VCE Media: Administrative information for School-based Assessment in 2023

Units 3 and 4

School-assessed Task

The School-assessed Task (SAT) contributes 40 per cent to the study score and is commenced in Unit 3 and completed in Unit 4.

Teachers will provide to the Victorian Curriculum and Assessment Authority (VCAA) a score against each criterion that represents an assessment of the student’s level of performance in achieving Unit 3 Outcomes 2 and 3, and Unit 4 Outcome 1. The recorded scores must be based on the teacher’s assessment of the student’s performance according to the criteria on pages10-19. This assessment is subject to the VCAA statistical moderation process.

The 2023 Media assessment sheet on page 32 is to be used by teachers to record scores. The completed assessment sheet must be made available on request by the VCAA.

The mandated assessment criteria are published annually on the Media study page of the VCAA website and notification of their publication is given in the February *VCAA Bulletin*.

Details of authentication requirements and administrative arrangements for School-assessed Tasks are published annually in the [*VCE and VCAL Administrative Handbook 2023*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx).

The Authentication record form on pages 22 – 30 is to be used to record information for each student and must be made available on request by the VCAA.

The SAT has three components. They relate to:

* Unit 3 Outcomes 2 and 3
* Unit 4 Outcome 1.

Teachers should be aware of the dates for submission of scores into VASS in July and November. These dates are published in the [2023 Important Administrative Dates and Assessment Schedule](vcaa.vic.edu.au/pages/schooladmin/admindates/index.aspx) published annually on the VCAA website:

Unit 3

Media production development

Outcome 2

On completion of this unit the student should be able to research aspects of a media form and experiment with media technologies and media production processes to inform and document the design of a media production.

Nature of task

A research portfolio and accompanying documentation examining aspects of the selected media form.

A minimum of two production experiments with accompanying documentation that demonstrate the understanding of media technologies and production processes.

Scope of task

A research portfolio that will include:

* Investigation into narrative, genre, style, and the characteristics of
the works of practitioners to inform the students’ production
* Investigation into technical, symbolic and written codes to inform the students’ production
* Investigation into the visual and written conventions to inform the students’ production such as story and genre conventions and the conventions of the media form
* Exploration of audience characteristics including the consumption of, engagement with and readings
of works in the selected media form and analysis of how these references will assist the student in developing their own individual style
* Exploration and use of technologies, equipment, materials and processes in forms relevant to the student’s proposed media product that develops skills and investigates techniques, aesthetic (visual and auditory relevant to the media form) and structural qualitiesResearch can include equipment, tutorials and skills
* Evaluation of the use of equipment, media technologies, materials and processes that inform the students’ proposed production

The exploration and research should include visual and written documentation and annotations.

Production Experiments

Each production experiment should demonstrate practical skills and include documentation that contributes to the assessment of Unit 3, Outcome 1. The documentation should use appropriate media language and terminology including:

* Intention
* Research or sourced tutorials
* Documentation of processes
* Evaluation

Unit 3

Media production design

Outcome 3

On completion of this unit the student should be able to develop and document a media production design
in a selected media form for a specified audience.

Nature of task

A media production design plan based on the selected media form identified in Unit 3, Outcome 2.

Scope of task

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

* written planning documentation detailing audience, engagement, narrative, style and intention
* written and visual representations of the proposed production, including references to codes and conventions
* documentation of production and post-production roles, tasks and timelines.

The table on pages 4 - 6 includes the requirements for a production design plan in the relevant media form.

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

The written planning document, visual and written representations, production and post-production documentation should clearly establish the audience, narrative, engagement, style and intention of, and use of codes and convetnions in the media production to be undertaken in Unit 4 and make reference to the appropriate specifications relevant to the student selected media form.

The completion of the media product in Unit 4 involves systematically working through the production design. The written planning document, written and visual representations, production and post-production documentation in combination should clearly establish the idea and concept of the media production to be undertaken. The planning document includes the research and evaluation of possibilities for a media production.

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

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

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

Scoring of criteria for the School-assessed Task

Before scoring the task for Unit 3 and Unit 4, the school should determine if the student has met the requirements of the task to receive an S or an N. The task is then scored by the school. If a student does not submit any of the SAT, a score of N/A should be entered for the School-assessed Task. A score of ‘zero’ is deemed a score for each criterion. A zero is only awarded if the work has not met the minimum requirements of the criterion.

