian Curriculum and Assessment Authority will periodically undertake an audit of Media to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the *VCE Administrative Handbook*. Schools will be notified during the teaching year of schools and studies to be audited and the required material for submission.

SAFETY

This study may involve the handling of potentially hazardous substances and/or the use of potentially hazardous equipment. It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking the study.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses for this study teachers should incorporate information and communications technology where appropriate and applicable to the teaching and learning activities. The Advice for Teachers section provides specific examples of how information and communications technology can be used in this study.

KEY COMPETENCIES AND EMPLOYABILITY SKILLS

This study offers a number of opportunities for students to develop key competencies and employability skills. The Advice for Teachers section provides specific examples of how students can demonstrate key competencies during learning activities and assessment tasks.

LEGISLATIVE COMPLIANCE

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Information Privacy Act 2000* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968* must be met.

Assessment and reporting

SATISFACTORY COMPLETION

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment for Units 3 and 4.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the Advice for Teachers section.

Schools will report a result for each unit to the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

AUTHENTICATION

Work related to the outcomes will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current year's *VCE Administrative Handbook* for authentication procedures.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Victorian Curriculum and Assessment Authority. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4.

In the study of Media the student's level of achievement will be determined by school-assessed coursework, a school-assessed task and an end-of-year examination. The Victorian Curriculum and Assessment Authority will report the student's level of performance on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score, students must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50. It is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the *VCE Administrative Handbook* for the current year for details on graded assessment and calculation of the study score. Percentage contributions to the study score in Media are as follows:

- Unit 3 school-assessed coursework: 8 per cent
- Unit 4 school-assessed coursework: 12 per cent
- Units 3 and 4 school-assessed task: 35 per cent
- Units 3 and 4 end-of-year examination: 45 per cent

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

Unit 1: Representation and technologies of representation

The purpose of this unit is to enable students to develop an understanding of the relationship between the media, technology and the representations present in media forms. The unit involves the study of the implications of media technology for the individual and society. Students develop practical and analytical skills, including an understanding of the contribution of codes and conventions to the creation of meaning in media products, the role and significance of selection processes in their construction, and the creative and cultural implications of new media technologies.

AREA OF STUDY 1

Representation

This area of study focuses on an analysis of media representations and how such representations present, for example, events, people, places and organisations.

The media represent reality to audiences through the essential elements of selection, construction and representation. Each media form and process constructs an image or representation of an event, idea or story and represents it in a way which is different from the audience's direct experience of reality.

These representations involve the selection of images, words or sounds and the ways in which they are presented, related and ordered. Often this is not immediately evident in the media product which can present itself as natural and realistic. Media codes and conventions, together with such factors as the degree of realism intended in the text, the cultural contexts of the time and place of production and legal restraints, help shape a product's structure and meaning. A media product should be approached in terms of how it constructs meaning (and therefore its relationship to reality) rather than solely according to whether the product is realistic.

Outcome 1

On completion of this unit the student should be able to describe the construction of specific media representations and explain how the process of representation reproduces the world differently from direct experience of it.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 1.

Key knowledge

This knowledge includes

- representations present in media texts;
- media representation and its relationship to the selection and construction of reality in various media forms;
- the nature of codes and conventions (such as visual, audio, technical and written) evident in media productions, and the meanings they create;
- different kinds of 'realism' in media texts; for example, newspaper reporting, fantasy genres, lifestyle and documentary programs, radio news reports;
- representations within the context of values such as those related to gender, age, ethnicity and socioeconomic status;
- influence of institutional practices on the nature of representations, their availability and accessibility;
- representations within the context of media history; for example, the way in which media representations of social stereotypes, presentation styles or generic conventions have emerged and changed.

Key skills

These skills include the ability to

- describe representations in media texts;
- compare the construction of different representations in media texts and across media forms;
- use concepts of representation, selection and construction in the evaluation of media texts;
- discuss how audiences make judgments about how realistic specific media texts are;
- analyse representations within the context of institutional practices, media history and cultural values.

AREA OF STUDY 2

Technologies of representation

This area of study focuses on the production of representations by students in two or more media forms. Students then compare how the application of the different media technologies affects the meanings that can be created in the representations. The implications for the distribution and/or consumption of these representations are also discussed.

Different media technologies represent the world in different ways. Each, through its technology, materials, techniques, applications and processes, produces a particular representation of the world. While the different forms of media (for example, television, radio and the Internet) have practices that are common, they also have features that result in the production of media products with characteristics that are unique. The use of codes and conventions to convey ideas and meaning in the representations is considered in the context of the media forms in which the technologies were applied and with reference to the specific forms and characteristics of the representations produced.

Outcome 2

On completion of this unit the student should be able to produce and compare media representations in two or more media forms and compare the representations produced by the application of different media technologies.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 2.

Key knowledge

This knowledge includes

- the nature and use of media technology, materials and applications in two or more media forms;
- techniques and processes used in the production of media representations;
- ways in which codes and conventions (such as visual, audio, technical and written) are used to convey ideas and meanings;
- implications of different media technologies and processes for the production, distribution, and/or consumption of media representations.

Key skills

These skills include the ability to

- identify and explain the characteristics and potential of media technology and materials;
- operate media technology and use materials, techniques, applications and processes to produce representations in two or more media forms;
- discuss how the use of different media technologies affect the production, distribution and/or consumption of media representations.

AREA OF STUDY 3**New media**

This area of study focuses on the social consequences of the emergence of new media technologies. The creative implications of new media technologies are considered in the context of the capabilities of the technologies, their relationship with existing media, how they provide alternative means of representation and distribution of media products. Their cultural significance is investigated in terms of how they challenge and alter our perception of the world through the media products that can be produced and consumed, and the changes, possibilities and concerns that may arise in society.

Technological advancements in the media occur within the context of the society in which they are created, developed and used. Such developments therefore, not only affect media products themselves but also change the processes involved in production, distribution and consumption. In many instances they may also influence the nature of the reality (the event) being depicted by the media; for example, digital imaging techniques have allowed the manipulation (that is altering, distorting, mutating and reshaping) of photographic representations. The convergence of new media technologies, digitisation, computerisation and high-speed data transfer create new pathways for the transmission, exchange and storage of both existing and new forms of information and entertainment. Issues such as ownership, copyright, privacy and access gain new significance in terms of the relationship between media technology and the circulation of representations.

Outcome 3

On completion of this unit the student should be able to discuss the creative and cultural implications of new media technologies for the production and consumption of media products.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 3.

Key knowledge

This knowledge includes

- the nature of new media technologies, such as cable, satellite, broadband, streamed, networked, interactive and other computer-based systems, and the relationship between new media technologies and existing media technologies;
- changes in media production and consumption that the emergence of new media technologies introduce; for example, mobile telephone downloads, use of digital printing processes in photography, home entertainment systems, participation in virtual and responsive media environments, digital media transfer such as SMS, MP3 and streamed video and the availability of video and digital information and entertainment on mobile and fixed display screens;
- creative and cultural changes, possibilities and/or problems occurring in society as a result of the emergence of new media technologies; for example, interactive and digital television data-streaming, copyright issues related to online file sharing, digital video installations and networked galleries on the Internet.

Key skills

These skills include the ability to

- identify and describe characteristics of new media technologies;
- analyse the relationships between new and existing media technologies;
- discuss how the emergence of new media technologies have affected media production and the circulation and consumption of media products;
- analyse the creative and cultural impact of new media technologies.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Teachers should select a variety of assessment tasks for their assessment program to reflect the key knowledge and skills being assessed and to provide for different learning styles.

For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand. Assessment tasks for this unit are:

- radio or audio sequences;
- audiovisual or video sequences;
- photographs;
- print layouts;
- multimedia sequences or presentations (including website and data show presentations);
- posters;
- tests;
- written responses;
- oral reports.

At least one of the assessment tasks in Unit 1 must be in written form.

Unit 2: Media production and the media industry

This unit will enable students to develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students develop practical skills through undertaking assigned roles during their participation in specific stages of a media production and analyse issues concerning the stages and roles in the media production process. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate.

AREA OF STUDY 1

Media production

This area of study focuses on students producing a media product within a collaborative context and explaining the process undertaken.

All media representations are constructed through a production process. Production is usually undertaken in stages, often grouped under the headings of pre-production, production and post-production, with segments of the various stages undertaken by specialist individuals or teams. The specialists perform specific roles in the development of a media product from its inception to completed production, distribution and/or exhibition. As each media product progresses through the various stages of production, the work practices and conventions of each specific stage help shape the final nature of the media product.

Outcome 1

On completion of this unit the student should be able to explain the media production process and demonstrate specialist production skills within collaborative media productions.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 1.

Key knowledge

This knowledge includes

- stages in the media production process from planning and/or pre-production to final audience reception;

- the specialist roles in each stage of a media production within the context of the collaborative nature of media production;
- production techniques, practices and conventions used to structure media texts and to engage audiences.

Key skills

These skills include the ability to

- identify specific stages and roles in the media production process;
- describe the collaborative nature of stages and roles in the media production process;
- undertake specialist roles in media production and apply the relevant technical skills;
- apply production techniques, practices and conventions in the collaborative production of media texts;
- work collaboratively with others in the production of media texts.

AREA OF STUDY 2

Media industry production

This area of study focuses on Australian, overseas and/or global issues and/or developments in the media industry and their impact on media production stages and specialist roles within these stages.

Media products are the result of collaborative and specialist production stages and roles. The degree of specialisation among production personnel may vary according to the production context. The many specialist stages and roles each require different skills and training. Work may be regular or irregular depending on the type of role and the funding for media productions. Issues or developments arise in the media industry in the production, distribution, exhibition and reception of media texts, both fiction and non-fiction. In this area of study, the term ‘media production’ can be understood as one or more media productions.

