VCE Media: Administration information for School-based Assessment in 2018

Units 3 and 4 School-assessed Task

The School-assessed Task 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) through VASS a score against each criterion that represents an assessment of the student's level of performance in achieving Unit 3 Outcomes 2 and 3, and Unit 4 Outcome 1. The recorded scores must be based on the teacher's assessment of the student's performance according to the criteria on pages 7–16. This assessment is subject to the VCAA statistical moderation process. The 2018 Media assessment sheet on page 22 is to be used by teachers to record scores. The completed assessment sheet for each student's School-assessed Task must be available on request by the VCAA. The performance descriptors for the 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 will be updated annually and published in the current years VCE and VCAL Administrative Handbook.

The Authentication Record Form on page 19 and Teacher Additional Comment Sheet on pages 20–21 are to be used to record information for each student and must be made available on request by the VCAA.

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

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

Teachers should be aware of the dates of submission of scores into VASS in June and November. These dates are published in the VCE Important Administrative Dates and Assessment Schedule, published annually on the VCAA website:
www.vcaa.vic.edu.au/pages/schooladmin/admindates/index.aspx

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

Exploration and investigation of a selected media form to inform the development of the student proposed production. Students develop knowledge of narrative, genre, style, media codes and conventions and the characteristics of works of practitioners that will inform the proposed production. They investigate how media products in selected media forms are consumed, read by and engage audiences. Students undertake production activities and experimentation to develop skills that inform the development, design, production and postproduction of the media product. Research and evaluation will be documented and include annotated production activities, experiments and reflections.

Scope of task

A research portfolio that will include:

- Investigation into narrative, genre, style, media codes and conventions, and the characteristics of the works of practitioners to inform the students' production in a selected 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 and structural qualities.

- Evaluation of the use of equipment, media technologies, equipment, materials and processes that informs the students' proposed production.

The portfolio including evidence of the use and evaluation of media equipment, materials and processes should be retained by the school and assessed as part of the School-assessed Task for Unit 3. The portfolio should be authenticated by the teacher to determine a satisfactory completion of Unit 3. Each production activity or experiment should include documentation that contributes to the assessment of this outcome. The documentation should use appropriate media language and terminology.

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 for one of the media forms identified in Unit 3 Area of Study 3: Media production design. The design should form the basis for a media product to be completed in Unit 4 and include the specifications identified in Unit 3 Area of Study 3: Media production design that are relevant to the selected media form, style and/or genre.

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
- documentation of production and post-production roles, tasks and timelines.

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 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 student should also demonstrate knowledge of media codes and conventions appropriate to the intended media product and purpose.

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.

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

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. 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 and the Teacher Additional Comment Sheet.

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
- Resolution of ideas.

The student must document the effects that the refinement has on the final media product. The documentation can be included in the media production design.

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. 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. Variations to the plan made during its implementation should be documented and attached to the media production design as submitted for Outcome 3 in Unit 3.

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.

1. In assessing Criterion 3, teachers must assess the production design as completed in Unit 3. Production notes and annotations made after this time contribute to the assessment of Criterion 7.

2. In assessing Criterion 6, teachers must base their assessment on the evidence in the production of the equipment and/or facilities used and operated by the student submitting the work and the technical skills the student submitting the work has demonstrated.

3. In relation to Criterion 7, teachers must focus on evidence in the production of the management by the student of various roles undertaken by themselves and, where appropriate, by others under direction during each stage of the production process. The purpose of this criterion is not to make an overall judgment of the student's organisational capabilities, but instead to make an assessment of the effectiveness of the student's management of the production process.

4. In relation to Criterion 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. Screen captures of every stage of the production process are not required in Media. Annotations should include details of written and/or verbal instructions provided to others and provide evidence that the work undertaken in the realisation of the design is their own

Consideration of the presentation of products in photography 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 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 the framed or mounted work 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. The process of evaluation and refinement must be clearly documented in Unit 4, Outcome 1.