Production Design Plan requirements

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| --- | --- |
| Media Form: Film | Media Form: Animation |
| Intention statementNarrative statementAudience statementStyle and genreOpportunities and constraintsDocumentation – Copyright clearances, talent release forms, location release forms, call sheetsTechniques of engagementMedia codes and conventions (film)TreatmentDistribution – where it will be screenedScriptStoryboardShot listLightingColour gradingMusic and sound effectsTitles and creditsCharacter descriptions and actorsProduction schedule and timelineCostume and makeupPropsSet designLocationCrew list – production roles and tasksEquipment/Software choices and justificationsSpecialist technique requirements | Intention statementNarrative statementAudience statementStyle and genreOpportunities and constraintsDocumentation – Copyright clearances, talent release forms, location release forms, call sheetsTechniques of engagementMedia codes and conventions (animation)TreatmentDistribution – where it will be screenedScriptStoryboard/animaticShot listShading/ColouringMusic and Sound effectsTitles and creditsCharacter descriptions and sketchesCasting choices (vocals)Location (if required)Set designLightingProduction schedule and timelineCrew list – production roles and tasksEquipment/Software choices and justificationsSpecialist technique requirements |

Production Design Plan requirements

|  |  |
| --- | --- |
| Media Form: Photography | Media Form: Print |
| Intention statementNarrative statementAudience statementStyle and genreOpportunities and constraintsDocumentation – Copyright clearances, talent release forms, location release forms, call sheetsTechniques of engagementMedia codes and conventions (photography)TreatmentDistribution – where the product will be exhibited or presentedOutline of contentArticles or text (if relevant)Mockups of imagesComposition techniquesAperture, shutter speed, ISO detailsPropsCostume and makeupLocations or settingEditing techniquesMethod of exhibition/layout mockupPaper stock and printingCharacter descriptions or modelsProduction schedule and timelineCrew list – production roles and tasksVisual design/sketchesEquipment/software choices and justificationsSpecialist techniquie requirements | Intention statementNarrative statementAudience statementStyle and genreOpportunities and constraintsDocumentation – Copyright clearances, talent release forms, location release forms, call sheetsTechniques of engagementMedia codes and conventions (print)TreatmentDistribution – where the product will be availableOutline of contentArticles or textPhoto mockups and page layoutsTypographyPaper stock, printing and bindingPresentation and binding mockupsCharacter descriptions (graphic novels)Props (if required)Costume and make up (if required)Locations or setting (if required)Production schedule and timelineCrew list – production roles and tasksVisual design/sketchesCasting/interview choices (if using actors or models)Equipment/software choices and justificationsSpecialist technique requirements |

Production Design Plan requirements

|  |  |
| --- | --- |
| Media Form: Audio | Media Form: Convergent or hybridised |
| Intention statementNarrative statementAudience statementStyle and genreOpportunities and constraintsDocumentation – Copyright clearances, talent release forms, location release forms, call sheetsTechniques of engagementMedia codes and conventions (audio)Treatment or outline of audio productDistribution – where the product will be available or presentedSound designAudio scriptScene listDialogue/narration or interview questionsMusic and sound effectsAudio titles and creditsActors/Characters/interviewsLocations or settingEditing/layering and/or sequencing detailsProduction schedule and timelineCrew list, production roles and tasksEquipment/software choices and justificationsSpecialist techniquie requirements | Intention statementNarrative statementAudience statementStyle and genreOpportunities and constraintsDocumentation – Copyright clearances, talent release forms, location release forms, call sheetsTechniques of engagementMedia codes and conventions (for selected media forms)Treatment or outline of productDistribution – where the product will be available or presented or screenedSound and visual designStoryboard or presentationAudio script (if applicable)Music and sound effectsAudio and visual titles and creditsActors/models or charactersLocations or settingVisual compositionsMockup of presentation or sequencing of productEditing/layering and/or sequencing detailsProduction schedule and timelineCrew list, production roles and tasksEquipment/software choices and justificationsSpecialist techniquie requirements |

Unit 4

Media production

Outcome 1

On completion of this unit the student should be able to produce, refine and resolve a media product designed in Unit 3.

Nature of task

A media product developed from the media production design produced in Unit 3.

Scope of task

Product and product duration and/or length:

* a video or film production of 3–10 minutes in length, including title and credit sequences
* an animated production of no more than 10 minutes in length, including title and credit sequences
* a radio or audio production of a minimum of 8 minutes in length, including title and credit sequences
* a digital or analogue photographic presentation, sequence or series of a minimum of 10 original images shot, processed and edited by the student
* a digital or traditional print production of a minimum of 8 pages produced and edited by the student
* a digital and/or an online production that demonstrates comparable complexity consistent with the other media forms
* a convergent or hybridised media production that incorporates aspects of a range of media forms and
is consistent with product durations and the descriptors listed.

The production of the media product should be undertaken individually and communicate the student’s ideas and concepts. However, the implementation of the production design may require the collaboration of others to realise the student’s intentions as developed in the media production design plan. Any assistance including advice and/or support in the production stage from professionals; such as camera and lighting operators and/or actors, and external production processes for print or photography, should be documented in the production design documentation.

Production notes should support effective completion of the product, record changes made during the process that demonstrate the development of the student’s appropriate skills and knowledge to support management and creative direction. Production notes may be completed as changes on the Production Design in the form of annotations. These amendments form part of the student’s permanent annotations
to show a change of direction.