Outcome 2

On completion of this unit the student should be able to discuss media industry issues and/or developments relating to the production stages of a media production and specialist roles within the media industry.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 2.

Key knowledge

This knowledge includes

- characteristics of stages of a media production within the context of the overall production process of a particular media product; for example, marketing of a film, broadcasting a television program, post-production of a computer game, shooting a music video, newspaper layout, designing a website;
- specialist roles performed and production skills applied in the stages of a media production by specific media personnel;
- Australian, overseas and/or global media industry issues and/or developments relating to the stages of a media production and specialist roles; for example, production issues concerning the making of a film, program or other media text, training and employment pathways for specialist media roles, industry practices at stages of a production process;
- media industry issues and/or developments and their impact on production stages and specialist roles.

Key skills

These skills include the ability to

- describe characteristics of the stages of a media production within the context of the overall production process of a particular media product;
- discuss the specialist roles and production work performed in stages of a media production process;
- analyse the impact of Australian, overseas and/or global media industry issues and/or developments on stages of a production process and the specialist roles undertaken.

AREA OF STUDY 3

Australian media organisations

This area of study focuses on an analysis of Australian media organisations and the social and industrial framework within which they operate.

Media products are produced within a cultural, aesthetic, legal, political, economic, institutional and historical framework. Their production, distribution and circulation is affected by law, self-regulatory codes of conduct, industry pressures and the practices of particular media organisations. Other factors (for example, sources of revenue, ratings, circulation, ownership and control) influence the nature and range of media texts produced by individual organisations. Consideration of the impact of these factors on media organisations and their products is important in developing an understanding of the production role of different Australian media organisations.

Outcome 3

On completion of this unit the student should be able to describe characteristics of Australian media organisations and discuss the social and industrial framework within which such organisations operate.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 3.

Key knowledge

This knowledge includes

- ways in which Australian media organisations produce and distribute media texts, for example, through film production, Internet programming, exhibition outlets, broadcasting sites, television transmission, newspaper and/or magazine production;
- source(s) of income and/or finance of Australian media organisations;
- ownership and, where appropriate, patterns of ownership over time of Australian media organisations;
- audiences of Australian media organisations and/or texts; for example, audience size and demographics, ratings or circulation figures;
- the nature and range of media texts produced by Australian media organisations and, where appropriate, similar overseas organisations, which are distributed in Australia; for example, music and current affairs programming on radio, film production budgets and genres, commercial and non-commercial television station programming;
- the relationship between the nature and/or range of texts produced by Australian media organisations and the funding and management of these organisations;
- historical, cultural, legal, political, economic and/or institutional factors affecting the conduct and operation of Australian media organisations.

Key skills

These skills include the ability to

- describe features of Australian media organisations;
- compare the nature and operation of Australian media organisations;
- discuss the impact of the funding and/or management of Australian media organisations on the nature and/or range of media texts produced by Australian media organisations;
- analyse the conduct and operation of Australian media organisations within the historical, cultural, legal, political, economic and/or institutional framework in which they produce, distribute and/or exhibit media texts.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Teachers should select a variety of assessment tasks for their assessment program to reflect the key knowledge and skills being assessed and to provide for different learning styles.

For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand. Assessment tasks for this unit are:

- radio or audio sequences;
- audiovisual or video sequences;
- photographs;
- print layouts;
- multimedia sequence(s) or presentations (including website and data show presentations);
- posters;
- tests;
- written responses;
- oral reports.

At least one of the assessment tasks in Unit 2 must be in written form.

Unit 3: Narrative and media production design

The purpose of this unit is to enable students to develop an understanding of production and story elements and to recognise the role and significance of narrative organisation in fictional film, radio or television programs. In this context students also consider how production and story elements structure narratives to engage an audience. Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They design a media production for a specific media form with the relevant specifications presented as a written planning document with visual representations.

AREA OF STUDY 1

Narrative

This area of study focuses on an analysis of the narrative organisation of fictional film, radio or television programs. The narrative organisation in two or more media texts is analysed.

Narrative is a key element in the construction of meaning in media products. Narrative orders the events, images, words and sounds and attaches a specific importance to them within an overall framework. Narratives may be categorised into genres, generic hybrids or types of stories such as horror, soap opera and teen movies.

Production and story elements contribute to an audience's response. Audiences are engaged by and respond to the narratives they experience in different ways; for example, enjoying the action and suspense, identifying with characters and situations, taking pleasure in particular scenes or aspects of narrative. Narrative elements may also contribute to the ideas communicated by the text; for example, themes, issues and motifs. In this area of study, the terms 'media texts' and 'fictional media narrative' refer to film, radio and television programs.

Outcome 1

On completion of this unit the student should be able to analyse the nature and function of production and story elements in fictional media texts and discuss how combinations of these elements structure the narrative to engage an audience.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 1.

Key knowledge

This knowledge includes

- the nature and function of production elements in fictional media narrative, including
 - camera/film/video techniques and qualities including shot selection, movement and focus
 - lighting, including naturalistic and expressive
 - visual composition and mise en scene
 - acting
 - sound, including dialogue, music and sound effects
 - editing/vision and sound design and mixing, including style, techniques, placement, pace and rhythm of editing;
- the nature and function of story elements in fictional media narrative, including
 - the narrative possibilities, issues and/or ideas established in the opening sequence(s)
 - establishment and development of the character(s) and relationships between characters
 - the setting and its function in the narrative
 - the ways in which multiple storylines may comment upon, contrast, interrelate or interconnect with other storylines in the plot
 - the structuring of time, including order, duration and frequency of events, contraction and expansion of time, linear and non-linear time frames
 - cause and effect, including character motivations
 - point(s) of view from which the narrative is presented, including character or other viewpoint(s)
 - narrative progression, including the relationship between the opening sequence(s), developments within the narrative and the closure of the narrative;
- the contribution of production elements to the narrative organisation of fictional media texts;
- the contribution of story elements to the narrative organisation of fictional media texts;
- the relationship between individual texts and the genre(s) or type of program(s) that the texts are related to;
- the relationship between production and story elements in the narrative organisation of fictional media texts in order to communicate ideas, for example, themes, issues and motifs;
- the relationship between text, reception context and audience experience, expectations and response; for example, pleasure in the action and suspense, circumstances under which the text is received, audience expectations of the text and how these can affect audience interpretation, emotional identification with characters and situations, appreciation of specific scenes, story elements and production values.

Key skills

These skills include the ability to

- identify and discuss the nature of production and story elements;
- analyse how story and production elements contribute to the development of issues, ideas and narrative possibilities within fictional narrative media texts;
- compare and contrast the function of production and story elements across different fictional media texts;
- analyse how audiences make sense of, and are engaged by, media texts.

AREA OF STUDY 2

Media production skills

This area of study focuses on the development of specific media production skills and technical competencies using media technologies and processes in one or more media forms.

Students undertake self-contained production exercises in design plan specification areas appropriate to media form(s) to develop skills appropriate to the technical equipment, applications and media processes available to them. Documentation outlining the focus of the practical or production exercises as well as evaluating the effectiveness of the exercises is also prepared. In the completion of such exercises students develop an understanding of the possibilities and limitations of the production equipment and applications, acquire skills to enable the competent use of specific media technologies and explore aesthetic and structural qualities and characteristics of media products in media forms. The knowledge and skills acquired is both an end in itself and is used in the preparation of the media production design plan in Unit 3 Outcome 3 and in the realisation of media products based on the design plan in Unit 4 Outcome 1. In this area of study, the terms 'media product' and 'media form' can be understood as one or more media products or media forms.

Outcome 2

On completion of this unit the student should be able to use a range of technical equipment, applications and media processes to present ideas, achieve effects and explore aesthetic qualities in production design plan specification areas appropriate to a media form.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 2.

Key knowledge

This knowledge includes

- production design plan specifications appropriate to a media product and/or form;
- the possibilities and limitations of a range of technical equipment, applications and media processes;
- aesthetic and/or structural qualities and characteristics of media products; for example, conventions and styles of specific media texts, layout and composition of print and electronic pages, framing of photographs, structure or organisation of information and sequences, and the relationship between production elements appropriate to media forms.

Key skills

These skills include the ability to

- document the intention(s) of production exercises, the production design plan specifications to be explored and/or investigated and how the completed exercises realise the stated intention(s);
- explore how production design plan specifications appropriate to a media product present ideas and achieve particular effects;
- investigate capacities of technical equipment, applications and media processes appropriate to a media product to present ideas and achieve particular effects;
- operate technical equipment, use applications and apply media processes to develop skills in areas identified in the production design plan specifications;
- explore aesthetic and/or structural qualities and characteristics of a media product.

AREA OF STUDY 3

Media production design

This area of study focuses on the preparation of a media production design plan in a media form as outlined in the table below.

The design of a media production is an essential and creative stage of the production process. Developing design ideas that express imagination and creativity is a cyclical process which includes research, experimentation, testing and feedback. These concepts and ideas are further developed for production in documents such as a storyboard, navigation plan or flow chart. Such documents focus the design process, incorporating and describing all the necessary specifications (for example, lighting, sound effects and buttons) and are used as a means of communicating the idea and concept of the production. Familiarity with the range of technical applications used in the production process allows for the systematic development of the concept and refinement of the planning and preparatory documentation. Such planning is important for the implementation of an effective production process and the completion of a media product.