VCE Media: School-Assessed Task Assessment Sheet 2018						
Assessment criteria	Not shown	**Levels of Performance**				
		1–2 Very low	**3–4 Low**	**5–6 Medium**	**7–8 High**	**9–10 Very high**
Unit 3 Outcome 2 1. Exploration and research of relevant aspects of a media form to inform and document the design of a media production		Very limited evidence of an exploration of a media form that informs the development of ideas and skills in a media form. Very limited exploration of aspects of codes, conventions, narrative, genre and style in media products. Very limited evaluation of the development of ideas and skills used in media products in the selected media form. Very limited analysis of how audiences are engaged by and use structural and aesthetic qualities to read media products and to inform the development of ideas and skills in the selected media form. Limited evidence of the use of media equipment, technologies, and processes. Very limited use of methods for recording, documenting and evaluating research and experimentation with limited use of media language to develop ideas and skills in the selected media form.	Limited evidence of an exploration of media form(s), that informs the development of ideas and skills in a media form. Limited exploration, with some relevance, of codes, conventions, narrative, genre and style in media products. Some evaluation of the development of ideas and skills used in media products in the selected media form. Limited analysis of how audiences are engaged by and use structural and aesthetic qualities to read media products and to inform the development of ideas and skills in the selected media form. Some evidence of the organised use of media equipment, technologies, and processes. Limited use of methods for recording, documenting and evaluating research and experimentation with limited use of media language to develop ideas and skills in the selected media form.	Evidence of a sound exploration of media form(s) that informs the development of ideas and skills in a selected media form. Sound and relevant exploration of codes, conventions, narrative, genre and style in media products. Satisfactory evaluation of the development of ideas and skills used in media products in the selected media form. Sound analysis of how audiences are engaged by and use structural and aesthetic qualities to read media products and to inform the development of ideas and skills in the selected media form. Evidence of appropriate and thoughtful use of media equipment, technologies, and processes. Sound use of methods for recording, documenting and evaluating research and experimentation including the use of relevant media language to develop ideas and skills in the selected media form.	Evidence of a detailed exploration of media form(s) that informs the development of ideas and skills in a selected media form. Detailed and relevant exploration of codes, conventions, narrative genre and style in media products. Detailed evaluation of the development of ideas and skills used in media products in the selected media form. Detailed analysis of how audiences are engaged by and use structural and aesthetic qualities to read media products and to inform the development of ideas and skills in the selected media form. Evidence of thorough and purposeful use of media equipment, technologies, and processes. Effective use of methods for recording, documenting and evaluating research and experimentation including thorough use of media language to develop ideas and skills in the selected media form.	Evidence of comprehensive exploration of a media form(s) that informs the development of ideas and skills in a selected media form. Comprehensive and consistent exploration of codes, conventions, narrative, genre and style in media products. Thorough evaluation of the development of ideas and skills used in media products in the selected media form. Comprehensive analysis of how audiences are engaged by and use structural and aesthetic qualities to read media products and to inform the development of ideas and skills in the selected media form. Evidence of comprehensive and focused use of media equipment, technologies, and processes. Highly effective use of methods for recording, documenting and evaluating research and experimentation including comprehensive use of media language to develop ideas and skills in the selected media form.
	0 ❏	1 ❏ 2 ❏	3 ❏ 4 ❏	5 ❏ 6 ❏	7 ❏ 8 ❏	9 ❏ 10 ❏