Group production work and group media production designs are not appropriate. The production design documentation is evidence for authentication and details should be provided in the Authentication record form.

The production ranges for the different media forms indicate the production length considered appropriate
to undertake while meeting the criteria for the award of grades.

To gain insight whether the media product communicates the planned intent of production design, the student must seek feedback from others. From the feedback students undertake personal reflection and further refine and resolve their product. This can include:

* Documentation of iterations of the production
* Development, refinement of materials, technologies and processes
* Reflection and evaluation, including improvements made to the production
* Resolution of ideas.

The student must document the effects that the refinement had on the final media product. The documentation can be included in the media production design or completed in a production diary.

While students may incorporate pre-existing material in media productions, the use of such material may detract from the student’s capacity to develop an individual and/or distinctive product and may not allow a student the opportunity to fully demonstrate management and organisational skills. Any use of pre-existing material should be documented in the production design plan citing the source of the material with reference to recordings or websites. Therefore, students need to be aware of the implications of including such material in their work. Use of pre-existing material should be considered when the student work is assessed by the school and documented on the Authentication Record Form. Information can be obtained from the Copyright Advice on the Season of Excellence webpage.

Schools and teachers should be familiar with the relevant conditions and restrictions of the *Copyright Act 1968* (Commonwealth) in relation to the use of professionally produced music, sounds and images in student productions.

Documentation of photographic, digital and print materials must include brief notes in the production design. The realisation of the production design should be evident in the annotations. Variations should be clearly differentiated from the original production design.

Teachers’ assessment of student work against the following criteria must apply only to the knowledge and skills demonstrated by the student submitting the work. The following advice relates to Criteria 5, 6, 8, 9
and 10.

1. The production design is assessed against Criteria 3 and 4 in Unit 3. Production notes and annotations made to the production design after the completion of Unit 3 contribute to the assessment of Criteria 8 and 10.
2. In assessing Criterion 5, teachers must focus on evidence of the management by the student of the various roles undertaken by them and, where appropriate, by others under direction of the student during each stage of the production process. The purpose of this criterion is not to make an overall judgment of the student’s organisational capabilities, but instead to make an assessment of the effectiveness of the student’s management of the production process.
3. In assessing Criterion 6, teachers must base their assessment on the evidence of the student’s operation of equipment and/or facilities used and their technical skill.
4. In relation to Criterion 9 and 10, teachers must focus on the student’s individual realisation of the production plan, not on the quality of the contributions of others in the final product. Detailed production notes and annotations made during production and post-production should explicitly support the effective completion of the product and record changes made during the process that demonstrate the development of the student’s appropriate skills and knowledge to support management and creative direction. Annotations should include details of written and/or verbal instructions provided to others and provide evidence that the work undertaken in the realisation of the design is their own.
5. Consideration of the presentation of products in photography and print productions is part of the assessment for Unit 4, Outcome 1. Presentation should be carefully considered to ensure that the surface qualities of the work are not obscured, and the close examination of codes, conventions and technical application is not obstructed.

Framing of photographic images is not required; however, if framing is considered part of the presentation of the finished images then the student should ensure that framing is part of the process of post-production. Decisions surrounding the presentation of framed or mounted work for print productions and photography should be documented as part of the refinement of the product.

It should be remembered that the use of glass, perspex, plastic or other such materials may obscure
the surface and obstruct the close examination of the technical application of the work presented for assessment. Any framing, mounting or use of these materials should be undertaken by the student. Presentation of student work should be carefully considered when students are creating convergent and hybridised media products.

Scoring of criteria for the School-assessed Task

Before scoring the task for Unit 3 and Unit 4, the school should determine if the student has met the requirements of the task to receive an S or an N. The task is then scored by the school. If a student does not submit any of the SAT, a score of N/A should be entered for the School-assessed Task. A score of ‘zero’ is deemed a score for each criterion. A zero is only awarded if the work has not met the minimum requirements of the criterion.

