

# VCE Media 2024-2028

Assessing the School-assessed  
Task

Units 3 and 4

February update 2024

# Acknowledgement of Country

The VCAA respectfully acknowledges the Traditional Owners of Country throughout Victoria and pays respect to the ongoing living cultures of First Peoples.



# Key Documents

## MEDIA

Show student work in the VCE Season of Excellence!



## ACCREDITATION PERIOD 2024-2028

### STUDY DESIGN



[VCE Media Study Design](#)

Details on areas of study, outcomes and assessment for VCE Media Units 1-4, 2024-2028

## Support materials

These support materials incorporate the previously known Advice for teachers.

### Planning

Developing a curriculum and assessment program >

Implementation videos >

### Teaching and learning

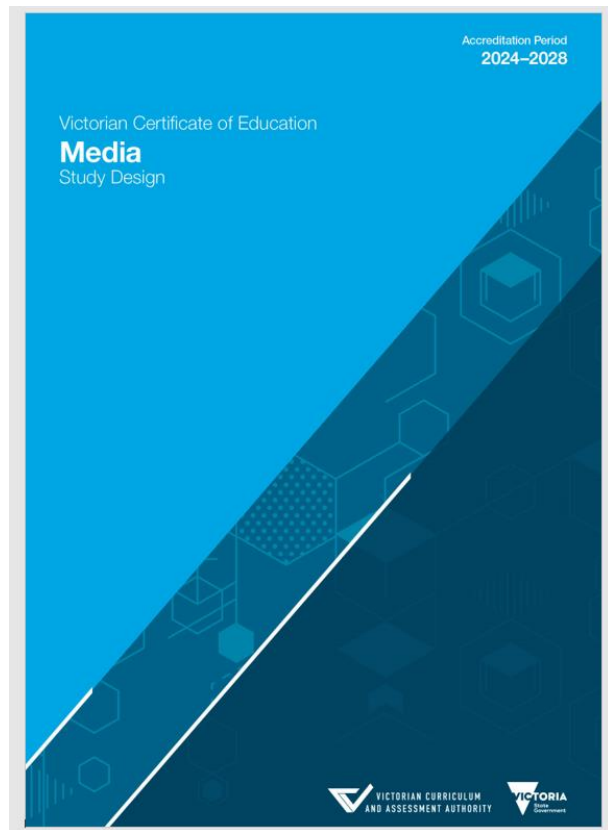
Units 1-4 sample learning activities >

### Assessment

General assessment advice >

Examination specifications, past examinations and reports >

2024 Administrative Information for School-based Assessment >



# Assessment Support Material

## General assessment advice

Advice on matters related to the administration of Victorian Certificate of Education (VCE) assessment is published annually in the [VCE and VCAL Administrative Handbook](#).

Updates to matters related to the administration of VCE assessment are published in the [VCAA Bulletin](#). [Subscribe](#) to the VCAA Bulletin.

Teachers must refer to these publications for current advice.

The [VCE assessment principles](#) underpin all VCE assessment practices and should guide teachers in their design and implementation of School-assessed Coursework (SACs).

When developing SAC tasks, teachers should also refer to the VCAA policies and school assessment procedures as specified in the [VCE and VCAL Administrative Handbook](#) section: [Scored assessment: School-based Assessment](#).

The VCAA assessment principles determine that assessment at VCE should be:

- valid and reasonable
- equitable
- balanced
- efficient.

Essentially, these principles invite schools and teachers to create assessment practices, including tasks and instruments, that enable students to demonstrate their understanding of the outcome statements as well as the key knowledge and skills. These should be demonstrated through a range of opportunities and in different contexts (balanced) that do not advantage or disadvantage certain groups on the basis of circumstances (equitable). Assessment practices should not be overly onerous in terms of workload and time (efficient) and they should only assess that which is explicitly described in the study design.

The [glossary of command terms](#) provides a list of terms commonly used across the Victorian Curriculum F-10, VCE study designs and VCE examinations, to help students better understand the requirements of command terms in the context of their discipline.

