VCE Media 2024-2028

Q&A webinar

Tuesday 19 March 2024

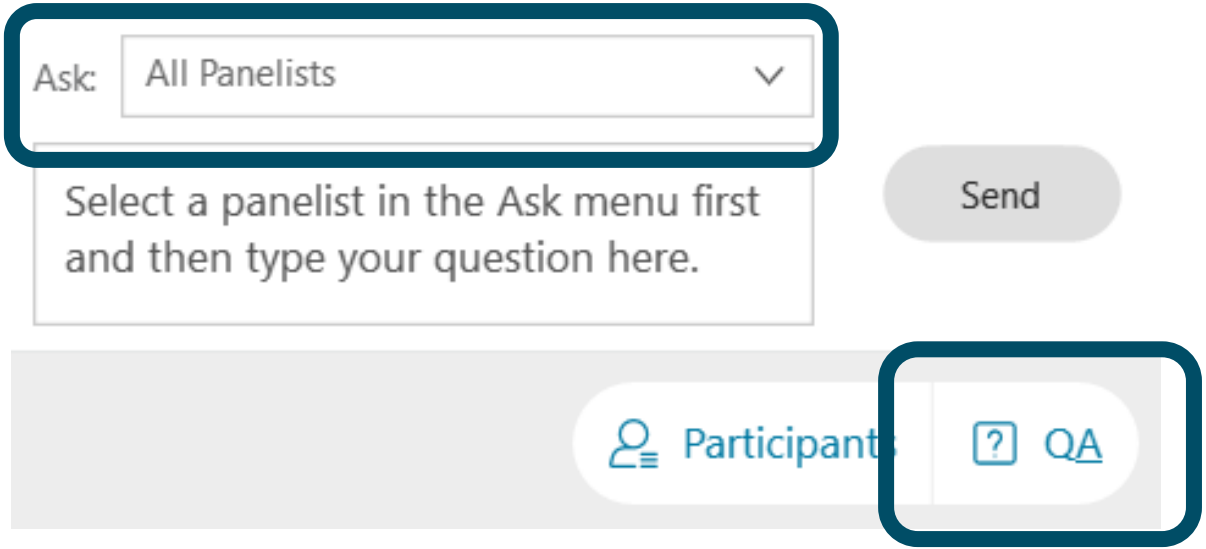
VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