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| VCE Media: School-assessed Task Assessment Sheet 2023 |
| **Assessment Criteria** | **Levels of Performance** |
| **Not shown** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **Unit 3** **Outcome 2- Media production development – Research portfolio**1. Research, documentation and evaluation of relevant aspects of a media form to inform the design of a media production.
 |  | Selects media form(s). | Discusses a media form(s). | Describes a media form(s) to inform the development of ideas and skills.  | Analyses a media form(s) to inform the development of ideas and skills.  | Analyses a media form(s) to evaluate the development of ideas and skills.  |
| Identifies codes, conventions, narrative, genre and/or style. | Discusses codes, conventions, narrative, genre and/or style in media products. | Describes codes, conventions, narrative, genre and/or style in media products. | Analyses codes, conventions, narrative, genre and style in media products. | Analyses codes, conventions, narrative, genre and style in media products to inform the design of a media product.  |
| Identifies how audiences are engaged. | Discusses how audiences are engaged. | Describes how audiences are engaged by and use either structural or aesthetic qualities.  | Analysis of how audiences are engaged by and use either structural or aesthetic qualities to read media products. | Analysis of how audiences are engaged by and use structural and aesthetic qualities to read media products. |
| Includes media language. | Uses media language. | Uses accurate media language. | Uses accurate media language to analyse the research | Uses accurate media language to analyse and evaluate the research. |
| 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |
| **Evidence** | **MEDIA PRODUCTION PROCESS: DEVELOPMENT*** Exploration of a media form(s) to inform the development of ideas and skills in a selected media form – by analysing and evaluating ideas and skills in existing media products.
* Exploration of codes and conventions, narrative structure(s), genre and styles appropriate to the selected media form – by analysing and evaluating their application in existing media products.
* Analysis of how audiences are engaged by and use structural and aesthetic qualities to read media products.
* Use of media language.
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| VCE Media: School-assessed Task Assessment Sheet 2023 |
| **Assessment Criteria** | **Levels of Performance** |
| **Not shown** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **Unit 3****Outcome 2 – Media production development: production experiments**2. Experimentation and documentation of the use of relevant media equipment, technologies and processes to inform the design of a media production. |  | Uses equipment and media technologies. | Uses equipment, media, technologies and processes. | Experiments with equipment, media technologies and processes.  | Experiments with equipment, media technologies and processes to test ideas.  | Experiments with equipment, media, technologies and processes to test and refine ideas.  |
| Documentation identifies the use of equipment, media technologies and processes. | Documentation discusses the use of equipment, media technologies and processes. | Documentation describes the use of equipment, media technologies and processes. | Documentation analyses the use of equipment, media technologies and processes. | Documentation evaluates the use of equipment, media technologies and processes. |
| Documentation identifies at least one code, convention, narrative structure, genre or style. | Documentation discusses at least one code, convention, narrative structure, genre or style. | Documentation describes at least one code, convention, narrative structure, genre or style.  | Documentation analyses codes and conventions and/or narrative structure, genre or style. | Documentation evaluates codes, and conventions and narrative structure, genre or style.  |
| Includes media language. | Uses media language. | Uses accurate media language. | Uses accurate media language to analyse. | Uses accurate media language to analyse and evaluate. |
| 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |
| **Evidence** | **MEDIA PRODUCTION PROCESS: DEVELOPMENT*** Skills in the operation of equipment, media technologies and processes in a selected media form.
* Evidence and evaluation of the use of equipment, media technologies and processes of the proposed product.
* Exploration and evaluation of at least one of the following appropriate to the selected media form:
* codes and conventions
* narrative structure(s)
* genre
* style.
* Use media language.
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| VCE Media: School-assessed Task Assessment Sheet 2023 |
| **Assessment Criteria** | **Levels of Performance** |
| **Not shown** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **Unit 3 Outcome 3 – Media production design**3. Documentation of the specified intention, audience and narrative relevant to a proposed product in a selected media form. |  | Identifies intention.  | Outlines intention.  | Describes intention.  | Describes intention by elaborating on ideas. | Describes and justifies intention by elaborating on ideas.  |
|  | Identifies audience. | Outlines audience. | Describes audience. | Describes audience with specific examples.  | Describes and articulates audience with specific examples.  |
|  | Identifies a narrative. | Outlines a narrative. | Describes a narrative | Describes a narrative for the specified intention or audience.  | Describes a narrative for the specified intention and audience by elaborating on ideas.  |
|  | Identifies a style and/or genre. | Outlines a style and/or genre. | Describes a style and/or genre. | Describes a style and genre. | Describes a style and or genre for the specified intention and audience.  |
| 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |
| **Evidence** | **MEDIA PRODUCTION PROCESS: PRE-PRODUCTION (Refer to Production Design requirements on pages 4–6)*** Documentation of the specified intention, narrative, audience, style or genre using visual and written representations.
* Use media language.
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| VCE Media: School-assessed Task Assessment Sheet 2023 |
| **Assessment Criteria** | **Levels of Performance** |
| **Not shown** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **Unit 3 Outcome 3 – Media production design**4. Pre-production for a specified audience in a selected media form. |  | Documentation identifies production or post-production roles or tasks or timelines. | Documentation outlines production or post-production roles or tasks or timelines. | Documentation describes production and post-production roles, tasks and timelines.  | Documentation describes production and post-production roles, tasks and timelines to manage the production process. | Documentation describes production and post-production roles, tasks and timelines to manage the production process and document the student’s intention. |
|  | Written documentation makes reference to codes, conventions or production processes. | Written documentation makes reference to codes, conventions and production processes.  | Written documentation communicates the use of codes, conventions and production processes. | Written documentation communicates the use of codes, conventions and production processes for the specified intention and audience. | Written documentation elaborates on the use of codes, conventions and production processes for the specified intention and audience. |
|  | Visual representations make reference to codes, conventions or production processes. | Visual representations make reference to codes, conventions and production processes.  | Visual representations communicate the use of codes, conventions and production processes. | Visual representations communicate the use of codes, conventions and production processes for the specified intention and audience. | Visual representations communicate the use of codes, conventions and production processes for the specified intention and audience. |
| 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |
| **Evidence** | **MEDIA PRODUCTION PROCESS: PRE-PRODUCTION (Refer to Production Design requirements on pages 4–6)*** Application of media codes and conventions, technologies and production processes that are documented as written and visual representations.