VCE Media examination specifications, past examination papers and corresponding examination reports can be accessed from the [VCE Media examination webpage](#).

Graded distributions for graded assessment can be accessed from the [VCAA Senior Secondary Certificate Statistical Information webpage](#).

Excepting third-party elements, schools may use this resource in accordance with the [VCAA's educational allowance](#) (VCAA Copyright and Intellectual Property Policy).

► Conditions of tasks

► Authentication

► Units 1 and 2

► Sample approach to an assessment task

► Units 3 and 4 School-assessed Task

▼ Performance Descriptors

• [Unit 3, Outcome 1](#)

• [Unit 4, Outcome 2](#)

## 2024 School-based Assessment

[📄 VCE Media: Administrative Information for School-based Assessment in 2024](#)

• [📄 Authentication record form: VCE Media 2024](#)

## VCE Media: Administrative information for School-based Assessment in 2024

### 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 pages 9-10. This assessment is subject to the VCAA statistical moderation process.

The 2024 Media assessment sheet on page 17 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 Administrative Handbook 2024](#).

The Authentication record form on page 18 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 2024 Important Administrative Dates and Assessment Schedule published annually on the VCAA website: <https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/Admin-dates.aspx>

# School-based assessment Advice

- **Scope and nature of task**
- **Assessment criteria, descriptors and evidence**
- **Authentication material**
- **Scoring sheet**

# Glossary of command terms

The same terms are used in SAT criteria and descriptors

## GLOSSARY OF COMMAND TERMS

This glossary of command terms provides a list of terms commonly used across the Victorian Curriculum F–10, VCE study designs and VCE examinations.

The glossary can be used by:

- teachers across Foundation to Level 10 and VCE to develop internal assessment tasks and prepare students for tests and examinations
- examination panels in the development of assessment items for external examinations.

The glossary may be used in classrooms by teachers across all F–10 curriculum areas and VCE studies to help students better understand the requirements of command terms in the context of their discipline. Students may benefit from using the glossary in the context of questions and tasks they are working on as opposed to learning the terms in isolation.

It is important that the command terms are not interpreted in an overly prescriptive way. Teachers are reminded that study-specific nuances may elicit different kinds of responses to a given term as the term may carry a particular meaning within a discipline that is not necessarily represented in the glossary. For example, an 'evaluate' question will require a different response in Mathematics than it will in History.

The list of terms in the glossary is not intended to be exhaustive or limiting; other terms may be used if required and/or appropriate, allowing study-specific questions to be constructed. Additionally, not all terms in the glossary will be suitable for use in all disciplines and studies. Reference to the relevant curriculum and VCE study design is paramount when developing internal and external assessments.

When using command terms in the construction of assessment items, questions, tasks and marking rubrics, the following definitions may be useful in considering what the term requires students to do.

 [Glossary of command terms](#)

[Pages - Glossary of command terms \(eduweb.vic.gov.au\)](https://www.eduweb.vic.gov.au)

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When using command terms in the construction of assessment items, questions, tasks and marking rubrics, the following definitions may be useful in considering what the term requires students to do.

Term	Explanation
account of	Describe a series of events or transactions.
account for	State reasons for; report on.
analyse	Identify components/elements and the significance of the relationship between them; draw out and relate implications; determine logic and reasonableness of information.
apply	Use; employ in a particular situation or context.
assess	Make a judgment about; or measure, determine or estimate, the value, quality, outcomes, results, size, significance, nature or extent of something.
calculate	Determine from given facts, figures or information, obtain a numerical answer showing the relevant stages in the working; determine or find (e.g. a number, answer) by using mathematical processes.
clarify	Make a statement or situation more comprehensible.
compare	Recognise similarities and differences and the significance of these similarities and differences.

# Scope and Nature of task

## Nature of task

As listed on p. 35 of the VCE Media study design

- A research portfolio and accompanying documentation examining ideas, concepts and aspects of the selected media form.
- Production exercises with accompanying documentation that demonstrate a range of skills in the use of media technologies and production processes relevant to the student's concepts, intentions and the selected media form.