VCE Media: School-Assessed Task Assessment Sheet 2018						
Assessment criteria	Not shown	Levels of Performance				
		1–2 Very low	3–4 Low	5–6 Medium	7–8 High	9–10 Very high
Unit 3 *Outcome 2* 2. Experimentation and documentation of the use of relevant media equipment, technologies and processes to inform the design of a media production		Very limited production skills demonstrated in the operation of some media equipment, materials, applications and/or technologies in a media form.	Limited production skills demonstrated in the operation of some media equipment, materials, applications and/or technologies in a media form.	Sound production skills demonstrated in the operation of media equipment, materials, applications and/or technologies in a selected media form.	Detailed production skills demonstrated in the operation of media equipment, materials, applications and/or technologies in a selected media form.	Complex production skills demonstrated in the operation of media equipment, materials, applications and/or technologies in a selected media form.
		Very limited exploration of some media codes and conventions, narrative structure(s), genre, and styles in a media form.	Limited exploration of some media codes and conventions, narrative structure(s), genre, and styles in a media form.	Sound exploration of relevant media codes and conventions, narrative structure(s), genre, and styles appropriate to the selected media form.	Thorough exploration of relevant media codes and conventions, narrative structure(s), genre, and styles appropriate to the selected media form.	Comprehensive exploration of relevant media codes and conventions, narrative structure(s), genre, and styles appropriate to the selected media form.
		Very limited analysis of how audiences are engaged by and read aesthetic and structural qualities in the production exercises in a selected media form.	Limited analysis of how audiences are engaged by and read aesthetic and structural qualities in the production exercises in a selected media form.	An appropriate analysis of how audiences are engaged by and read aesthetic and structural qualities in the production exercises in a selected media form.	Thorough analysis of how audiences are engaged by and read aesthetic and structural qualities are read and engaged by audiences in the production exercises in a selected media form.	Comprehensive analysis of how audiences are engaged by and read aesthetic and structural qualities in the production exercises in a selected media form.
		Very limited evidence and evaluation, using very limited media language of experimentation and/or the development of skills.	Limited evidence and evaluation, using limited media language of the experimentation in and/or development of skills.	Sound evidence and evaluation, using media language of the experimentation in and development of skills.	Detailed evidence and insightful evaluation, using media language of the experimentation in and development of skills.	Comprehensive evidence and insightful evaluation, using media language of experimentation in and development of skills.
	0 ❏	1 ❏ 2 ❏	3 ❏ 4 ❏	5 ❏ 6 ❏	7 ❏ 8 ❏	9 ❏ 10 ❏

VCE Media: School-Assessed Task Assessment Sheet 2018						
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 3. Development and documentation of a media production design in a selected media form for a specified audience.		Limited documentation of the specified audience, narrative, intention and style of a proposed product in a media form is evident in some written and/or visual planning, using media language.	Some documentation of the specified audience, narrative, intention and style of a proposed product in a media form is evident in the written and/or visual planning, using media language.	Clear documentation of the specified audience, narrative, intention and style relevant to a proposed product in a selected media form is evident in the written and visual documentation using media language.	Detailed documentation of the specified audience, narrative, intention and style relevant to a proposed product in a selected media form is evident in the written and visual documentation using media language.	Comprehensive documentation of the specified audience, narrative, intention and style relevant to a proposed product in a selected media form is evident in the written and visual documentation using media language.
		Very few links are demonstrated between the research and experimentation in the documentation of a specified audience, intention, narrative and style in a media form and/or product.	Some links are demonstrated between the research and experimentation in the documentation of a specified audience, narrative, intention and style media form and/or product.	Clear links are demonstrated between the research and experimentation in the documentation of a specified audience, narrative, intention and style relevant to a selected media form and product.	Very clear links are demonstrated between the research and experimentation in the documentation of a specified audience, narrative, intention and style relevant to a selected media form and product.	Very clear links demonstrating a strong relationship between the research and experimentation in the documentation of a specified audience, narrative, intention and style relevant to a selected media form and product.
		A very limited understanding of media codes and conventions is evident in limited planning and/or documentation of a media production in a selected media form.	A limited understanding of media codes and conventions is evident in some planning and documentation of a media production in a selected media form.	An appropriate understanding of media codes and conventions is evident in the planning and documentation of a media production in a selected media form.	A thorough understanding of media codes and conventions is evident in the planning and documentation, of a media production in a selected media form.	A comprehensive understanding of media codes and conventions is evident in the planning and documentation of a media production in a selected media form.
	0 ❑	1 ❑ 2 ❑	3 ❑ 4 ❑	5 ❑ 6 ❑	7 ❑ 8 ❑	9 ❑ 10 ❑