The media production design plan should be related to one of the following media products and include audio, visual and/or text components as appropriate:

Media product	Product duration and/or length
<ul style="list-style-type: none"> an audiovisual and/or video or film sequence or sequences; for example, a short narrative, documentary or experimental film, an extended advertisement or series of advertisements or a segment or segments for inclusion into a magazine or current affairs type program, a music video clip; 	4–10 minutes including titles and/or credits sequences.
<ul style="list-style-type: none"> an animation in any form; for example, clay animation, digital animation, stop motion animation, drawn or cell animation; 	30 seconds–5 minutes including titles and/or credits sequences.
<ul style="list-style-type: none"> a radio or audio sequence or sequences; for example, a soundscape, narrative, documentary, opinionative or experimental sequence, sequences or program; 	4–10 minutes including titles and/or credits sequences.
<ul style="list-style-type: none"> a photographic presentation, sequence or series of images; for example, a sequence of images for display in a gallery, a photographic essay, a series of images that explore a theme or idea, a photomontage, a series of images designed to illustrate a book or an advertising sequence; 	<p>A minimum of 10 original or source images and/or negatives which may be presented as finished work(s) numbering up to 15 in total. Negatives should be processed by the student.</p> <p>Digital images should be photographed and/or scanned, manipulated and printed by the student.</p>
<ul style="list-style-type: none"> a print production; for example, a magazine or newspaper, a booklet, series of posters, catalogue, magazine or newspaper insert; 	8–12 pages or layouts. Print layouts should be printed by the student.
<ul style="list-style-type: none"> a multimedia production; for example, a webpage, CD-ROM, interactive CD or DVD; 	A product that takes approximately 10 minutes to explore or navigate.
<ul style="list-style-type: none"> a product that crosses boundaries between the media forms described above; for example, a video production with an animated titles sequence, a series of photographs or images with text, a webpage including video and/or audio sequences. 	A product that is consistent with product durations and/or lengths identified earlier in this table.

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.

The production of the media product should be undertaken individually. However, the implementation of the production design plan may, in some audio and audiovisual productions, require the collaboration of others to realise the student's intentions as developed in the media production design plan. Group production work and group media production design plans are not appropriate.

Outcome 3

On completion of this unit the student should be able to prepare a media production design plan incorporating the specifications appropriate for the chosen media product.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 3.

Key knowledge

This knowledge includes

- techniques used in preparing for the design of a production including
 - investigation, for example, research, exploration of ideas and options
 - concept, for example, brainstorming, mapping, feedback, experimentation, reflection, evaluation
 - intention, for example, purpose, impact, outcome
 - audience, for example, attitudes, expectations, knowledge
 - media choice, for example, print, radio, video, multimedia
 - investigation of ways in which an audience can be engaged by a media product;
- a production design plan for a specific media product, including
 - written planning document, for example, script, treatment, shooting script
 - visual representations, for example, rough, storyboard, navigation plan, flow chart, mock-up;
- specifications in the production design plan for a selected media product
 - film/video/animation
 - intention, for example, purpose, impact, outcome
 - audience, for example, attitudes, expectations, knowledge
 - style and/or genre
 - storyline and/or outline of content
 - techniques of engagement
 - location and/or setting
 - dialogue, narration and/or interview questions
 - camera: framing, position and movement
 - edit details and transitions
 - lighting
 - music and/or sound effects
 - radio/audio
 - intention, for example, purpose, impact, outcome
 - audience, for example, attitudes, expectations, knowledge
 - style and/or genre

- storyline and/or outline of content
- techniques of engagement
- location and/or setting
- dialogue, narration and/or interview questions
- edit and/or sequencing details
- music and/or sound effects
- photography and/or images
 - intention, for example, purpose, impact, outcome
 - audience, for example, attitudes, expectations, knowledge
 - method of presentation and exhibition
 - style and/or genre
 - techniques of engagement
 - subject(s) and/or topic
 - location
 - lighting
 - composition
 - techniques, for example, selective focus, filtration, manipulating contrast, use of specialty papers, toning, colouring, typography
- print
 - intention, for example, purpose, impact, outcome
 - audience, for example, attitudes, expectations, knowledge
 - style and/or genre
 - techniques of engagement
 - content
 - typography
 - layout
 - presentation, including paper stock, method of printing
 - visual material such as photographs, illustrations, graphics
 - advertising
- multimedia
 - intention, for example, purpose, impact, outcome
 - audience, for example, attitudes, expectations, knowledge
 - format
 - style and/or genre
 - techniques of engagement
 - method of presentation or exhibition
 - content
 - sequencing
 - screen design and/or page design
 - functionality and/or interactivity
 - typography
 - images and graphical elements, for example, photographs, tables, buttons, hotspots, links.

Key skills

These skills include the ability to

- investigate possibilities for a media production;
- construct a coherent media production design plan;
- apply media production plan specifications appropriate to the media product to be produced;
- demonstrate considered and appropriate use of media production plan specifications.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

To demonstrate satisfactory completion of Unit 3, Outcome 2, students must present evidence of the use of technical equipment applications and/or media processes in production design plan specification areas appropriate to media form(s). In Unit 3, Outcome 3, students must present evidence of a media production design plan incorporating specifications appropriate for the chosen media product.

Assessment of levels of achievement

The student's level of achievement in Unit 3 will be determined by school-assessed coursework, a school-assessed task and an end-of-year examination.

Contributions to final assessment

School-assessed coursework for Unit 3 will contribute 8 per cent to the study score.

The level of achievement for Units 3 and 4 is also assessed by a school-assessed task, which will contribute 35 per cent to the study score and an end-of-year examination, which will contribute 45 per cent to the study score.

School-assessed coursework

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited time frame. Where optional assessment tasks are used, teachers must ensure that they are comparable in scope and demand. Teachers should select a variety of assessment tasks for their program to reflect the key knowledge and skills being assessed and to provide for different learning styles.

Outcomes	Marks allocated*	Assessment tasks
<p>Outcome 1 Analyse the nature and function of production and story elements in fictional media texts and discuss how combinations of these elements structure the narrative to engage an audience.</p>	40	<p>Any one or a combination of the following formats:</p> <ul style="list-style-type: none"> • a written report • an essay • short responses • structured questions • an annotated visual report • an oral report • another appropriate format. <p>The film, radio or television programs must be drawn from the same medium and must not include advertisements, student films, documentaries, cartoons, video clips and news or current affairs programs. The school should select the media texts.</p>
Total marks	40	

*School-assessed coursework for Unit 3 contributes 8 per cent to the study score.

School-assessed task

Assessment for Media includes a school-assessed task. The student's level of performance in achieving **Outcome 2 and 3 in Unit 3** and **Outcome 1 in Unit 4** will be assessed through a school-assessed task. This assessment will be subject to review by a panel appointed by the Victorian Curriculum and Assessment Authority. Details of the school-assessed task for Units 3 and 4 are provided on pages 34 and 35 of this study design.

Unit 4: Media process, social values and media influence

The purpose of this unit is to enable students to further develop practical skills in the production of media products and to realise a production design. Organisational and creative skills are refined and applied throughout this process. In this unit students also analyse the ways in which media texts are shaped by social values and the influence of social values in the representations and structure of a media text. The role and influence of the media is also critically analysed in this unit.

AREA OF STUDY 1

Media process

This area of study focuses on the production of one media product based on a media production design plan.

Each medium has a specific production process and set of work practices which are both appropriate to the particular medium and to the nature of the type of product being produced within that form. The specific production process for a television fictional program is very different from that required for a television current affairs program. Similarly, a radio talk show involves a different production process from that of a radio documentary.

Each type of media product, however, requires the integration of a variety of skills and degrees of collaboration to move from a written planning document (for example, script or treatment) and supporting visual representations (for example, rough, storyboard or navigation plan) to a completed media product.

The transition from production design to product completion requires management and organisation. The management and organisational skills applied will vary depending on the nature of the product. The product will involve the application of conventions and stylistic considerations appropriate to the selected medium and for specific audience(s).

The media production design plan should be related to one of the following media products and include audio, visual and/or text components as appropriate:

- an animation, audiovisual and/or video or film sequence or sequences; for example, a short narrative, documentary or experimental film, an extended advertisement or series of advertisements or a segment or segments for inclusion into a magazine or current affairs type program, a music video clip, clay animation, digital animation;

- a radio or audio sequence or sequences; for example, a soundscape, narrative, documentary, opinionative or experimental sequence, sequences or program;
- a photographic presentation, sequence or series of images; for example, a sequence of images for display in a gallery, a photographic essay, a series of images that explore a theme or idea, a photomontage, a series of images designed to illustrate a book or an advertising sequence;
- a print production; for example, a magazine or newspaper, a booklet, series of posters, catalogue, magazine or newspaper insert;
- a multimedia production; for example, a webpage, CD-ROM, interactive CD or DVD;
- a product that crosses boundaries between the media forms described above; for example, a video production with an animated titles sequence, a series of photographs or images with text, a webpage including video and/or audio sequences.

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.

The production of the media product should be undertaken individually. However, the implementation of the production design plan may, in some audio and audiovisual productions, require the collaboration of others to realise the student's intentions as developed in the media production design plan. Group production work and group media production design plans are not appropriate.

Outcome 1

On completion of this unit the student should be able to produce a media product for an identified audience from the media production design plan prepared by the student in Unit 3.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 1.

Key knowledge

This knowledge includes

- production practices and processes associated with adapting a production design plan for a given medium and product; for example, shooting a script and a storyboard;
- equipment and materials used in media production; for example, camera, sound tape, lighting, editing facilities, film stock, black and white and/or digital processing;
- technical operation of, for example, camera, sound, editing, lighting, software;
- roles and responsibilities in media productions, and their interrelationships;
- conventions and styles appropriate to the selected medium and product, and their relationship to specific audience(s).

Key skills

These skills include the ability to

- operate equipment and use materials as appropriate to the selected media form;
- complete practical tasks at each stage of the production process;
- apply conventions and demonstrate stylistic awareness appropriate to the selected medium and product;
- manage and organise the production of a finished media product from a production design plan.

AREA OF STUDY 2

Social values

This area of study focuses on an analysis of social values represented in media texts and the relationship between social values, media texts and society. One media text is analysed in detail during the analysis of the ways in which media texts in general are shaped by social values.