Describes the task

Describes the scope of assessment for the task

## Research portfolio

A research portfolio that will include:

Investigation into narrative conventions, genre, style, story and plot of the works of practitioners to inform the students' production.

Investigation into codes and conventions used by media producers to convey meaning and engage audiences.

Exploration of audience characteristics including how audiences engage with and read media codes and conventions in works in the selected media form. Analysis and evaluation of how these references will assist the student in developing their own individual style.

Exploration of the use of technologies, equipment, materials and processes in forms relevant to the student's proposed media product that investigates techniques and develops skills in their proposed media form.

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

## Production experiments

Each production exercise should demonstrate practical skills and include documentation that contributes to the assessment of Unit 3, Outcome 2. The documentation should use appropriate media language and terminology including:

### Intention

Demonstrated research of exploration and development of skills in a selected media form

Recording and documentation of the exploration of skills using equipment, technologies and processes appropriate to a selected media form.

Evaluation of the exploration and development of skills in a selected media form

Use of media language in documentation and evaluation.

# Assessment Criterion

VCE Media 2024: School-assessed Task Assessment Sheet

Assessment Criteria	Indicators	Levels of Performance									
		1-2 (very low)		3-4 (low)		5-6 (medium)		7-8 (high)		9-10 (very high)	
<b>Development</b> <b>Unit 3 Outcome 2</b> <b>Criterion 1</b> Research and analyse media forms and products to develop and inform a media production.	<ul style="list-style-type: none"> <li>Research of media forms and products to inform a production including the research of codes, narrative conventions, style, genre, story and plot used by media creators across media forms</li> <li>Analysis of the use of codes and conventions to convey meaning and engage audiences in media products</li> <li>Exploration and development of ideas for a media production in visual and written documentation using media language</li> </ul>	Identifies media forms and products.		Outlines media forms and products to inform a production in a specified media form.		Describes media forms and products, to inform a production.		Explains media forms and products to inform a production.		Analyses media forms and products to inform a production.	
		Identifies ideas for a media production		Outlines ideas for a media production.		Explores ideas for a media production.		Explores ideas for a media production in a specified media form documenting feedback on how a specified audience reads and is engaged.		Explores and develops ideas for a media production in a specified media form documenting feedback on how a specific audience reads and is engaged.	
		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
<b>Key Skills</b> <ul style="list-style-type: none"> <li>develop ideas for a media production</li> <li>research a media form and products to inform a production</li> <li>analyse how media producers use codes and conventions to convey meaning and engage audiences</li> <li>analyse how audiences read and are engaged by media codes and narrative conventions</li> <li>apply media language in documentation and evaluation</li> </ul>											

Assessment criterion



Indicators of performance



Performance descriptors



Key Skills from the Outcome





# Assessment Sheet

## Authentication record form

VCE Administrative Information for School-based Assessment 2024: Media

2024

### VCE Media School-assessed Task Assessment Sheet

STUDENT NAME	
Student No.	
Assessing school No.	
<b>Performance on Criteria: Teacher's Comments</b> You may wish to comment on aspects of the student's work that led to your assessment.	

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.

Criteria for the award of grades The extent to which the student demonstrates achievement in the following:	Not Shown (0)	Very Low (1–2)	Low (3–4)	Med (5–6)	High (7–8)	Very High (9–10)
<b>Unit 3, Outcome 2</b>						
1. Research and analyse media forms and products to develop and inform a media production.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Explore and document skills using media equipment, technologies, and processes in a selected media form for a proposed product.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Unit 3, Outcome 3</b>						
3. Develop and document the intention, audience and narrative of a proposed production in a selected media form.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Plan and document a proposed production in a selected media form.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Unit 4, Outcome 1</b>						
5. Use of equipment, materials and technologies in the production of a media product.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Document the development, refinement and resolution of a media product.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Use of reflection and feedback to refine and resolve a media product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Produce a media product that realises the media production plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If a student does not submit the School-assessed Task at all, N/A should be entered in the total score box.	<b>SUBTOTALS</b>					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TOTAL SCORE

Page 17

### Authentication record form VCE Media School-assessed Task 2024 Units 3 and 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.