VICTORIA State Government

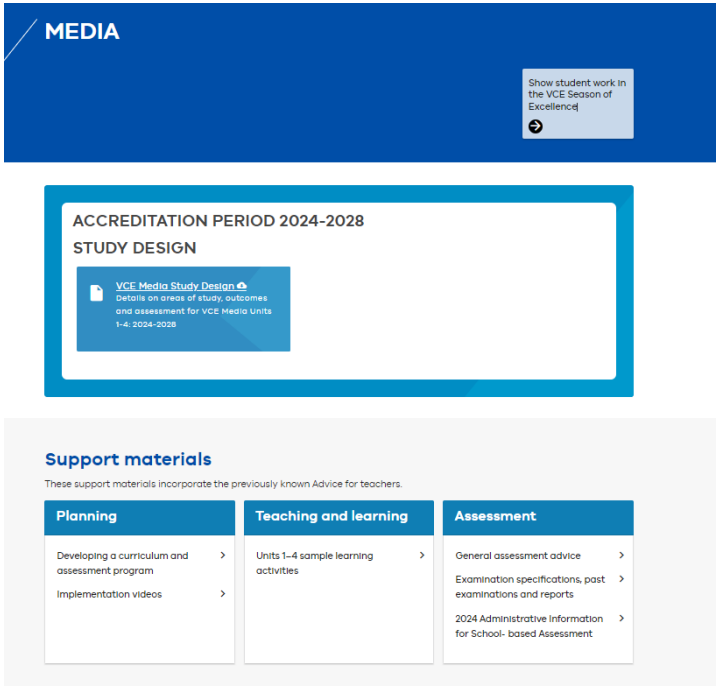
Acknowledgement of Country

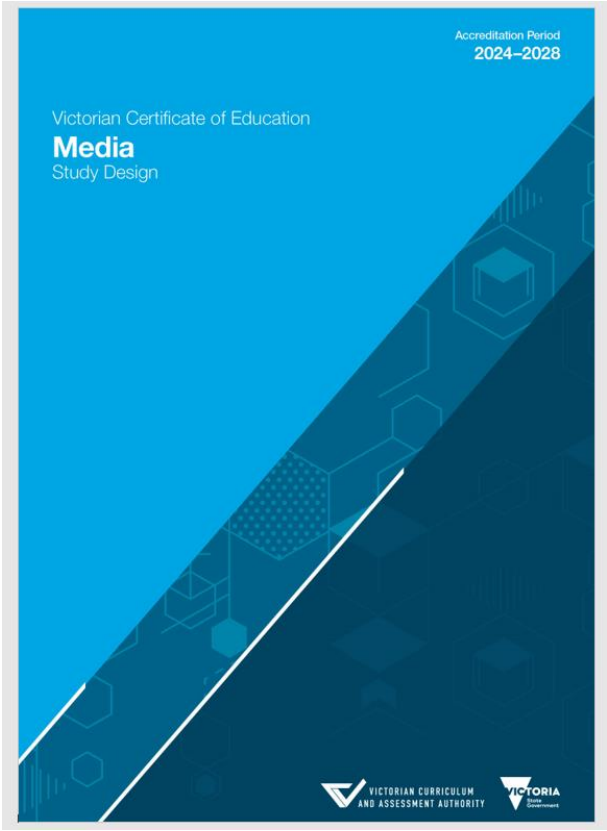
The VCAA respectfully acknowledges the Traditional Owners of Country throughout Victoria and pays respect to the ongoing living cultures of First Peoples.

Asking Questions



Key Documents





PLANNING

Accreditation period for Units 1–4: 2024–2028

- ▸ Developing a program
- ▸ Unit 1
- ▸ Unit 2
- ▸ Unit 3
- ▸ Unit 4
- ▸ Aboriginal and Torres Strait Islander knowledge, cultures and histories
- ▸ Inquiry learning in VCE Media
- ▸ Suggested timeline for teaching Units 1–4
- ▸ Critical and Creative thinking
- ▸ Employability Skills

Implementation videos

VCE Media (2024-2028) implementation videos
Online video presentations which provide teachers with information about the new VCE Media Study Design for implementation in 2024.

TEACHING AND LEARNING

Accreditation period for Units 1–4: 2024–2028

Unit 1: Media forms, representations, and Australian stories

- ▸ Area of Study 1: Media representations
- ▸ Area of Study 2: Media forms in production
- ▸ Area of Study 3: Australian stories

Unit 2: Narrative across media forms

- ▸ Area of Study 1: Narrative, style and genre
- ▸ Area of Study 2: Narratives in production
- ▸ Area of Study 3: Media and change

Unit 3: Media narratives and pre-production

- ▸ Area of Study 1: Narratives and their contexts
- ▸ Area of Study 2: Research, development and experimentation
- ▸ Area of Study 3: Pre-production planning

Unit 4: Media production; agency and control in and of the media

- ▸ Area of Study 1: Media production
- ▸ Area of Study 2: Agency and control in the media

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.

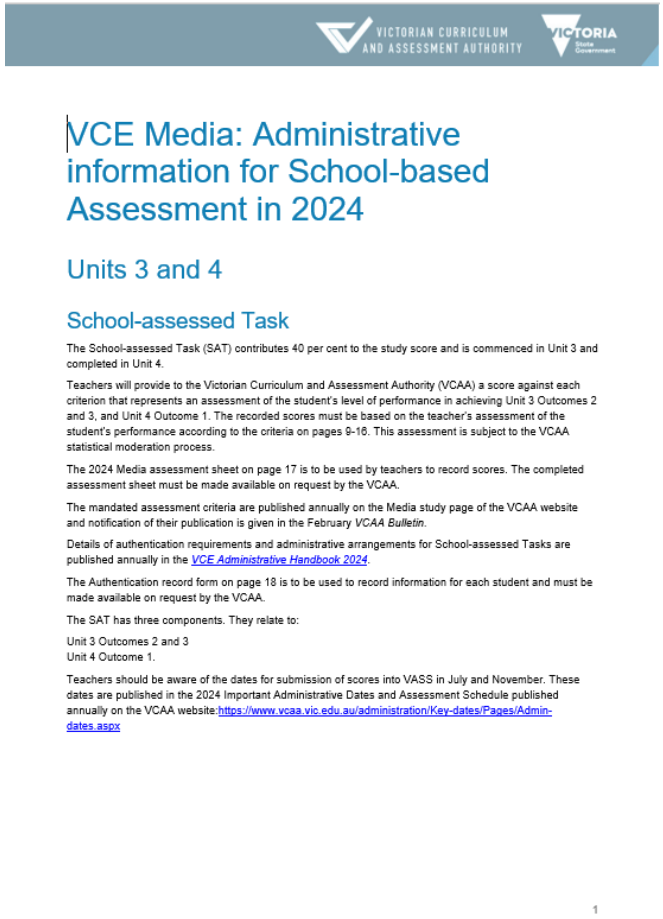
Graded distributions for graded assessment can be accessed from the VCAA Senior Secondary Certificate Statistical Information webpage.