VCE Media: School-Assessed Task Assessment Sheet 2018						
	Levels of Performance					
Assessment criteria	Not shown	1–2 Very low	3–4 Low	5–6 Medium	7–8 High	9–10 Very high
Unit 3 Outcome 3 4. Pre-production documentation for a specified audience in a selected media form		Limited application of media codes and conventions, technologies and production processes appropriate to the selected media form, proposed audience, narrative and product in the production design. Very limited written and visual representations communicating the ideas and/or content and/or construction of a production using media language. Very limited documentation of production and post-production roles, tasks and timelines for a proposed media product.	Some application of media codes and conventions, technologies and production processes appropriate to the selected media form, proposed audience, narrative and product in the production design. Limited written and visual representations generally communicating the ideas and/or content and/or construction of a proposed production using media language. Limited documentation of production and post-production roles, tasks and timelines for a proposed media product.	Competent application of media codes and conventions, technologies and production processes appropriate to the selected media form, proposed audience, narrative and product in the production design. Appropriate written and visual representations communicating the ideas and construction of a proposed production using media language. Adequate documentation of production and post-production roles, tasks and timelines for a proposed media product.	Thorough consistent application of media codes and conventions, technologies and production processes appropriate to the selected media form, proposed audience, narrative and product in the production design. Detailed written and visual representations communicating the ideas, content and construction of a proposed production using media language. Detailed documentation of production and post-production roles, tasks and timelines for a proposed media product.	Comprehensive highly integrated application of media codes and conventions, technologies and production processes appropriate to the selected media form, proposed audience, narrative and product in the production design. Comprehensive written and visual representations communicating the ideas, content and construction of a proposed production using media language. Highly detailed and organised documentation of production and post-production roles, tasks and timelines for a proposed media product.
	0 ❑	1 ❑ 2 ❑	3 ❑ 4 ❑	5 ❑ 6 ❑	7 ❑ 8 ❑	9 ❑ 10 ❑

VCE Media: School-Assessed Task Assessment Sheet 2018						
	Levels of Performance					
Assessment criteria	Not shown	1–2 Very low	3–4 Low	5–6 Medium	7–8 High	9–10 Very high
Unit 4 Outcome 1 5. Application of codes and conventions relevant to the completed media product.		Use of media codes and conventions demonstrates a limited understanding of the media narrative(s), styles(s) and/or genre(s) appropriate to the media product. Application of media codes and conventions demonstrates very limited relevance to the engagement or reception of the selected audience for the media product.	Use of media codes and conventions demonstrates some understanding of the media narrative(s), styles(s) and/or genre(s) appropriate to the media product. Application of media codes and conventions demonstrates little relevance to the engagement or reception of the selected audience for the media product.	Relevant application of media codes and conventions demonstrates a sound understanding of the media narrative(s), styles(s) and/or genre(s) appropriate to the media product. Relevant application of media codes and conventions demonstrates some relevance to the engagement and reception of the selected audience for the media product.	Consistent application of media codes and conventions demonstrates a thorough understanding of the media narrative(s), styles(s) and/or genre(s) appropriate to the media product. Consistent application of media codes and conventions demonstrates a strong relevance to the engagement and reception of the selected audience for the media product.	Highly accomplished and insightful application of media codes and conventions demonstrates a sophisticated and creative understanding of the media narrative(s), styles(s) and/or genre(s) appropriate to the media product. Highly accomplished and insightful application of media codes and conventions demonstrates very strong relevance to the engagement and reception of the selected audience for the media product.
	0 ❑	1 ❑ 2 ❑	3 ❑ 4 ❑	5 ❑ 6 ❑	7 ❑ 8 ❑	9 ❑ 10 ❑