Student name ..... Student No. ....  
School ..... Teacher .....

#### Instructions for use

Teachers are required to carry out a regular observation and documentation of the school assessed task and provide written feedback to students. The form is to be signed and dated by the teacher and student at each observation and submission of the School-assessed Task.

Criteria for assessment	Indicators	Date observed/ submitted	Authentication issues/comments	Teacher initials	Student initials
1. Research and analyse media forms and products to develop and inform a media production.	<ul style="list-style-type: none"> <li>Research of media forms and products to inform a production including the research of codes, narrative conventions, style, genre, story and plot used by media creators across media forms</li> </ul>	<input type="text"/>			
	<ul style="list-style-type: none"> <li>Analysis of the use of codes and conventions to convey meaning and engage audiences in media products</li> </ul>	<input type="text"/>			

# Unit 3 Outcome 2 task

On completion of this unit the student should be able to **research and document aspects of a media form, codes, narrative conventions, style, genre, story and plot** to **inform the plan** for a media production.

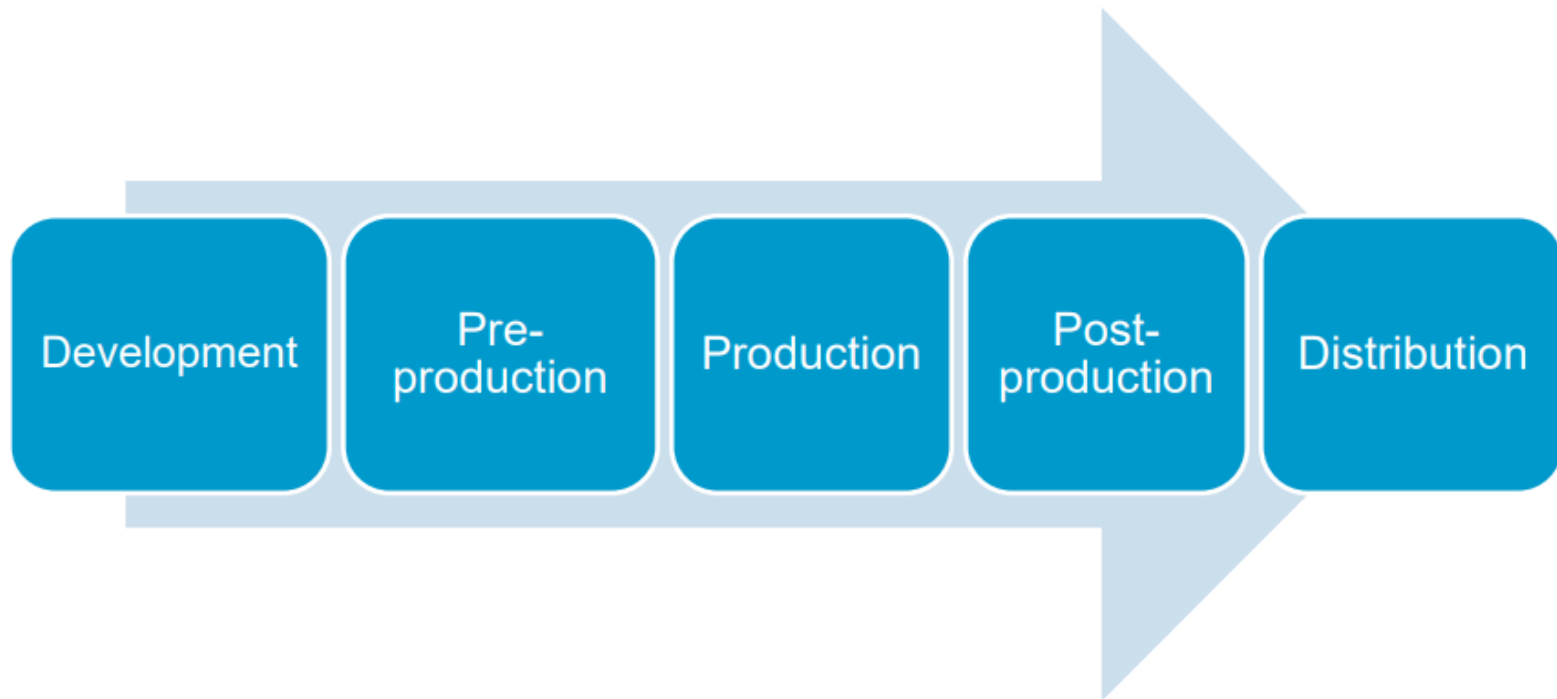
## Research portfolio

*Ideas*  
*Concepts*  
*Aspects*

## Production experiments

*Documentation*  
*Skills in media technologies*  
*and production processes*

# Media production process



## VCE Media 2024: School-assessed Task Assessment Sheet

Assessment Criteria	Indicators	Levels of Performance									
		1-2 (very low)		3-4 (low)		5-6 (medium)		7-8 (high)		9-10 (very high)	
<p><b>Development</b></p> <p><b>Unit 3 Outcome 2</b></p> <p><b>Criterion 1</b></p> <p>Research and analyse media forms and products to develop and inform a media production.</p>	<ul style="list-style-type: none"> <li>Research of media forms and products to inform a production including the research of codes, narrative conventions, style, genre, story and plot used by media creators across media forms</li> <li>Analysis of the use of codes and conventions to convey meaning and engage audiences in media products</li> <li>Exploration and development of ideas for a media production in visual and written documentation using media language</li> </ul>	Identifies media forms and products.		Outlines media forms and products to inform a production in a specified media form.		Describes media forms and products, to inform a production.		Explains media forms and products to inform a production.		Analyses media forms and products to inform a production.	