* Written and visual representations communicating the ideas and construction of a proposed production through annotations explaining the ideas, concepts and solutions for the production. Documentation of production and post-production roles, tasks and timelines for a proposed media product by numbering, dating and/or commenting on specific stages of work from the initial concept through to its completion.
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| VCE Media: School-assessed Task Assessment Sheet 2023 |
| **Assessment Criteria** | **Levels of Performance** |
| **Not shown** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **Unit 4 Outcome 1 – Media production**5. Management and co-ordination of production and post-production in a media product |  | Uses production and/or post-production processes. | Documents production and/or post-production processes. | Documents production and post-production to develop a media product.  | Documents production and post-production, amendments show the development of a media product. | Documents production and post-production, amendments show the development and refinement of a media product. |
| 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |
| **Evidence** | **MEDIA PRODUCTION PROCESS: PRODUCTION – POST-PRODUCTION*** Management reflects relevant production and post-production process
* Time management
* Management of equipment
* Organisation of roles and responsibilities.
* Documentation of the development, amendment, refinement and realisation of a media product made in the production design as annotations.
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| VCE Media: School-assessed Task Assessment Sheet 2023 |
| **Assessment Criteria** | **Levels of Performance** |
| **Not shown** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **Unit 4 Outcome 1 – Media production**6. Operation of equipment and the use of materials and processes appropriate to the product. |  | Uses equipment, materials and processes.  | Operates equipment, uses materials and processes in a selected media form. | Developing skill in the operation of equipment, materials and processes in a selected media form. | Developed skill in the operation of equipment, materials and processes in a selected media form.  | Refined skill in the operation of equipment, materials and processes in a selected media form. |
| 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |
| **Evidence** | **MEDIA PRODUCTION PROCESS: PRODUCTION – POST-PRODUCTION*** Skill in the operation of equipment, technologies and/or materials is evident in product in production and post-production.
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| VCE Media: School-assessed Task Assessment Sheet 2023 |
| **Assessment Criteria** | **Levels of Performance** |
| **Not shown** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **Unit 4 Outcome 1 – Media production and post production**7. Application of codes and conventions to engage audiences and communicate meaning |  | Attempts to engage audience. | Uses codes and conventions to engage an audience.  | Application of media codes and conventions to engage audience(s). | Application of relevant codes and conventions to engage audience(s). | Application of relevant media codes and conventions to engage a specified audience(s).  |
|  | Attempts to communicate meaning. | Uses codes and conventions to communicate media.  | Application of media codes and conventions to communicate meaning.  | Application of relevant media codes and conventions to communicate meaning.  | Application of relevant media codes and conventions to communicate an intended meaning.  |
| 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |
| **Evidence** | **MEDIA PRODUCTION PROCESS: PRODUCTION – POST-PRODUCTION – DISTRIBUTION*** Application of media codes and conventions to engage audience(s).
* Application of media codes and conventions to communicate meaning.
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| VCE Media: School-assessed Task Assessment Sheet 2023 |
| **Assessment Criteria** | **Levels of Performance** |
| **Not shown** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **Unit 4 Outcome 1 – Media production and post production**8. Use of reflection, and feedback throughout production and post-production. |  | Feedback or reflection evident in documentation. | Feedback and reflection is evident in the documentation. | Use of feedback to inform a media product.  | Use of feedback to refine a media product and to engage audience. | Use of feedback to refine and resolve a media product for a specified intention and to engage the audience.  |
|  | Media language is used in the documentation. | Media language is used in reflective documentation. | Reflection to inform a media product. | Use of reflection to refine a media product and to engage audience. | Use of reflection to refine and resolve a media product for a specified intention and to engage the audience. |
|  | Relevant media language is used to evaluate the production and post-production of the media product. | Relevant media language is used in reflections that evaluate several aspects of production and post-production in the media product.  | Relevant media language is used to evaluate specific aspects of production and post-production in the media product.  |
| 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |
| **Evidence** | **MEDIA PRODUCTION PROCESS: PRODUCTION – POST-PRODUCTION – DISTRIBUTION*** Evidence of a variety of feedback from different audiences and in different forms (for example surveys, discussion, written evaluations).
* Feedback and reflection to refine and resolve a media product.
* Use of relevant media language that evaluates the media product.
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| VCE Media: School-assessed Task Assessment Sheet 2023 |
| **Assessment Criteria** | **Levels of Performance** |
| **Not shown** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **Unit 4 Outcome 1 – Media production and post production**9. Realisation of a media product |  | The media product that realises parts of the intention. | The media product that realises parts of the intention for an audience. | The media product meets the scope of the task for an audience. | The media product realises the scope of the task and the intention for an audience.  | The media product that realises the scope of the task and the intention for a specified audience.  |
| 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |
| **Evidence** | **MEDIA PRODUCTION PROCESS: PRODUCTION – POST-PRODUCTION – DISTRIBUTION*** Product that is consistent in its execution appropriate to the selected media form, product and audience.
* Communication of ideas and concepts that realises the intention for the selected audience.
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| VCE Media: School-assessed Task Assessment Sheet 2023 |
| **Assessment Criteria** | **Levels of Performance** |
| **Not shown** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **Unit 4 Outcome 1 – Media production and post production**10. Realisation of the production design in the media product. |  | The product is based on the production design.  | The product realises parts of the production design. | The product realises the production design. | The product realises the production design, annotations showing the development and refinement of ideas and resolution of the media product.  | The product realises the production design, annotations showing the development, refinement and resolution of ideas and resolution of the media product.  |
|  | Media language is used in the documentation of the media product.  | Media language is used in documentation that partially supports the realisation of the production design.  | Relevant media language is used in documentation that supports the realisation of the production design.  | Relevant media language is used in documentation that supports the intention and realisation of the production design.  | Relevant media language is used in documentation that evaluates the intention and realisation of the production design. |
| 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |
| **Evidence** | **MEDIA PRODUCTION PROCESS: PRODUCTION – POST-PRODUCTION – DISTRIBUTION*** Realisation of the production design and pre-production documentation in the development, refinement and resolution of ideas in the media product.
* Evidence of changes made to the production design during production and post-production demonstrating the development, and refinement of relevant skills and knowledge in the direction of the media product.
* Use of media language relevant to the construction and evaluation of the media product.
 |