Media texts reflect the society in which they operate in terms of their subject matter, organisational structure and values. The widespread acceptance of common social values in a society seems to suggest that these values are natural and unchanging. Despite its appeal, this suggestion denies the fact that social values are the product of a specific history and culture. Furthermore, the values of a society are in a state of constant evolution, and tension always exists between the dominant set of values and different or emerging social values.

For the purposes of this study the term ‘social values’ refers to particular values or general attitudes held in society. Such values or attitudes may be linked to particular moral, political or other world views. For example, attitudes held about or directed towards particular individuals or groups of individuals (for example, specific professions, unemployed people), forms of social organisation (for example, the family, political and social structures), institutions or organisations (for example, financial institutions), constructed objects (for example, buildings, alternative forms of transport), the environment or features of the environment, forms of behaviour (for example, those associated with community service or substance abuse), types of behaviour attributed to age, class, gender, region and ethnicity, or events in which individuals, particular social groups or nations are involved or participate in (for example, sporting occasions, hostile actions).

The social values which shape the content and construction of media texts are likely to be common across a range of texts and text types within and/or across construction periods and places. The knowledge and skills acquired through examining a range of texts or text types will be demonstrated in the particular study of one text.

Outcome 2

On completion of this unit the student should be able to discuss the ways in which social values shape the content of media texts and analyse how social values are reflected in a text.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 2.

Key knowledge

This knowledge includes

- the production context of media texts including year and country of production, and, as appropriate, production source(s), distribution and/or exhibition process(es), production personnel involved in the making of the media product and other factors;
- attitudes in the form of social values held in society during the production period of media texts; for example, attitudes about characters/individuals, institutions, behaviour, social issues, objects, social relations;
- ways in which social values of the production period shape the content of media texts;
- the nature and structure of representations in media texts, such as the depiction of characters/individuals, institutions, behaviour, social issues, objects, social relations;
- representation of a range of social values of the production period within media texts;
- social values and how they are reflected in the representations in media texts;
- the extent to which media texts support and/or challenge social values including dominant values and/or emerging, alternative or oppositional values.

Key skills

These skills include the ability to

- substantiate arguments about the relationship between social values, the production of media texts and representations in, and structures of, such texts;
- analyse a media text in detail in the context of the ways in which media texts are shaped by social values;
- apply the concept of social values in the analysis of media texts;
- describe social values held in society during the production period of media texts;
- analyse the relationship between representations in media texts and the social values of the production period;
- analyse the extent to which media texts support and/or challenge social values.

AREA OF STUDY 3

Media influence

This area of study focuses on an analysis of media influence and debates in assessing this influence. Media texts in more than one form are analysed.

The relationship between the media, its audiences and the wider community is a complex one. Discussion of the media's function and influence is informed by a range of historical and contemporary developments and research. Arguments and evidence have been advanced over this time presenting a range of perspectives as part of the debates about the effects and characteristics of media influence. One position sees individuals actively making sense of a media product within the context of their daily lives and community values. Alternatively, it is argued that individuals and mass audiences passively absorb meanings in media products, which makes them susceptible to manipulation and encourages them to adopt specific forms of behaviour.

The role of the media in our culture, their rights and responsibilities and those of audiences are the subject of ongoing discussion. Audiences and the community in general are often unsure about how to understand the dichotomy they see between the media as a source of information, pleasure and relaxation in their lives, and the proposition that it is the source of a range of social problems. Expectations and responsibilities are placed on the media which are manifested in a variety of measures designed to control aspects of the media's operation, production and influence. These include codes of practice, government legislation or regulations, or self-regulation from within an industry. Such codes or regulations may define standards, set limitations or place ethical parameters on the media. Developments in society and technology, together with new media genres, texts and forms of communication, result in different ways of using and thinking about the media and the nature and extent of its influence.

Outcome 3

On completion of this unit the student should be able to discuss theories of media influence and analyse debates about the nature and extent of media influence.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 3.

Key knowledge

This knowledge includes

- a range of media forms and texts;
- communication theories and/or models including
 - linear models (which see meaning inherent within a text, waiting to be uncovered)
 - semiotic constructivist models (which see meaning as arising from the interaction of a text with a reader);
- theories of audience, including those that arise out of
 - linear communication theories (including hypodermic and uses and gratifications models)
 - semiotic models (such as reception studies);
- understanding and evaluation of the arguments and evidence surrounding the proposition that individual media texts and the media in general have particular (both positive and negative) effect(s) on individual(s), audience(s) and society;
- arguments and evidence surrounding the proposition that the media in general, and individual media texts, are actively used by different individuals, audiences and society for a range of different purposes;
- arguments and the evidence surrounding the regulation of media content by, for example, codes of practice, government legislation and regulation, and self-regulation in the interests of protecting audiences.

Key skills

These skills include the ability to

- compare and contrast communication theories and/or models;
- identify and describe key viewpoints about the nature and extent of media influence;
- analyse arguments and evaluate evidence about the nature and extent of media influence;
- discuss the relationship between audiences and a range of media forms and texts;
- analyse the rationale for, and effectiveness of, measures designed to control media content;
- discuss issues in assessing media influence.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement in Unit 4 will be determined by school-assessed coursework, a school-assessed task and an end-of-year examination.

Contribution to final assessment

School-assessed coursework for Unit 4 will contribute 12 per cent to the study score.

The level of achievement for Units 3 and 4 is also assessed by a school-assessed task, which will contribute 35 per cent to the study score, and an end-of-year examination which will contribute 45 per cent to the study score.

School-assessed coursework

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Where optional assessment tasks are used, teachers must ensure that they are comparable in scope and demand. Teachers should select a variety of assessment tasks for their program to reflect the key knowledge and skills being assessed and to provide for different learning styles.

Outcomes	Marks allocated*	Assessment tasks
<p>Outcome 2 Discuss the ways in which social values shape the content of media texts and analyse how social values are reflected in a text.</p>	40	<p>Any one or a combination of the following formats:</p> <ul style="list-style-type: none"> • a written report • an essay • short responses • structured questions • an annotated visual report • an oral report • another appropriate format. <p>The school should select the media texts for study.</p>
<p>Outcome 3 Discuss theories of media influence and analyse debates about the nature and extent of media influence.</p>	40	<p>Any one or a combination of the following formats:</p> <ul style="list-style-type: none"> • a written report • an essay • short responses • structured questions • an annotated visual report • an oral report • another appropriate format. <p>The school should select the media texts for study.</p>
Total marks	80	

*School-assessed coursework for Unit 4 contributes 12 per cent to the study score.

School-assessed task

Assessment for Media includes a school-assessed task. For this component teachers will provide to the Victorian Curriculum and Assessment Authority a grade representing an assessment of the student’s level of performance in achieving **Outcomes 2 and 3 in Unit 3** and **Outcome 1 in Unit 4** according to published criteria. This assessment will be subject to review by a panel appointed by the Victorian Curriculum and Assessment Authority.

Outcomes	Components of the school-assessed task
<p>Unit 3 Outcome 2 Use a range of technical equipment, applications and media processes to present ideas, achieve effects and explore aesthetic qualities in production design plan specification areas appropriate to a media form.</p>	<p style="text-align: center;">Subject to external review</p> <p>Production exercises with accompanying documentation that demonstrate a range of media skills relevant to production design plan specifications appropriate to the media form(s) identified in Unit 3 area of study 3 Media production design.</p>
<p>Outcome 3 Prepare a media production design plan incorporating the specifications appropriate for the chosen media product.</p>	<p style="text-align: center;">Subject to external review</p> <p>A media production design plan prepared for one of the media form(s) 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.</p>
<p>Unit 4 Outcome 1 Produce a media product for an identified audience from the media production design plan prepared by the student in Unit 3.</p>	<p style="text-align: center;">Subject to external review</p> <p>A media product including audio, visual and/or text components as appropriate.</p> <p>The production of the media product should be undertaken individually. However, the implementation of the production design plan may, in some audio and audiovisual productions, require the collaboration of others to realise the student's intentions as developed in the media production design plan.</p>

The media production design plan (Unit 3 Outcome 3) and the media product (Unit 4 Outcome 1) should be consistent with the duration and/or length (including audio, visual and/or text components as appropriate) as outlined below.

Media product	Product duration and/or length
<ul style="list-style-type: none"> • an audiovisual and/or video or film sequence or sequences; for example, a short narrative, documentary or experimental film, an extended advertisement or series of advertisements or a segment or segments for inclusion into a magazine or current affairs type program, a music video clip; 	<p>4–10 minutes including titles and/or credits sequences.</p>
<ul style="list-style-type: none"> • an animation in any form; for example, clay animation, digital animation, stop motion animation, drawn or cell animation; 	<p>30 seconds–5 minutes including titles and/or credits sequences.</p>

Media product	Product duration and/or length
<ul style="list-style-type: none"> a radio or audio sequence or sequences; for example, a soundscape, narrative, documentary, opinionative or experimental sequence, sequences or program; 	4–10 minutes including titles and/or credits sequences.
<ul style="list-style-type: none"> a photographic presentation, sequence or series of images; for example, a sequence of images for display in a gallery, a photographic essay, a series of images that explore a theme or idea, a photomontage, a series of images designed to illustrate a book or an advertising sequence; 	<p>A minimum of 10 original or source images and/or negatives which may be presented as finished work(s) numbering up to 15 in total. Negatives should be processed by the student.</p> <p>Digital images should be photographed and/or scanned, manipulated and printed by the student.</p>
<ul style="list-style-type: none"> a print production; for example, a magazine or newspaper, a booklet, series of posters, catalogue, magazine or newspaper insert; 	8–12 pages or layouts. Print layouts should be printed by the student.
<ul style="list-style-type: none"> a multimedia production; for example, a webpage, CD-ROM, interactive CD or DVD; 	A product that takes approximately 10 minutes to explore or navigate.
<ul style="list-style-type: none"> a product that crosses boundaries between the media forms described above; for example, a video production with an animated titles sequence, a series of photographs or images with text, a webpage including video and/or audio sequences. 	A product that is consistent with the product durations and/or lengths identified earlier in this table.