		Identifies ideas for a media production		Outlines ideas for a media production.		Explores ideas for a media production.		Explores ideas for a media production in a specified media form documenting feedback on how a specified audience reads and is engaged.		Explores and develops ideas for a media production in a specified media form documenting feedback on how a specific audience reads and is engaged.	
		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>

## VCE Media 2024 : School-assessed Task Assessment Sheet

Assessment Criteria	Indicators	Levels of Performance							
		1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)			
<b>Development</b> <b>Unit 3 Outcome 2</b> <b>Criterion 2</b> Explore and document skills using media equipment, technologies, and processes in a selected media form for a proposed product.	<ul style="list-style-type: none"> <li>At least two production experiments</li> <li>Documentation of the exploration and development of skills in a selected media form.</li> <li>Accompanying documentation that includes use of media language</li> </ul>	Use of equipment, technologies and processes in two production experiments in a selected media form.	Use of equipment, technologies and processes to demonstrate skills in a selected media form.	Use of equipment, technologies and processes in a selected media form.	Applies knowledge of the use of equipment, technologies and processes in a selected media form.	Applies specialised knowledge of the use of equipment, technologies and processes in a selected media form.			
		Documentation of production experiments.	Outlines skills used in production experiments.	Describes the development of skills in the production experiments.	Analyses the development of skills and the relationship to an intended media product.	Evaluates the development of skills and the relationship to an intended media product.			
		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>

# Unit 3 Outcome 3 task

On completion of this unit the student should be able to **develop and document** a media pre-production plan **demonstrating the student's concepts and intentions** in a **selected media form for a specified audience**.