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



VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

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 9-16. 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

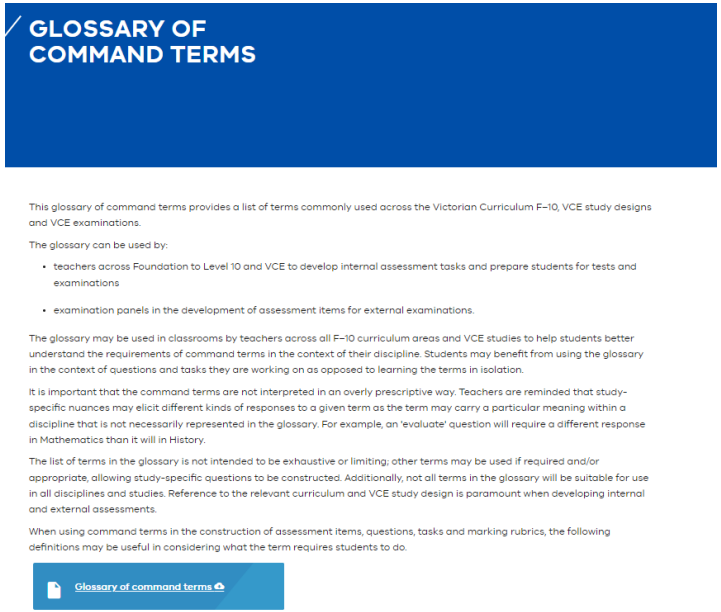
1

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.

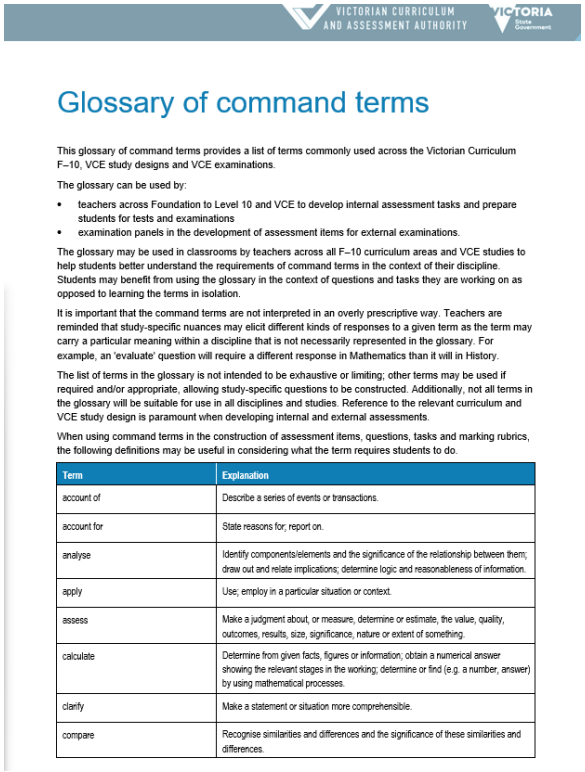
It is important that the command terms are not interpreted in an overly prescriptive way. Teachers are reminded that study-specific nuances may elicit different kinds of responses to a given term as the term may carry a particular meaning within a discipline that is not necessarily represented in the 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)]



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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.