Authentication of VCE Media School-assessed
Task (SAT)

Teachers are reminded of the need to comply with the authentication requirements specified in the Assessment: School-based Assessment section of the [*VCE and VCAL* *Administrative Handbook 2023*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx). This is important to ensure that ‘undue assistance [is] not … provided to students while undertaking assessment tasks’

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

Teachers must be aware of the following requirements for the authentication of VCE Media SATs:

1. Teachers are required to fill out the Authentication record form and provide the student with feedback on their progress at each observation.

2. The study design requires students to document how **any assistance** will be organised and directed by the student. However, the implementation of the production design may require a production crew or external production company to realise the student’s intentions. This will occur under the **sole direction** of the student, **documented** in the production design plan, and **acknowledged** in the production credits and documented on the Authentication record form.

3. Undue assistance should not occur during production design, production or post production and teachers need to be vigilant. Students are encouraged to research all aspects of their proposed productions in detail, but the work undertaken for their design plan and production should be their own. Teachers are reminded that it is not appropriate to provide ‘detailed advice on, corrections to, or actual reworking of students’ drafts, of productions or media production designs.

4. During the media production process teachers must plan and use observations of student work in order to monitor and record each student’s progress as part of the authentication process. Students must acknowledge the source of materials and information used to support the development of ideas and any additional technical assistance. This includes documentation of any appropriated or copyright material with information detailing how the work has evolved from the source.

5. It is particularly important to ensure that any use of external support and/or equipment is documented in the production design (for example, if a student plans to use another person to assist by operating the camera while they themselves are acting in a scene being filmed or if they use equipment or resources sourced from outside the school). This is to ensure that any use of external support and/or equipment is appropriately limited and that the student does not receive undue assistance. The support and/or equipment is documented in the Authentication record form.

6. All use of external support must be planned and documented in the student’s design and teachers must certify that such support does not constitute undue assistance. Examples of undue assistance may include advice and/or support *in the production stage* from a professional/trained camera operator in relation to shot framing or from an experienced actor in relation to the use of gesture in the delivery of dialogue, advice on lighting from a studio professional or from an experienced printer in relation to the use of print settings in the printing process.

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

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

9. Teachers are reminded that the authentication procedures are required to be followed for all student work in relation to this SAT. The School-based Assessment Audit includes the inspection of Authentication record forms. Authentication record forms will also be required to be forwarded for all works nominated for the Season of Excellence awards in 2023. Incomplete Authentication record forms will result in an automatic disqualification of the student work from the nomination process.