VCE Media: School-Assessed Task Assessment Sheet 2018						
	Levels of Performance					
Assessment criteria	Not shown	1–2 Very low	3–4 Low	5–6 Medium	7–8 High	9–10 Very high
Unit 4 Outcome 1 6. Realisation of a media product appropriate to the intention and audience.		A product that demonstrates very limited consistency appropriate to the selected media form, style, narrative, product and audience. Ideas and concepts show little resolution in the media product. It may not meet the intention for the selected audience(s).	A product that is generally consistent in its execution appropriate to the selected media form, style, narrative, product and audience. The communication of ideas and concepts is evident in a media product that addresses some of the intention for the selected audience(s).	A clearly developed product that demonstrates consistency in its execution appropriate to the selected media form, style, narrative, product and audience. The communication of ideas and concepts is achieved in a media product that realises the intention for the selected audience(s).	A well-developed product that demonstrates coherence in its execution appropriate to the selected media form, style, narrative, product and audience. Thoughtful and effective communication of ideas and concepts is achieved in a media product that effectively realises the intention for the selected audience(s).	A sophisticated product that demonstrates a sense of coherence in its execution and is highly appropriate to the selected media form, style, narrative, product and audience. Highly effective and skilful communication of ideas and concepts is consistently achieved in a media product that effectively realises the intention for the selected audience(s).
	0 ❑	1 ❑ 2 ❑	3 ❑ 4 ❑	5 ❑ 6 ❑	7 ❑ 8 ❑	9 ❑ 10 ❑

VCE Media: School-Assessed Task Assessment Sheet 2018						
Assessment criteria	Levels of Performance					
	Not shown	1–2 Very low	3–4 Low	5–6 Medium	7–8 High	9–10 Very high
Unit 4 Outcome 1 7. Production and post-production in a media product.		The product demonstrates very limited application of production and post-production processes. Very limited documentation of the development, refinement and realisation of a media product.	The product demonstrates some application of production and post-production processes. Some documentation of the development, refinement and realisation of a media product.	The product demonstrates a sound application of production and post-production processes. Adequate documentation of the development, refinement and realisation of a media product.	The product demonstrates a confident use of production and post-production processes. Comprehensive documentation of the development, refinement and realisation of a media product	The product demonstrates a consistent and thorough application of production and post-production processes. Highly comprehensive and insightful documentation of the development, refinement and realisation of a media product.
	0 ❑	1 ❑ 2 ❑	3 ❑ 4 ❑	5 ❑ 6 ❑	7 ❑ 8 ❑	9 ❑ 10 ❑

VCE Media: School-Assessed Task Assessment Sheet 2018						
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 8. Skill in the operation of equipment and the use of materials and processes appropriate to production and post-production in a selected media form		Very limited skill in the use and/or operation of a range of production equipment, technologies, materials and/or facilities is evident in production and post-production. The use of production and post-production equipment, technologies, materials and/or processes demonstrates a limited understanding of the production process and the media form.	Limited skill in the use and/or operation of a range of production equipment, technologies, materials and/or facilities is evident in production and post-production. The use of production and post-production equipment, technologies, materials and/or processes demonstrates some understanding of the production process and the media form.	Developed skill in the use and/or operation of a range of production equipment, technologies, materials and/or facilities is evident in production and post-production. The use of production and post-production equipment, technologies, materials and/or processes demonstrates a sound understanding of the production process and the media form.	Highly developed skill in the use and/or operation of a range of production equipment, technologies, materials and/or facilities is evident in the production and post-production. The use of production and post-production equipment, technologies, materials and/or processes demonstrates a thorough understanding of the production process and the media form.	Accomplished skill in the use and operation of a range of production equipment, technologies, materials and facilities is evident in the production and post-production. The use of production and post-production equipment, technologies, materials and/or processes demonstrates a comprehensive understanding of the production process and the media form.
	0 ❏	1 ❏ 2 ❏	3 ❏ 4 ❏	5 ❏ 6 ❏	7 ❏ 8 ❏	9 ❏ 10 ❏