End-of-year examination

Description

Students will be required to respond to a series of questions related to Units 3 and 4. Each outcome will be weighted approximately equally on the examination paper. Short and extended responses will be required. The questions will focus on:

- Unit 3 Outcome 1: narrative organisation in fictional media texts;
- Unit 4 Outcome 2: the role of social values in shaping a media text;
- Unit 4 Outcome 3: the nature and extent of media influence.

The questions may include material such as stills, posters, script extracts, diagrams, newspaper extracts and illustrations.

In their responses to questions on narrative organisation in fictional media texts students should refer to one or more texts studied (depending on the requirement of the question). For the purposes of the examination, a fictional narrative film (including animated features) is a feature film over one hour in length, a fictional narrative in television or radio is an episode or complete story at least 24 minutes in duration. In the case of radio, a continuous narrative made of shorter instalments, providing it is of the specified length, will fit the definition. Student films, documentaries, advertisements, cartoons, video clips and news and current affairs programs are excluded.

Format

All questions are compulsory.

Students will complete the examination using a structured answer booklet.

The examination will be set by a panel appointed by the Victorian Curriculum and Assessment Authority.

Conditions

The examination will be completed under the following conditions:

- Duration: two hours.
- Date: end-of-year, on a date to be published annually by the Victorian Curriculum and Assessment Authority.
- Victorian Curriculum and Assessment Authority examination rules will apply. Details of these rules are published annually in the *VCE Administrative Handbook*.
- The examination will be marked by a panel appointed by the Victorian Curriculum and Assessment Authority.

Contribution to final assessment

The examination will contribute 45 per cent to the study score.

Advice for teachers

DEVELOPING A COURSE

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. The areas of study broadly describe the learning context and the knowledge required for the demonstration of each outcome. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements in each unit.

For Units 1 and 2, teachers must select assessment tasks from the list provided. Tasks should provide a variety and the mix of tasks should reflect the fact that different types of tasks suit different knowledge and skills and different learning styles. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For some outcomes, or aspects of an outcome, the assessment tasks are prescribed. The contribution that each outcome makes to the total score for school-assessed coursework is also stipulated.

The relationship between content, learning activities and assessment

The structure of school-based courses will vary in terms of the time allocated for teaching and learning activities and in the setting of appropriate assessment tasks. Assessment tasks for Units 1 and 2 can be designed to demonstrate achievement of more than one outcome. However, the Victorian Curriculum and Assessment Authority's requirement for authentication and for tasks which must be completed mainly in class time still need to be met. In Units 3 and 4 a balance must be achieved between the time allocated for teaching school-assessed coursework and the school-assessed task. The school-assessed task components are not assessed in the end-of-year examination.

Group activities

Work within the media industry is usually collaborative in nature; learning activities can reflect this reality. Teachers should note, however, that students are to be assessed on their individual achievement of each outcome. For Units 1 and 2, assessment tasks may be designed as group activities. If an assessment task is undertaken as a group activity then:

- the responsibilities of individual students should be stated and defined clearly in writing before the task is commenced;
- each student should keep a record of work undertaken, focusing on his or her contributions;
- teachers should ensure that they have a copy of each student's statement of responsibilities and that student records are discussed prior to a decision being made about satisfactory completion of the assessment task.

Assessment tasks may not be designed as group activities in Units 3 and 4. The production of the media product should be undertaken individually. However, the implementation of the production design plan may, in some cases, require the collaboration of others to realise the student's intentions which have been developed in the production design plan.

Areas of study

The course has been designed to take into account changes in the media, particularly the continuing development of new digital technologies. Teachers should note that whilst this is a focus of Unit 1 it is possible to achieve outcomes in all units using digital and multimedia technologies. Teachers and students are encouraged to incorporate new media and digital technologies in both the theoretical and practical areas of the course.

An essential feature of any study of the media is the centrality of audience. In recognition of this the study design includes aspects of the study of audience in each unit. Teachers should endeavour to develop students' understanding of the notion of audience over the duration of the course. For students undertaking Units 3 and 4 without first completing Units 1 and 2, attention is drawn to the inclusion of notions of audience in Unit 3 area of study 1: Narrative, and area of study 3: Media production design.

Units 1 and 2

These units are designed to balance theoretical and production-based learning activities. They develop the key knowledge and skills through research, reflection, application and synthesis. Each unit contains three areas of study and a related outcome. The outcomes draw on defined areas of key knowledge and skills. Except where otherwise specified, learning activities for all outcomes may be either theoretical or production based; assessment tasks should likewise reflect this balance. Assessment within each unit must include both production and written tasks.

Unit 1: Representation and technologies of representation. In this unit students will study a range of representations and technologies; they will make products which demonstrate their understanding of representation in two or more media forms and be able to identify, compare and evaluate the impact of new media technologies. In satisfying the outcomes of this unit students can use all media technologies.

Unit 2: Media production and the media industry. In this unit students will collaborate with others to develop skills in the performance of a range of specialist roles in media production. They will examine the issues and developments concerning the roles, stages and contexts of production whether in Australia or internationally. They will study the Australian media organisations and develop an understanding of the framework and constraints under which they operate. While various approaches to this unit are possible, it is important that courses of study not be limited to the study of Australian media organisations without reference to the wider social and industrial framework in which they operate.

Units 3 and 4

Units 3 and 4 must be taken as a sequence. Whilst each unit is discrete, students will, in Unit 3, construct the design plan of the project that they undertake in Unit 4. Together these activities form the school-assessed task for this study. Assessment for Units 3 and 4 is a combination of school-assessed coursework, a school-assessed task, which is subject to review, and an end-of-year examination. When determining the course structure and allocating classroom time to the teaching of each outcome, teachers should consider the key knowledge and skills required, together with the relative weighting given to each outcome within the school-assessed task, school-assessed coursework and the end-of-year examination.

Unit 3: Narrative and media production design. In this unit students develop their knowledge of fictional narrative. Two or more fictional films, television programs or radio narratives are studied. Teachers may choose to apply a thematic or genre-based approach or they may choose texts according to other criteria.

The area of study entitled ‘media production design’ acknowledges the importance the media industry places on the planning process and, as an extension of existing practice, enables the teaching of conceptual and production skills. In area of study 2: Media production skills, students will develop skills in the use of technical equipment, applications and media processes to present ideas, achieve effects and explore the aesthetic and structural qualities of media product(s). This provides a sound platform from which students will move to area of study 3: Media production design, in which students prepare the production design plan for a product to be completed as part of Unit 4. Unit 3, Outcomes 2 and 3 and Unit 4, Outcome 1 form the school-assessed task which is subject to review.

It is expected that in satisfying Outcome 3 students will design the production that they will complete during Unit 4. Demonstrating the achievement of this outcome is a complex and detailed task. The plan should be able to be understood by someone not associated with its preparation and implementation and is intended to be used as a working document during the completion of the media product.

Unit 4: Media process, social values and media influence. In demonstrating achievement of Outcome 1, students will individually produce a media product for a specified audience using the media production design plan completed during Unit 3. The intended audience should be clearly identified within both the design and the completed product. The type and breadth of appropriate media products is specified within the study design. Photographs, images, sound and text produced by others may, if a necessary component of the production, be incorporated into the product. This material should be acknowledged by the student and form a very minor part of the finished product.

Representations of social values are inherent in all media texts, and the related area of study examines how these social values shape and are in turn shaped by media texts.

Area of study 3: Media influence, deals with the ways in which it is claimed the media influence both individual and/or community behaviour. Students study major communication theories, the relationship between the media and audiences, and issues related to the role and responsibilities of the media within society. Specific instances of media influence will serve as examples and evidence in the examination of a broader notion of media influence.

The relationship between practical and analytical work

A critical awareness of the media requires some knowledge of and involvement in the media production process. Through production and simulation activities students can develop an understanding of the media's codes and conventions, enhancing their ability to reflect upon and analyse the complex relationship between the media and society. A feature of this study design is the interplay between practical and analytical work. Students will engage in production and simulation activities of varying complexity and length, they will reflect upon their own work and that of media professionals, and develop skills in research and analysis. The theory students undertake can and should inform their practice (and vice versa) and students should be encouraged to integrate their theory and practice over the course of the study.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses and developing learning activities, Media teachers should make use of applications of information and communications technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web where appropriate and applicable to teaching and learning activities.

The relationship between information and communications technology and the media has always been strong. With the advent of digital technology and the ready availability of specialist equipment this relationship has been enhanced. Students undertaking this study are well placed to harness the creative possibilities of information and communications technologies and new digital technologies and to assess the impact of these technologies on the media and media products, in their own lives, in professional practises and on society in general.

The study provides an opportunity to develop an understanding of the impact of information and communications technologies and the ability to use such technologies in the construction of media products. When developing courses teachers should consider the possibilities inherent in the relationship between information and communications technology and media as applied to each outcome. Whilst the evaluation of new media technologies is a feature of Unit 1, students can use and evaluate new technologies in all units.

Information and communications technology in this study can mean many things. Students will use word processing skills to write scripts and analyses and produce simple desktop publications. They will also use and evaluate a range of technical equipment appropriate to the focus of the course they are studying. For some, this course will be based almost entirely on digital technologies; for others, there will be a mix of traditional and new technologies.

The Internet is a valuable tool and applications for its use can be found in the learning activities of each unit. Within the study students can use, evaluate and produce websites or multimedia content and develop multimedia skills. The incorporation of information and communications technologies and new digital technologies into Media is both necessary, challenging and an ongoing feature of the study.