10. An essential feature of this study is the development of creative and innovative media productions. Implicit in the work practices employed by students is the development of original work that may be stimulated by the work of others. Students are required to acknowledge all sources of inspiration throughout the production design process. This can be done by noting specific titles and publication dates of texts and/or magazines and/or URL addresses for websites where images have been sourced. For information acquired from a website, acknowledgement typically includes the title of the website and the date that the website was accessed. Information should be located at the point where images appear in student notes supporting the design process. Information regarding copyright and trademark obligations can be found on the Season of Excellence webpage: [vcaa.vic.edu.au/Pages/excellenceawards/seasonofexcellence/generalinfo/copyright.aspx](http://www.vcaa.vic.edu.au/Pages/excellenceawards/seasonofexcellence/generalinfo/copyright.aspx)

Authentication record form

VCE Media School-assessed Task 2023

**Unit 3**

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

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Student name ……………………………………………………. Student No

School…………………………………………………………….. Teacher………………………………………………

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| **Component of School-assessed Task** | **Teacher comments**Use the Criterion Evidence and Descriptors to inform the comments.At least 4 observations should be carried out throughout Unit 3 | **Teacher initials and Date** | **Student initials and Date** |
| **Criterion 1: Research, documentation and evaluation of relevant aspects of a media form to inform the design of a media production.** |
| Observation comments: | * Has the student explored a range of media forms by analysing and evaluating ideas using media language?
* How has the student explored codes, conventions, narrative, genre and style in a range of media products?
* How has the student explored how audiences are engaged and read media products?
* What written and visual documentation has the student included that informs the direction of their media product.
 |  |  |  |
| Comment on submission Criterion 1: |  |  |  |
| **Criterion 2: Experimentation and documentation of the use of relevant media equipment, technologies and processes to inform the design of a media production.** |
| Observation comments: | * What media experiments has the student completed and how are they relevant to their planned production?
* Has the student explored at least one of the following: codes and conventions, narrative structure, genre or style?
* How is it relevant to the selected media form and audience of their production?
* How has the student documented their media experiments and one of the concepts listed above?
* Have they used appropriate and relevant media language?
 |  |  |  |
| Comment on submission Criterion 2 |  |  |  |
| **Criterion 3: Documentation of the specified intention, audience and narrative relevant to a proposed product in a selected media form.** |
| Observation comments: | * Has the student documented the intention, audience, narrative and style/genre for their proposed product?
* Does the documentation link to the media experiments and research portfolio?
* Has the student used appropriate media language in the documentation?
 |  |  |  |
| Comment on submission Criterion 3 |  |  |  |
| **Criterion 4: Pre-production for a specified audience in a selected media form.** |
| Observation comments | * Has the student included written and visual representations in the production design? For example: treatment, script, storyboards, page layouts, blocking and lighting diagrams, sequencing diagrams, interview questions, presentation layouts, mock-ups, screen designs, graphic or character designs.
* Has the student documented roles, tasks and timelines? For example: cast and crew lists, production schedules, shot lists, lighting plans, camera settings and lens types, time lists, call sheets, location permissions, talent release forms or equipment/prop/costume lists.
* Has the student included all copyright clearances for images, text and sound? Have they sourced all material that they are sourcing for their production?
 |  |  |  |
| Comment on submission of Criterion 4 |  |  |  |

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| **Unit 3 Checklist** | **Checked** | **Teacher Notes** |
| Student has referenced all imagery and sources in folio and production design by annotating the source next to the images. |  |  |
| All material has been sourced and acknowledged. Written copyright approval has been provided for the use of any 3rd party material. |  |  |
| List any copyright or trademark material used in the folio or production design |  |  |

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

Student signature ………………………………………………………

Teacher signature: …………………………………………………………… Date ……………………………………

Authentication record form

VCE Media School-assessed Task 2023

**Unit 4**

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

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Student name ………………………………………………………… Student No

School………………………………………………………………… Teacher………………………………………………..

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| **Component of School-assessed Task** | **Teacher comments**Use the Criterion Evidence and Descriptors to inform the comments.At least 4 observations should be carried out throughout Unit 3 | **Teacher initials and Date** | **Student initials and Date** |
| **Criteria 5: Management and co-ordination of production and post-production in a media product.** |
| Comment on submission Criterion 5 | * Is there evidence of the management of the production and post-production in documentation? This could be included in a production diary.
* Has the student demonstrated management and co-ordination in both production and post-production? Are the links evident in the production or in any documentation?
 |  |  |  |

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| **Criteria 6: Operation of equipment and the use of materials and processes appropriate to the product.** |
| Comment on submission Criterion 6 | * In the product presented how has the student demonstrated the operation of equipment and the use of materials and processes? For example: camera and sound operation, editing techniques, lighting, composition and layout
 |  |  |  |
| **Criteria 7: Application of codes and conventions to engage audiences and communicate meaning** |
| Comment on submission Criterion 6 | * Has the student used codes and conventions appropriate to the media form?
* What codes and conventions has the student used to engage the audience?
* What codes and conventions has the student used to convey their ideas and meaning?
 |  |  |  |