VCE Media: School-Assessed Task Assessment Sheet 2018						
	Levels of Performance					
Assessment criteria	Not shown	1–2 Very low	3–4 Low	5–6 Medium	7–8 High	9–10 Very high
Unit 4 Outcome 1 9. Use of reflection, and feedback throughout production and post-production.		Very limited documentation of the development and/or refinement and/or realisation of a media product.	Limited documentation demonstrates some development and/or refinement and/or realisation of a media product.	Adequate documentation demonstrates the development, refinement and realisation of a media product.	Detailed documentation effectively demonstrates the development, refinement and realisation of a media product.	Insightful and detailed documentation undertaken explicitly and effectively demonstrates the development, refinement and realisation of a media product.
		Limited evidence of feedback and reflection on iterations of the media product.	Some evidence of feedback and reflection on some iterations of the media product with some use of media language to support refinement and realisation.	Evidence of feedback and reflection on the iterations of the media product that are documented using media language to support refinement and realisation.	Evidence of feedback and reflection on the iterations of the media product that are thoroughly documented using media language and that effectively supports refinement and realisation.	Evidence of detailed feedback, and reflection on the iterations of the media product that are comprehensive document using media language and that effectively support refinement and realisation.
		Very limited evidence of the use of feedback and reflection to demonstrate a limited understanding of the media product.	Some evidence of the use of feedback and reflection to demonstrate a limited understanding of the media product.	Evidence of the use of feedback and reflection to demonstrate a sound understanding of the style, genre and the specified audience of the media product.	Detailed evidence of the considered use of feedback and reflection to demonstrate a thorough understanding of the style, genre and the specified audience of the media product.	Highly detailed evidence of the comprehensive and considered use of feedback and reflection to demonstrate a sophisticated understanding of the intention of the specified audience of the media product.
		Very limited evidence of the use of feedback and reflection demonstrates a very limited understanding of the use of media codes and conventions to structure the media product.	Some evidence of the use of feedback and reflection demonstrates limited understanding of the use of media codes and conventions to structure the media product.	Evidence of the use of feedback and reflection demonstrates a sound understanding of the use of media codes and conventions to structure the media product.	Detailed evidence of the considered use of feedback and reflection demonstrates a thorough understanding of the use of media codes and conventions to structure the media product.	Highly detailed evidence of the comprehensive and considered use of feedback and reflection demonstrates a sophisticated understanding of the use of media codes and conventions to structure the media product.
	0 ❏	1 ❏ 2 ❏	3 ❏ 4 ❏	5 ❏ 6 ❏	7 ❏ 8 ❏	9 ❏ 10 ❏

VCE Media: School-Assessed Task Assessment Sheet 2018						
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 10. Realisation of the production design in the media product.		Little evidence of the realization of the production design and/or pre-production documentation, demonstrating little correlation between the planning and product. Little evidence of the realisation in the media product, of the intention, audience and narrative documented in the production design. Very limited evidence of changes to the production design made during production and/or post-production demonstrate very limited development of knowledge, skills and creative direction of the media product.	Some evidence of the realization of the production design and/or pre-production documentation, demonstrating some correlation between the planning and product. Some evidence of the realisation in the media product, of the intention, audience and narrative documented in the production design. Limited evidence of changes made to the production design during production and post-production to demonstrate some development of skills and knowledge to support the creative direction of the media product.	Sound evidence of the realization of the production design and pre-production documentation, demonstrating a clear correlation between the planning and product. Sound evidence of the realisation in the media product, of the intention, audience and narrative documented in the production design. Evidence of changes made to the production design made during production and post-production demonstrates the development of relevant skills and knowledge to support the creative direction of the media product.	An effective realization of the production design and pre-production documentation, demonstrating a strong correlation between the planning and product. An effective realisation in the media product, of the intention, audience and narrative documented in the production design. Evidence of changes made to the production design made during production and post-production demonstrates the development of proficient skills and knowledge to support the creative direction of the media product.	A highly effective realization of the production design and pre-production documentation, demonstrating substantial correlation between the planning and product. A highly effective realisation in the media product, of the intention, audience and narrative document in the production design. Evidence of changes made to the production design made during production and post-production demonstrates the development of highly proficient skills and knowledge to support the highly creative direction of the media product.
	0 ❏	1 ❏ 2 ❏	3 ❏ 4 ❏	5 ❏ 6 ❏	7 ❏ 8 ❏	9 ❏ 10 ❏