KEY COMPETENCIES AND EMPLOYABILITY SKILLS

Students undertaking the following types of assessment, in addition to demonstrating their understanding and mastery of the content of the study, typically demonstrate the following key competencies and employability skills.

Task type	Key competencies and employability skills
Media productions (including media design planning, representations and products)	Planning and organisation, organising and managing resources, (written) communication, problem-solving, initiative and enterprise, using technology, self-management
Extended/Short responses	Planning and organisation, organising and managing resources, (written) communication, problem-solving, self-management
Written report	Planning and organisation, organising and managing resources, (written) communication, problem-solving, initiative and enterprise, self-management
Structured questions	Planning and organisation, (written) communication, problem-solving, self-management
Annotated visual report	Planning and organisation, organising and managing resources, (written) communication, problem-solving, initiative and enterprise, using technology, self-management
Oral report	Planning and organisation, organising and managing resources, (oral) communication, self-management

In completing work for this study, students may also demonstrate other key competencies and employability skills, such as working with others and in teams, and using mathematical ideas and techniques.

LEARNING ACTIVITIES

Examples of learning activities for each unit are provided in the following sections. Examples highlighted by a shaded box are explained in detail in accompanying boxes. The examples that make use of information technology are identified by this icon .

Unit 1: Representation and technologies of representation


AREA OF STUDY 1: Representation

Outcome 1


Describe the construction of specific media representations and explain how the process of representation reproduces the world differently from direct experience of it.

Examples of learning activities

collect, annotate and present examples of visual, audio, technical and written codes and conventions used in representations

 use the Internet and other sources to research how different countries, societies and cultures represent different emotions, feelings etc.; for example, the meaning attached to colour in images

collect and analyse examples of representations of, for example, gender, age, ethnicity and socio-economic status; this may, for example, involve students watching a variety of television advertisements and reporting on the frequency of representations related to different categorisations

 use the Internet to investigate how the news services of various countries (or companies) represent an issue; European, Asian, American news sources, for example, may be used in researching the issue

investigate how an event in Australia is represented by different media organisations including tabloid and broadsheet, and international news services

research how and why the media production processes associated with a specific media form or programming alters the representation of, for example, the representation of events, characters, ideas in print compared to television, or a current affairs television report in contrast to a television news report of the same item

construct a montage of representations of a topic in visual, audio, electronic or print form and discuss reasons for the similarities and differences in these representations; for example, prepare a pictorial montage showing representations of gender or ethnicity in Australian magazines over time

research and analyse relationships between representations in the media and the development of stereotypes

Detailed example**REPRESENTATION AND STEREOTYPES ACROSS MEDIA**

Students are introduced to the concept of stereotyping and how media representations may use stereotypes. The class selects which stereotype will be the object of the investigation, options may be based on age, race, gender, and appearance-related factors. Students may work individually or in small groups. Each person or group is given the task of covering one of a variety of mediums such as television shows, television advertising, newspaper articles, print and radio advertising. Where possible students research representations:

- from different times in media history
- produced by different institutions and/or organisations
- produced in different forms of media narrations, for example, documentaries, genres, types of publications.


Students prepare a written report and class presentation on their findings. The report should contain both written and visual material and should discuss how the representations are similar, why they could be considered stereotypical and how they may have changed.

AREA OF STUDY 2: Technologies of representation**Outcome 2**


Produce and compare media representations in two or more media forms and compare the representations produced by the application of different media technologies.


Examples of learning activities

plan and construct representations of the same idea, concept or group in at least two different media forms and compare the representations produced

 produce a collection of representations in order to illustrate the codes and conventions of the representation in video, audio, print or multimedia form

produce examples of conventional and oppositional representations in appropriate media forms; for example, students create a print news report, which perpetuates a stereotype and then create a television news report, which challenges the stereotype; students can present these to the class along with an evaluation of their intention

 use multimedia authoring tools to produce a class project that compares media representations from different sources (such as a website and a street magazine) on a topic

 use image manipulation software to manipulate the representation of people and/or events in scanned images to achieve a particular effect; discuss how the use of such media technologies may affect the consumption of media representations; refer to other examples published and/or distributed in media forms

change captions, headlines and/or description accompanying an advertisement, newspaper story or photograph and discuss how the meaning of the advertisement, newspaper story or photograph may have been modified

individuals and/or groups edit and/or crop the **same** visual, written and/or photographic material to tell a different story, evoke a different mood, to emphasise a different idea or imagine a different possibility; the different interpretations are then compared and discussed


Detailed example**PRODUCTION AND ANALYSIS OF REPRESENTATION USING DIFFERENT TECHNOLOGIES**


The class agrees on a topic and work in small groups to produce a representation. In their small groups they discuss what they wish to portray in their representation and how they wish to do this. Each group produces their representation using a different media technology. The representations are shown to other class members. The representations are discussed in terms of:


- student intentions
- how ideas about the topic are communicated in the representations
- how qualities and applications of the media technologies used have affected the construction of the representations
- the advantages and disadvantages of the different technologies in communicating representations about the topic
- speculations on how audiences may respond to the topic given the representations produced in specific media forms
- whether the production of a different representation would have been better suited to the media form in which the original presentation was produced.

AREA OF STUDY 3: New media**Outcome 3****Examples of learning activities**

Discuss the creative and cultural implications of new media technologies for the production and consumption of media products.


 produce an image of the same subject using an old and a new form of technology, for example, a chemical photographic image and a digital one or an audio tape and a digital audio recording; analyse the techniques of construction and compare the characteristics of the products including aesthetic qualities, clarity of image, cost and ease of use

 investigate the impact of digital imaging on the photographic profession and industry, for example, its impact on news photographers and newspapers or how the photographic print industry is adapting to the changing technology

 research how new technologies have altered the production of professional media products, for example, the impact of the Internet and satellite technology on news gathering; one approach could be an examination of how news correspondents submitted their work in different eras

research the history of games over the past century from board games, video games and computer games to game consoles, including handheld games and mobile phones

interview media professionals about the impact of changing technology on their work, for example, the changing conditions in the production of animations

 use the Internet to research opinion and commentary on the impact of new technologies

research and report on the nature and legality of downloading from the Internet and online file-sharing and the technology that makes this possible

research and discuss changes in human interaction made possible by new applications of digital media, for example, display screens in motor vehicles

research and report on the introduction and impact of media technologies in a specific environment, for example, individual use, family use, use in local communities, nationally, and in global media forms

Detailed example

THE IMPACT OF NEW MEDIA TECHNOLOGIES

1. Students work individually or in small groups to research the impact of new media technologies on individuals and consider the impact of such technologies from a local community and national perspective. Usage, habits and trends could be the basis of the research.

Students conduct an historical study of the impact of entertainment technology in their local community using a variety of methods including surveys, interviews and reports. The findings can be presented to the class or the local community.

2. Students select an area of investigation in the traditional media technologies such as print, film, radio, photography and television and report on how its products were traditionally created and distributed or exhibited; then examine the impact of new digital technologies on the traditional media form; for example, the impact of webcasting on traditional radio stations and the implications for audience reach and demographics.

Research could focus on media forms such as radio, television, computers, the Internet, mobile telephone, the impact of their introduction and any evident trends.

Unit 2: Media production and the media industry

AREA OF STUDY 1: Media production

Outcome 1

Explain the media production process and demonstrate specialist production skills within collaborative media productions.

Examples of learning activities

form a 'news' team to cover events in one of the media forms; discuss conventions and structures that could be used in the media products to engage other members of the school upon the circulation of the finished product; present the finished products in the school community and report on the specialist roles undertaken at different stages of the production

research skills and training related to roles listed in the credit sequence of a film, television and/or audio production and present a report about the findings


research the titles and roles involved in the production of different print publications, for example, a daily newspaper, a monthly magazine, local interest publication

categorise the roles listed in the credit sequence of a film, television and/or audio production into the different stages of a media production; identify production roles that would feature in different stages of the production process

write a treatment, script or storyboard for a video production in a specific genre and produce sequence(s) from the planning document and describe their working relationship with other production personnel in another stage of the production process

plan an advertising campaign for a product and produce advertisements for it in print, a poster/billboard and the script or storyboard for a television advertisement

script and create the title sequence or movie trailer for a video identifying specific production roles and/or skills that would be used in the production of a film

 use the Internet to find out about Web and multimedia authoring and create a simple interactive multimedia product on how multimedia products are constructed or on how to use a multimedia authoring program

identify an audience and its interests for a new magazine and, in groups, prepare articles, images and the layout for the magazine; students take on such specialist roles as publisher, editor, photographer, journalist and layout artist in producing the magazine

discuss how problems and conflicts were resolved, decisions negotiated and finalised in the collaborative production of a media product

Detailed example

MAKING A GENRE PRODUCT

Students research a specific genre and then create a treatment, script or storyboard for sequence(s). The class is divided into groups and each member of the group 'pitches' their screenplay to the group. One screenplay is chosen and its creator becomes the director while the other members of the group share specialist roles. The treatment, script or storyboard is then produced.

At the conclusion of the exercise the productions are screened to the class with the scriptwriter and director of each video commenting on the intention and realisation of the product. Each member of the group submits:

- an evaluation of the product with reference to the genre conventions used
- a description of their role in the production with reference to production techniques and practices
- a description of their working relationship with other production personnel
- a commentary on the relationship between the different stages of production.

AREA OF STUDY 2: Media industry production

Outcome 2

Discuss media industry issues and/or developments relating to the production stages of a media production and specialist roles within the media industry.