Visual and written plan

Fictional  
Non-fictional  
Fictional/non-fictional  
narrative

Media forms for production listed on p. 35 of Media study design

# Pre-production plan requirements

Media Form: Film	Media Form: Animation
<ul style="list-style-type: none"> <li>• Intention statement</li> <li>• Narrative statement</li> <li>• Audience statement</li> <li>• Style and genre</li> <li>• Opportunities and constraints</li> <li>• Documentation – Copyright clearances, talent release forms, location release forms, call sheets</li> <li>• Techniques of engagement</li> <li>• Media codes and conventions (film)</li> <li>• Treatment</li> <li>• Distribution – where it will be screened</li> <li>• Script</li> <li>• Storyboard</li> <li>• Shot list</li> <li>• Lighting</li> <li>• Colour grading</li> <li>• Music and sound effects</li> <li>• Titles and credits</li> <li>• Character descriptions and actors</li> <li>• Production schedule and timeline</li> <li>• Costume and makeup</li> <li>• Props</li> <li>• Set design</li> <li>• Location</li> <li>• Crew list – production roles and tasks</li> <li>• Equipment/Software choices and justifications</li> <li>• Specialist technique requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Intention statement</li> <li>• Narrative statement</li> <li>• Audience statement</li> <li>• Style and genre</li> <li>• Opportunities and constraints</li> <li>• Documentation – Copyright clearances, talent release forms, location release forms, call sheets</li> <li>• Techniques of engagement</li> <li>• Media codes and conventions (animation)</li> <li>• Treatment</li> <li>• Distribution – where it will be screened</li> <li>• Script</li> <li>• Storyboard/animatic</li> <li>• Shot list</li> <li>• Shading/Colouring</li> <li>• Music and Sound effects</li> <li>• Titles and credits</li> <li>• Character descriptions and sketches</li> <li>• Casting choices (vocals)</li> <li>• Location (if required)</li> <li>• Set design</li> <li>• Lighting</li> <li>• Production schedule and timeline</li> <li>• Crew list – production roles and tasks</li> <li>• Equipment/Software choices and justifications</li> <li>• Specialist technique requirements</li> </ul>

Media Form: Photography	Media Form: Print
<ul style="list-style-type: none"> <li>• Intention statement</li> <li>• Narrative statement</li> <li>• Audience statement</li> <li>• Style and genre</li> <li>• Opportunities and constraints</li> <li>• Documentation – Copyright clearances, talent release forms, location release forms, call sheets</li> <li>• Techniques of engagement</li> <li>• Media codes and conventions (photography)</li> <li>• Treatment</li> <li>• Distribution – where the product will be exhibited or presented</li> <li>• Outline of content</li> <li>• Articles or text (if relevant)</li> <li>• <u>Mockups</u> of images</li> <li>• Composition techniques</li> <li>• Aperture, shutter speed, ISO details</li> <li>• Props</li> <li>• Costume and makeup</li> <li>• Locations or setting</li> <li>• Editing techniques</li> <li>• Method of exhibition/layout <u>mockup</u></li> <li>• Paper stock and printing</li> <li>• Character descriptions or models</li> <li>• Production schedule and timeline</li> <li>• Crew list – production roles and tasks</li> <li>• Visual design/sketches</li> <li>• Equipment/software choices and justifications</li> <li>• Specialist technical requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Intention statement</li> <li>• Narrative statement</li> <li>• Audience statement</li> <li>• Style and genre</li> <li>• Opportunities and constraints</li> <li>• Documentation – Copyright clearances, talent release forms, location release forms, call sheets</li> <li>• Techniques of engagement</li> <li>• Media codes and conventions (print)</li> <li>• Treatment</li> <li>• Distribution – where the product will be available</li> <li>• Outline of content</li> <li>• Articles or text</li> <li>• Photo <u>mockups</u> and page layouts</li> <li>• Typography</li> <li>• Paper stock, printing and binding</li> <li>• Presentation and binding <u>mockups</u></li> <li>• Character descriptions (graphic novels)</li> <li>• Props (if required)</li> <li>• Costume and make up (if required)</li> <li>• Locations or setting (if required)</li> <li>• Production schedule and timeline</li> <li>• Crew list – production roles and tasks</li> <li>• Visual design/sketches</li> <li>• Casting/interview choices (if using actors or models)</li> <li>• Equipment/software choices and justifications</li> <li>• Specialist technique requirements</li> </ul>