Authentication of VCE Media School-assessed Task (SAT)

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

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

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

1. Teachers are required to fill out the Authentication Record Form and Teacher Additional Comment Sheet and provide the student with feedback on their progress at each observation.

2. The study design requires students to document how **any assistance** will be organised and directed by the student. 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 or productions or folios'.

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 sheet, informs teachers about how the student structured and maintained creative control at each stage of the production process, particularly in situations where they are working with others to realise their design plan.

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. School-based audits include the inspection of authentication records. Where authentication records are not provided, the school is automatically audited the following year. Authentication record forms and Additional comment sheets will also be required to be forwarded for all works nominated for the Season of Excellence in 2018. Incomplete authentication records will result in an automatic disqualification of the student work from the nomination process.

10. Teachers are reminded that the authentication procedures are required to be followed for all student work in relation to this SAT. School-based audits include the inspection of authentication records. Where authentication records are not provided, the school is automatically audited the following year. Authentication records and Additional Comment Sheets will also be required to be forwarded for all works nominated for Seasons of Excellence awards in 2018. Incomplete authentication records will result in an automatic disqualification of the student work from the nomination process.

11. 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. http://www.vcaa.vic.edu.au/Pages/excellenceawards/seasonofexcellence/generalinfo/copyright.aspx

Authentication Record Form VCE Media School-assessed Task 2018

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 the School-based Assessment Audit.

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

School: …………………………………………………………………………………

Teacher: ………………………………..………………………………………….

Component of School-assessed Task	Date observed/ submitted	Teacher comments	Teacher's initials	Student's initials
Observation #1 of individual work in class; research and experimentation				
Observation #2: Media Production Design				
Media Production Design completed.				
Copyright All material has been sourced and acknowledged. Written copyright approval has been provided for the use of any 3rd party material.				
Observation #3: Media product development.				
Media product and accompanying documentation notes completed.				
Media product feedback, documentation and evidence of further resolution and refinement				
Final submission of School-assessed Task				

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

Student signature …………………………………………………………………………………………….Date …………………………………

VCE Media: Teacher Additional Comment Sheet 2018

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

Please complete the sheet and retain at the school. The VCAA may request submission of this sheet as part of the School-based Assessment Audit and for application for the Season of Excellence: Top Screen and Top Designs.

Student Number:

Comments

UNIT 3
Criterion 1
Criterion 2
Criterion 3
Criterion 4

UNIT 4
Criterion 5
Criterion 6
Criterion 7
Criterion 8
Criterion 9
Criterion 10

Teacher's signature _____ Date _____/_____ /2018

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

2018

Victorian Certificate of Education
Media Assessment Sheet
School−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)

The extent to which the media production development, media production design and media production demonstrate:

Media production development

1 exploration and research of relevant aspects of a media form to inform and document 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 development and documentation of a media production design in a selected media form

4 pre−production for a specified audience in a selected media form

Media production

5 application of codes and conventions relevant to the completed media product

6 realisation of a media product appropriate to the intention and the audience

7 production and post production in a media product

8 skill in the operation of equipment and the use of materials and processes appropriate to production and post−production in a selected media form

9 use of reflection and feedback throughout production and post−production

10. realisation of the production design in the media product.

PERFORMANCE ON CRITERIA: TEACHER'S COMMENTS
You may wish to comment on aspects of the student's work that led to your assessment.

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