Examples of learning activities

identify individuals who have particular roles in the media (for example, actors, presenters, directors, celebrities, stars, reporters, announcers, designers) and discuss their careers or experiences in terms of issues and/or developments related to their roles in the production process

prepare a chart that organises the stages of production under headings such as preparation/pre-production, production, circulation, marketing, consumption; under each heading identify issues and/or developments that have occurred in different media forms

discuss copyright issues relating to the digital production, distribution and circulation of media products

research employment and training opportunities within the Australian media industry with reference to specific roles; consider the impact of overseas production personnel working in Australia on the employment opportunities for Australian-based media personnel

research the relationship between information placed on websites which are linked to specific television and radio programs and print publications; discuss why this development has taken place and how this development has modified the stages of media production; compare how different media forms use websites

discuss the impact of issues such as censorship (for example, legislative, industry regulation and self-censorship) and journalistic ethics on those working within the media

 research the introduction of new technologies on specialist roles within the industry; for example, in the computer game industry

AREA OF STUDY 3: Australian media organisations

Outcome 3

Describe characteristics of Australian media organisations and discuss the social and industrial framework within which such organisations operate.


Examples of learning activities

research differences between a commercial and a non-commercial radio station; while the detailed example focuses on a radio station, class members could research a wide range of media forms

discuss news programs broadcast on a commercial, a government and a community station, identifying the characteristics of each news service and the similarities and differences between the broadcasts, in order to draw conclusions about the nature and range of media texts produced by Australian media organisations

investigate an issue, such as sexism or racism in advertising, and present a report on the legal and institutional frameworks in which media productions are made and the mechanisms that exist for complaint and review of media programming and production

prepare a timeline including significant people and events in the history of an Australian media organisation; for example, the publishers of a daily newspaper, a government radio station, a new FM radio station, a film finance corporation, a games developer

 use the Internet to conduct research into the current ownership and control of an Australian media organisation and how the ownership and/or control of that organisation has changed over time

research the history of a media form in Australia, identifying significant media organisations that were involved in the evolution of that medium and social, industrial or economic factors that affected the conduct and operation of each organisation

investigate the media organisations that aim to promote, preserve and exhibit media products in Australia

investigate the effects of government policies and initiatives on the Australian media industry, with reference to particular media forms and organisations that operate in those media forms

debate whether or not particular media forms in the Australian media industry should be more or less regulated, paying particular attention to the notion of self-regulation

select a media form and identify different media organisations in that medium; list the different products of those organisations and research the audiences reached by the products of that organisation; discuss ways in which the audience demographics are similar and different and how this may be relevant to the products produced by the media organisations

identify the text(s) produced and/or distributed by a media organisation and discuss why that media organisation produces and/or distributes those text(s); in the discussion focus on such matters as sources of income, audience expectations, availability of similar overseas media products, the nature and range of media products traditionally produced and/or distributed by that organisation

Detailed example**CHARACTERISTICS OF A COMMERCIAL AND A NON-COMMERCIAL RADIO STATION**

Students listen to segments of programs from one commercial and one non-commercial radio station. They identify differences between the programs, focussing on points such as type of voice, style of music, amount and nature of advertising and/or community announcements. Students research and compare the radio stations in terms of:

- funding
- organisation – who makes decisions about the running of the station and which organisation is responsible for the station
- audience demographics
- promotion of the radio station
- ownership and accountability
- station history

- significance of information and communications technology in the radio station.

Students analyse the radio program guide of each station with reference to:

- types of programs scheduled
- time devoted to broadcasting certain types of programs.

Students discuss reasons for the patterns in the programming they have identified.

Students visit the radio stations and collect promotional material and background material on the radio stations. This information is analysed and discussed in terms of the distinctive characteristics of each radio station.

Students write a report in which they compare the nature and operation of the two radio stations.

Unit 3: Narrative and media production design**AREA OF STUDY 1: Narrative****Outcome 1**


Analyse the nature and function of production and story elements in fictional media texts and discuss how combinations of these elements structure the narrative to engage an audience.


Examples of learning activities

select two production and two story elements and write a definition and/or explanation of each element; identify an example of each of the elements from each of the media texts studied

collate a class resource file that includes the different aspects of narrative organisation and development

prepare a graph which illustrates the levels of audience involvement in a text; add the production and story elements to the graph and discuss how audience involvement may be related to these elements

 view key scenes in each text several times, with and without the sound, and with and without the screen covered; note how the visual and sound elements alone, and in combination, contribute to the narrative

 use the Internet to locate and download stills from a narrative text being studied; discuss the different elements that make up mise en scene of the stills

discuss how different types of programs or film genres engage an audience in their opening sequences

examine promotional material such as trailers (often available on DVDs) for the texts being studied to determine audience expectation in terms of narrative possibilities; compare these expectations to audience response after viewing the texts

prepare a glossary of narrative terms with examples from the texts studied

examine character development in film and television narrative texts

Detailed example

ESTABLISHMENT AND DEVELOPMENT OF CHARACTERS IN NARRATIVE TEXTS

Create a detailed character study of the main characters in the two media texts studied. Examine how characters are created in the narratives. Use a chart or diagram to prepare a profile of each character with reference to, for example:

- what they do, what they say, what others say about them, their dress and appearance
- their motivations and how this relates to cause and effect within the narrative
- the points of view presented by characters
- the relationship of the main characters with other characters
- the type and characterisation of the main characters.

Draw up another a chart illustrating how the characters are constructed through production elements, for example:

- lighting
- position within the mise en scene
- placement within the frame
- types and angles of shots used to frame them.

Comment on:

- how the character in the media texts may relate to other films, genres or types of programs
- associations brought to the character by the performer.

Compare the establishment **and** development of the characters in the two media texts.

AREA OF STUDY 2: Media production skills**Outcome 2**

Use a range of technical equipment, applications and media processes to present ideas, achieve effects and explore aesthetic qualities in production design plan specification areas appropriate to a media form.

Examples of learning activities

research how a multimedia production design plan is constructed; produce a plan and demonstrate skills in multimedia authoring such as creating the home page or other representative page of a website

examine the conventions of, for example, scriptwriting, interviewing, page layout or planning a photographic shoot with reference to the design plan specifications; create a script, layout etc., and then produce a sample of the work from it

storyboard a video sequence that focuses on camera angles, shot types, lighting, continuity and juxtapositions to create a particular mood

record interviews for a radio program following appropriate production techniques in relation to interviewing, using the microphone and recording replay

record natural sounds for a sound effects tape ensuring clarity of recording given the acoustics of the location

script and record an introduction, linking comments and a conclusion for a segment of a radio production

design the layout for a newspaper page with reference to, for example, headlines and their positions, style of lettering, space available for words and images, character count, size of type, borders, page numbers and information

explore a range of photographic techniques and processes; trial and experiment with a range of visual alternatives

use different video production techniques and/or still photographs to make a sequence that aims to produce a reaction such as surprise, suspense or laughter

use music and sound effects to support or parody a sequence of images and/or storyline

AREA OF STUDY 3: Media production design

Outcome 3**Examples of learning activities**

Prepare a media production design plan incorporating the specifications appropriate for the chosen media product.

compare alternative models of production design plans to determine which is most appropriate for the intended production



prepare a production design plan incorporating a written planning document with accompanying visual representations

simulate a production meeting with the class or in smaller groups in which each student 'pitches' his or her treatment or initial ideas to the class/group for feedback

Unit 4: Media process, social values and media influence
AREA OF STUDY 1: Media process

Outcome 1**Example of a learning activity**

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

the media product completed in Unit 4 should be consistent with

- the media production design plan completed in Unit 3
- the durations and lengths specified on pages 35–36 of the study design.

annotate changes in the media production design plan following appropriate conventions

AREA OF STUDY 2: Social values

Outcome 2

Discuss the ways in which social values shape the content of media texts and analyse how social values are reflected in a text.

Examples of learning activities

prepare a table that contrasts the production context of media texts with reference to matters such as year and country of production, production sources, distribution and/or exhibition processes and production personnel involved

compare two magazines or news programs produced in different historical and/or cultural periods; discuss the similarities and differences in the representations; propose reasons for the differences

compare magazine covers or newspaper front pages from different eras; describe representations in each, for example, images and their content, headlines and their focus, descriptions of politicians and sports people and how differences in the representations may reflect the social values of the time

discuss the relationship between social values and the construction of representations in situation comedies

listen to segments of two radio programs that have been broadcast at the same time and discuss how the topics covered, music, language, speaking style, opinions stated and announcements broadcast support and/or challenge social values

Detailed example

SOCIAL VALUES IN SITUATION COMEDY

Compare sequences of situation comedies from each decade since the 1950s.

1. Analyse each sequence for recurrent stereotypes, themes, action, settings, props, lyrics. Devise a grid or timeline for the sequence which illustrates both continuity and changes in social values over the decades. Consider the extent to which the analysis is supported by historical material from the relevant period.

2. Focus on the representation of the same types of characters or relationships in the situation comedies, for example, the representation of young people, parents, and relationships between them. Discuss whether similar expectations are evident in the programs and how any differences in the representations and/or expectations may reflect values of the time in which the programs were made.

AREA OF STUDY 3: Media influence

Outcome 3

Discuss theories of media influence and analyse debates about the nature and extent of media influence.

Examples of learning activities

prepare an annotated file containing resource material from a range of sources on the topic of media influence

list three main communication theories and/or models and provide examples to illustrate each of them; discuss the similarities and differences between the theories/models

present a timeline of the main communication theories showing the relationship of a theory to a predecessor



collect examples of reporting about media influence from newspapers, magazines and the Internet, television and radio news/current affairs and critically respond to this material in a report

investigate different examples of government regulations of media content in different media forms and discuss why these regulations have been made

discuss the effectiveness of different measures designed to control media content

Detailed example

PREPARATION OF AN ANNOTATED FILE

Collect material on media influence from a wide range of sources including electronic media, communication texts, the Internet and the press. The material should express a range of information and opinion covering such areas as:

- communication models and/or theories
- strengths and weaknesses of different types of research
- research into media influence

- key points of view in the area
- examples of media influence
- community and government responses.