## VCE Media 2024 : School-assessed Task Assessment Sheet

Assessment Criteria	Indicators	Levels of Performance									
		1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)					
<b>Pre-production</b> <b>Unit 3 Outcome 3</b> <b>Criterion 3</b> Develop and document the intention, audience and narrative of a proposed production in a selected media form.	<ul style="list-style-type: none"> <li>Statement of the intention and audience for a proposed production.</li> <li>Documentation of the narrative of a proposed production.</li> <li>Use of media language in the documentation of the proposed production.</li> </ul>	Identify the intention, audience and narrative for a proposed production	Outline the intention, audience and narrative for a proposed production.	Describe the intention, audience and narrative for a proposed production	Clarify the intention, audience and narrative for a proposed production	Explain the intention, audience and narrative for a proposed production					
		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>



## VCE Media 2024 : School-assessed Task Assessment Sheet

Assessment Criteria	Indicators	Levels of Performance									
		1–2 (very low)		3–4 (low)		5–6 (medium)		7–8 (high)		9–10 (very high)	
<p><b>Pre-production</b></p> <p><b>Unit 3 Outcome 3</b></p> <p><b>Criterion 4</b></p> <p>Plan and document a proposed production in a selected media form.</p>	<ul style="list-style-type: none"> <li>Production and post-production roles, tasks and timelines documented in written and visual material</li> <li>Codes, conventions, technologies and production processes appropriate to the selected media form, audience, narrative and production documented in written and visual material.</li> <li>Use of media language relevant to the planning and production of a media product in a selected media form.</li> </ul>	Documentation of production and post-production roles, tasks and timelines in written and visual material.		Outline of production and post-production roles, tasks and timelines using written and visual material.		Description of production and post-production roles, tasks and timelines linked to the intention of the proposed production in written and visual material.		Detailed production and post-production roles, tasks and timelines that link the intention of the proposed production in written and visual material.		Detailed and specific production and post-production roles, tasks and timelines that link the intention, narrative and audience of the proposed production in written and visual material.	
		Documentation of codes, conventions, technologies and production processes		Outline of codes, conventions, technologies and production processes appropriate to a selected media form.		Description of codes, conventions, technologies and processes appropriate to intention, narrative in a selected media form.		Selection of codes, conventions, technologies and processes relevant to the intention, narrative and audience through links to the research and experimentation.		Selection of codes, conventions, technologies and processes relevant and appropriate to the intention, narrative and audience through links to the research and experimentation.	
		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>

# Unit 4 Outcome 1 task

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

Production in a media form

Documentation of processes

Documentation of use of equipment, materials and technologies

Evaluation and feedback

Realisation of the production plan

## VCE Media 2024: School-assessed Task Assessment Sheet

Assessment Criteria	Indicators	Levels of Performance							
		1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)			
<b>Production &amp; Post-production</b> <b>Unit 4 Outcome 1</b> <b>Criterion 5</b> Use of equipment, materials and technologies in the production of a media product.	<ul style="list-style-type: none"> <li>• Uses technical codes specific to the media form</li> <li>• Uses equipment, materials and technologies appropriate to the media form</li> <li>• Uses equipment, materials and technologies that link to the intentions of the production plan.</li> </ul>	Uses equipment, materials and technologies	Operate equipment, materials and technologies	Operate equipment, materials, and technologies appropriate to a selected media form.	Operate materials, equipment and technologies appropriate to the intention, narrative and audience.	Operate materials, equipment and technologies to resolve the intention, narrative and audience.			
		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>

### Key Skills

- operate equipment, materials and technologies in the production of a media product

## VCE Media 2024 : School-assessed Task Assessment Sheet

Assessment Criteria	Indicators	Levels of Performance									
		1–2 (very low)		3–4 (low)		5–6 (medium)		7–8 (high)		9–10 (very high)	
<b>Production and Post-production</b> <b>Unit 4 Outcome 1</b> <b>Criterion 6</b> Document the development, refinement and resolution of a media product.	<ul style="list-style-type: none"> <li>Document the development, refinement and realisation of the media product using written and visual documentation.</li> <li>Document the use of media codes and conventions, technologies and processes used to construct a narrative, convey meaning and engage an audience in a selected media form</li> <li>Use media language to evaluate media representations in the development, refinement and realisation of a media product.</li> </ul>	Documentation of the development, refinement and realisation of the media product		Description of the development, refinement and realisation of the media product		Description of the development, refinement and realisation of the media product throughout production and post-production		Description of the development, refinement and realisation of the media product referencing the production plan throughout production and post-production		Evaluation of the development, refinement and realisation of the media product referencing the intentions described in the production plan throughout production and <u>post production</u> .	
		Identification of media codes and conventions		Description of the use of media codes and conventions in the production is described.		Description of the use of codes and conventions to construct a narrative and convey meaning to a specified audience throughout production and post-production.		Evaluation of codes and conventions used to construct a narrative and convey meaning to a specified audience throughout production and post-production.		Evaluation of the use of selected codes and conventions to convey the intentions described in the production plan, to construct a narrative and convey meaning to a specified audience throughout production and <u>post production</u> .	
		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>