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| **Criteria 8: Use of reflection and feedback throughout production and post-production** |
| Observation comments: | * How has the student presented their product for feedback in production and post-production?
* Has the student dated and documented the feedback in the production design or diary?
* What sources has the student used to collect feedback?
* How has the student reflected upon and used the feedback to make changes to their production? How has the student documented their reflection and changes to the production?
* Has the student used relevant media language in their reflections and evaluations?
 |  |  |  |
| Comment on submission Criterion 8 |  |  |  |

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| **Criteria 9: Realisation of a media product** |
| Comment on submission Criterion 9 | * Is the media production appropriate to the intended audience?
* Has the student communicated the ideas and concepts for the intended audience?
* Can the concepts and ideas outlined in the production design be clearly identified in the production?
 |  |  |  |
| **Criteria 10: Realisation of the production design in the media product.** |
| Comment on submission Criterion 10 | * Is there clear evidence of the production design in the production presented?
* Are the ideas in the production design clearly evident in the development, refinement and resolution of the production?
* What evidence is there of changes to the production design in both the production and production design documentation?
* Has the student used relevant media language in annotations on the production design and in evaluation of the development and refinement of the production?
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| **Unit 4 Checklist** | **Checked** | **Teacher Notes** |
| Student has referenced all imagery and sources in the production design by annotating the source next to the images. |  |  |
| All material has been sourced and acknowledged. Written copyright approval has been provided for the use of any 3rd party material. |  |  |
| List any copyright or trademark material used in the production or production design. |  |  |

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

Student signature ……………………………………………………………………………………………………………………………………………………………………………

Teacher signature: ……………………………………………………………………………………………………………………..……. Date ………………………………………..

Media

Additional information to be used in conjunction with the Assessment Sheet.

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| Criteria | Score |
| If a student does not present a research portfolio for Unit 3 Criteria 1 and 2 | the student is scored N/A for Unit 3  |
| If a student presents the research portfolio but has not satisfactorily met the requirements for Unit 3 Criteria 1 and 2  | the student is scored between 0–2 for Unit 3 Criteria 1and 2 |
| If a student does not submit the production design for Unit 3 Criteria 3 and 4 | the student is scored N/A for Unit 3  |
| If a student presents the research folio and production design but has not satisfactorily met the requirements for Unit 3 Criteria 3 and 4 | the student is scored between 0–2 for Unit 3 Criteria 3 and 4 |
| If a student presents a production but there is no accompanying documentation for Unit 4 Criteria 5, 8 and 10  | the student is scored N/A for Unit 4 Criteria 5, 8 and 10 |
| If a student presents a production but has not satisfactorily met the requirements for Unit 4 Criteria 5, 6, 7, 8, 9 and 10 | the student is scored between 0–2 for Unit 4 Criteria 5, 6, 7, 8, 9 and 10 |
| If a student does not submit the School-assessed Task at all | N/A is entered in the total score box |

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| **2023** | Victorian Certificate of EducationMedia Assessment SheetSchool-assessed Task: Media production development, Media production design and Media production | STUDENT NAME |
| This assessment sheet will assist teachers to determine their score for each student. Teachers need to make judgments on the student’s performance for each criterion. Teachers will be required to choose one number from 0–10 to indicate how the student performed on each criterion with comments, as appropriate. Teachers then add the subtotals to determine the total score.  | student number |  |  |  |  |  |  |  |  |  |
| assessing school number |  |  |  |  |  |
|  |  |
| **Criteria for the award of grades** | Not Shown (0) | Very Low (1–2) | Low (3–4) | Med (5–6) | High (7–8) | Very High (9–10) | **Performance on Criteria: Teacher’s Comments**You may wish to comment on aspects of the student’s work that led to your assessment. |
| **The extent to which the media production development, media production design and media production demonstrate:** |  |  |  |  |  |  |
| *Media production development* |  |  |  |  |  |  |
| 1 research, documentation and evaluation of relevant aspects of a media form to inform the design of a media production |  |  |  |  |  |  |
| 2 experimentation and documentation of the use of relevant media equipment, technologies and processes to inform the design of a media production |  |  |  |  |  |  |
| *Media production design* |  |  |  |  |  |  |
| 3 documentation of the specified intention, audience and narrative relevant to a proposed product in a selected media form |  |  |  |  |  |  |
| 4 preproduction for a specified audience in a selected media form |  |  |  |  |  |  |
| *Media production* |  |  |  |  |  |  |
| 5 management and coordination of production and postproduction in a media product |  |  |  |  |  |  |
| 6 operation of equipment and the use of materials and processes appropriate to the product |  |  |  |  |  |  |
| 7 application of codes and conventions to engage audiences and communicate meaning |  |  |  |  |  |  |
| 8 use of reflection and feedback throughout production and postproduction |  |  |  |  |  |  |
| 9 realisation of a media product |  |  |  |  |  |  |
| 10 realisation of the production design in the media product |  |  |  |  |  |  |
| If a student does not submit the School-assessed Task at all, N/A should be entered in the total score box. | **SUBTOTALS** |  |  |  |  |  |  |  |

**TOTAL SCORE**