Students critically respond to each item with notes and comments, conducting further research as appropriate. The material is used as a basis for discussion of the notions of media influence.

SCHOOL-ASSESSED COURSEWORK

In Units 3 and 4 teachers must select appropriate tasks from the assessment table provided for each unit. Advice on the assessment tasks and performance descriptors to assist teachers in designing and marking assessment tasks will be published by the Victorian Curriculum and Assessment Authority in an assessment handbook. The following is an example of a teacher's assessment program using a selection of the tasks from the Units 3 and 4 assessment tables.

Outcomes	Marks allocated	Assessment tasks
Unit 3		
Outcome 1 Analyse the nature and function of production and story elements in fictional media texts and discuss how combinations of these elements structure the narrative to engage an audience.	40	A written comparison of the nature and function of production and story elements in two professionally produced fictional media texts.
Total marks for Unit 3	40	
Unit 4		
Outcome 2 Discuss the ways in which social values shape the content of media texts and analyse how social values are reflected in a text.	40	A written analysis of the impact of social values on the construction of a selected media text.
Outcome 3 Discuss theories of media influence and analyse debates about the nature and extent of media influence.	40	A test on three communication theories and/or models and an understanding of the rationale for, and effectiveness of, measures designed to control media content.
Total marks for Unit 4	80	

SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

TEACHING ABOUT THE MEDIA

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Advertising, the Inside Story, 1997, Video, AVEA Productions, Melbourne.

Australian Feature Films, 2003 Interactive CD-ROM, Informit RMIT and Australian Catalogue of New Films and Videos, Melbourne.

Better Bones, Better Health, Better Living, 1993, Educational Resource Kit (Media Section), Victorian Home Economics & Textile Teachers Association, Mt.Waverley.

Breaking the Mould, Beyond Media Images: Promoting Critical Analysis of the Portrayal of Women in the Media, 1996, Education kit, M. Groves, Media Switch, Qld.

Celluloid Heroes: The History of Australian Cinema 1895-1996, 1996, CD-ROM, Webster Publishing, Frenchs Forest.

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Donaldson, S, Thornicroft, T & Reid M 2001, *An Introduction to Film Language*, CD-ROM, British Film Institute, London.

Film, Form and Culture, 2001, CD-ROM, R. Kolker, McGraw-Hill, New York.

Frontline Education Kits 1 & 2, 1995, Video, VC Media, Melbourne.

Media Portraits of Indigenous Australians, 1998, Video, Video Education Australasia, Bendigo.

Merchants of Cool, 2001, Video, Dretzin & Goodman, Frontline Films, USA.

New Screen Media: Cinema/Art/Narrative, 2002, resource kit, M. Rieser & A. Zap, British Film Institute, London.

Reading Australian Film, 1998, Video, Lane, P, Deakin University, Melbourne.

Reading Between the Lines, 1991, 3 Videos: *The Inside Story; of a Daily Newspaper; Analysing the Stories Inside a Newspaper; and Live at Six O'Clock*, Video Education Australasia, Bendigo.

Real Wild Child, 1998, CD-ROM, Department of Communications and the Arts and Mushroom Pictures, Canberra.

The Biggest Commercial in the World, Video, Video Education Australasia, Bendigo.

The Media: Nothing But the Truth? Reporting the News: The Journalistic Process 1996, Video, VC Media, Melbourne.

The Pitch, 1998, Video, Torchlight Pictures, Sydney.

The Simpsons Cartoon Studio, 1996, CD-ROM, 20th Century Fox, PC & MAC.

Transport Accident Commission, VCE Media Resource Kit, 2000, Cockfield, S, TAC, Melbourne.

Violence on the Screen, 1998, Vols. 1 & 2, Videos, Video Education Australasia, Bendigo.

White Fellas Dreamin', A Century of Australian Cinema, 1996, Video, Australian Film Commission and the British Film Institute, London.

William Shakespeare's Romeo and Juliet: An Interactive Trip to Verona Beach, 1996, CD-ROM, Fox Interactive, PC & MAC.

Women and Advertising Resource Package, 1993, Office of the Status of Women, Department of the Prime Minister and Cabinet, Canberra.

JOURNALS AND PERIODICALS

Australian Photography
Yaffa Publishing
Surry Hills NSW 2010

Australian Screen Education
Australian Teachers of Media and Australian Centre for the Moving Image
PO Box 2211
St Kilda West Vic 3182
www.atomvic.org

Design Graphics
Design Graphics Pty. Ltd.
Sherbrooke Vic 3789
www.designgraphics.com.au

Digital Photography + Design
Yaffa Publishing
Surry Hills NSW 2010

Filmink Online Magazine
PO Box 2043
Clovelly NSW 2031
www.filmink.com.au

if – inside film, magazine
Level 2, FHG Building, Fox Studios
Driver Ave, Moore Parke
NSW 1363
www.if.com.au

Media International Australia incorporating Culture and Policy
Faculty of Arts
Griffith University
Nathan Qld 4111
www.gu.edu.au/publication/mia/

METRO
Australian Teachers of Media
PO Box 2211
St Kilda West Vic 3182
www.metromagazine.com.au/metro/

Screen
Oxford University Press
Great Clarendon Street
Oxford, UK
www.oup.co.uk/screen

WEBSITES

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to the courses they teach, and to check these addresses prior to allowing student access.

It is not possible to organise this list in any more than general terms. Generally the title given is the title of the page; where this is not possible a description of the content is given.

American Film Institute
www.afi.com

American Museum of the Moving Image
www.ammi.org

The Cinema Connection
www.socialchange.net.au/TCC/

Continuum: The Australian Journal of Media & Culture
www.ecu.edu.au/pa/continuum/con_tab.htm

Cultsock – Communication, culture, media studies infobase
www.cultsock.ndirect.co.uk/muhome/cshtml/

Culture and Communication Reading Room
www.mcc.murdoch.edu.au/readingroom/index1.html

Centre for Media Literacy, Media and Values
www.medialit.org

Daniel Chandler's, University of Wales, Media & Communications site
www.aber.ac.uk/media

Encore
www.encoremagazine.com.au

Film and media studies information site
www.nicklacey.org.uk

If : Independent film journal
www.if.com.au

Journal of Film and Popular Culture
www.imagesjournal.com/index.html

M/C – A journal of media and culture
www.media-culture.org.au/cover.html

Media Awareness Network
www.media-awareness.ca/org

Media and communications studies site
www.aber.ac.uk/%7Edge/tv.html

Media ownership
www.Australianpolitics.com/issues/media-ownership/1999ownership.shtml

Media Watch transcripts
www.abc.net.au/search

Moviola
www.moviola.com.au

Online film journal
www.sensesofcinema.com/

Oxford Cambridge guide to resources for media education
<http://ital-dev.uct.ac.za/listsupport/ocr-mediastudies-a/>

Research site for media students
www.mediaknowall.com

RML Movie Page
www.netSPACE.net.au/~haze/

Schoolsnet links for media and cultural studies
www.schoolsnet.com

Screening the Past, an international electronic journal of visual media and history
www.latrobe.edu.au/www/screeningthepast/

Simpsons Archive
www.snpp.com/index.html

Sitcom: What it is, how it works
www.wsu.edu:8080/~taflinge/sitcom.html

TAC VCE media resource site
www.tac.vic.gov.au/

Television production
www.internetcampus.com/tpv_ind.htm

Tiem design tutorials
www.tiemdesign.com/HOWTO/

TV Land
www.tvland.com/shows

ORGANISATIONS

Australian Broadcasting Authority
 Level 15
 201 Sussex Street
 Sydney NSW 2000
www.aba.gov.au

Australian Centre for Contemporary Art
 111 Sturt Street
 Southbank Vic 3205
www.accaonline.org.au/

Australian Centre for the Moving Image
 Federation Square
 Melbourne Vic 3000
www.acmi.net.au/index.htm

ACMI Lending Collection
www.acmi.net.au/lending.htm

Australian Children's Television Foundation
 3rd Floor
 145 Smith Street
 Fitzroy Vic 3065
www.actf.com.au

Australian Communications Authority
 Level 13
 200 Queen Street
 Melbourne Vic 3000
www.sma.gov.au/index.htm

Australian Film Commission
 2/120 Clarendon Street
 South Melbourne Vic 3205
www.afc.gov.au/

Australian Film Institute
 49 Eastern Road
 South Melbourne Vic 3205
www.afi.org.au

Australian Film Institute Research Collection
 RMIT City Campus
 Swanston Street
 Melbourne Vic 3000
www.afiresearch.rmit.edu.au

Australian Film, Television and Radio School
 274 City Rd
 South Melbourne Vic 3205
www.aftrs.edu.au

Australian Teachers of Media
 PO Box 2211
 St. Kilda West Vic 3182
www.atomvic.org

Centre for Contemporary Photography
 205 Johnston Street
 Fitzroy Vic 3065
www.ccp.org.au

Department of Communications, Information Technology and the Arts
www.dcita.gov.au/

Film Victoria
 3 Treasury Place
 East Melbourne Vic 3002
www.film.vic.gov.au

Media, Entertainment and Arts Alliance
 221 Queen Street
 Melbourne Vic 3000
www.alliance.org.au

Melbourne Film Office
 3 Treasury Place
 East Melbourne Vic 3002
www.film.vic.gov.au

Office of Film & Literature Classification
www.oflc.gov.au/index.html

Performing Arts Museum
 100 St. Kilda Road
 Melbourne Vic 3004
www.arts.vic.gov.au/arts/general/archive/postcards/PAM.htm

Screen Sound Australia
 170 Clarendon Street
 South Melbourne Vic 3205
www.screensound.gov.au

Tertiary library collections.
 Teachers can often arrange to browse the catalogues of tertiary institution libraries by logging on to that institution's home page.