## VCE Media 2024 : School-assessed Task Assessment Sheet

Assessment Criteria	Indicators	Levels of Performance							
		1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)			
<p><b>Post-production</b></p> <p><b>Unit 4 Outcome 1</b></p> <p><b>Criterion 7</b></p> <p>Use of reflection and feedback to refine and resolve a media product</p>	<ul style="list-style-type: none"> <li>Evidence of a variety of feedback from different audiences used to refine and resolve the media product</li> <li>Evidence of reflection used to refine and resolve a media product</li> <li>Apply media codes and conventions used to construct a narrative, engage audiences and convey meaning in the media product</li> <li>Use of media language to evaluate media representations</li> </ul>	Documentation of feedback and reflection Identification of media codes and conventions	Documentation of feedback and reflection to refine and resolve aspects of the media product.  Consideration of media codes and conventions in the feedback and reflection	Documentation of feedback and reflection to refine and resolve the media product.  Application of media codes and conventions in the feedback and reflection used to refine and resolve the media product.	Analysis and documentation of feedback and reflection to refine and resolve the media product considering the intention and the production plan.  Application of relevant media codes and conventions in feedback and reflection considering the narrative, audience and meaning of the proposed production.	Evaluation and documentation of feedback and reflection to refine and resolve the media product considering the intention and the production plan.  Application of relevant and appropriate media codes and conventions in the feedback and reflection referring specifically to the intention, narrative, audience and meaning of the proposed production.			
		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>

## VCE Media 2024 : School-assessed Task Assessment Sheet

Assessment Criteria	Indicators	Levels of Performance							
		1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)			
<p><b>Production and Distribution</b></p> <p><b>Unit 4 Outcome 1</b></p> <p><b>Criterion 8</b></p> <p>Produce a media product that realises the media production plan</p>	<ul style="list-style-type: none"> <li>A media product that realises the intention and audience of the media production plan.</li> <li>Use of production and post-production processes in a specified media form to realise a media production.</li> <li>Use of media codes and conventions to construct and convey meaning to an audience in a selected media form and product.</li> </ul>	<p>The product is based on the production plan.</p>	<p>The media product realises aspects of the media production plan using production and post-production processes.</p>	<p>The media product realises the media production plan using production and post-production processes.</p>	<p>The media product realises the media production plan using selected production and post-production processes that were outlined in the media production plan.</p>	<p>The media product realises the media production plan using selected production and post-production processes that were linked to the research and outlined in the media production plan.</p>			
		<p>Production and post-production processes are used to realise a media production.</p>	<p>Application of media codes and conventions</p>	<p>Application of media codes and conventions to convey meaning.</p>	<p>Application of media codes and conventions to construct and convey meaning to a specified audience.</p>	<p>Selection of media codes and conventions specific to the media form construct and convey meaning to a specified audience.</p>	<p>Selected media codes and conventions specific to the media form are linked to the research and convey meaning to a specified audience outlined in the media production plan.</p>		
		<p>1 <input type="checkbox"/></p>	<p>2 <input type="checkbox"/></p>	<p>3 <input type="checkbox"/></p>	<p>4 <input type="checkbox"/></p>	<p>5 <input type="checkbox"/></p>	<p>6 <input type="checkbox"/></p>	<p>7 <input type="checkbox"/></p>	<p>8 <input type="checkbox"/></p>

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