VCE MEDIA: Performance descriptors

Media SCHOOL-ASSESSED COURSEWORK
Performance descriptors

DESCRIPTOR: typical performance in each range

	Key Skills	Very low	Low	Medium	High	Very high
Unit 3 **Outcome 1** Analyse the construction of media narratives; discuss audience engagement, consumption and reading of narratives; and analyse the relationship between narratives and the contexts in which they are produced.	• analyse the construction of media narratives in selected media forms	Identifies how media narratives are constructed in a selected media form.	Outlines how media narratives are constructed in a selected media form.	Describes how media narratives are constructed in a selected media form.	Discusses how media narratives are constructed in a selected media form.	Analyses how media narratives are constructed in a selected media form.
	• discuss how media narratives are constructed, consumed and read by audiences	Identifies the ways audiences consume and read media narratives	Outlines the ways audiences consume and read media narratives.	Defines the ways audiences consume and read media narratives.	Describes the ways audiences consume and read media narratives	Discusses the ways audiences consume and read media narratives
	• analyse the relationship between and the function of codes and narrative conventions to convey meaning	Identifies the function and relationship of codes and narrative conventions used to convey meaning in a selected media form	Outlines the function and relationship of codes and narrative conventions used to convey meaning in a selected media form	Defines the relationship between and function of codes and narrative conventions used to convey meaning in a specified media form	Examines the relationship between and function of codes and narrative conventions used to convey meaning in a specified media form.	Analyses the relationship between and the function of codes and narrative conventions to convey meaning in selected media forms.

Media SCHOOL-ASSESSED COURSEWORK						
Performance descriptors						
Continued **Unit 3** **Outcome 1** Analyse the construction of media narratives; discuss audience engagement, consumption and reading of narratives; and analyse the relationship between narratives and the contexts in which they are produced.	**Key Skills**	**Very Low**	**Low**	**Medium**	**High**	**Very High**
	• explain the relationship between media narratives and the contexts in which they were produced	Identifies the relationship between a media narrative and the context in which it was produced.	Outlines the relationship between a media narrative and the context in which it was produced.	Describes the relationship between a media narrative and the context in which it was produced.	Analyses the relationship between a media narrative and the context in which it was produced.	Explains the relationship between a media narrative and the context in which it was produced.
	• discuss the construction of representations in media narratives and how they reflect or challenge views and values of a specific context	Identifies how the construction of a media narrative can reflect or challenge the views and values of its context.	Outlines how the construction of a media narrative can reflect or challenge the views and values of its context.	Defines how the construction of a media narrative can reflect or challenge the views and values of its context.	Describes how the construction of a media narrative can reflect or challenge the views and values of its context.	Discusses how the construction of a media narrative can reflect or challenge the views and values of its context.
	• analyse the ways in which audiences from different contexts engage with, consume and	Identifies how audiences from different contexts engage with, consume and read media narratives	Outlines how audiences from different contexts engage with, consume and read media narratives	Describes how audiences from different contexts engage with, consume and read media narratives	Discusses how audiences from different contexts engage with, consume and read media narratives	Analyses how audiences from different contexts engage with, consume and read media narratives

Unit 3 Area of Study 1

Outcome 1

On completion of this unit the student should be able to analyse the construction of media narratives; discuss audience engagement, consumption and reading of narratives; and analyse the relationship between narratives and the contexts in which they are produced.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

Narratives

- the construction of media narratives in selected media forms
- how audiences engage with, consume and read media narratives
- the relationship between and the function of codes and narrative conventions to convey meaning in selected media forms
- appropriate media language.

Contexts

- the relationship between media narratives and the contexts in which they were produced
- the construction of representations in media narratives and how they reflect or challenge views and values of a specific context
- the ways in which audiences from different contexts engage with, consume and read media narratives
- appropriate media language.

Key skills

Narratives

- analyse the construction of media narratives in selected media forms
- discuss how media narratives are constructed, consumed and read by audiences
- analyse the relationship between and the function of codes and narrative conventions to convey meaning in selected media forms
- use appropriate media language.

Contexts

- explain the relationship between media narratives and the contexts in which they were produced
- discuss the construction of representations in media narratives and how they reflect or challenge views and values of a specific context
- analyse the ways in which audiences from different contexts engage with, consume and read media narratives
- use appropriate media language.

Unit 3 Area of Study 1

School-assessed Coursework for Unit 3 will contribute 10 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
Outcome 1 Analyse the construction of media narratives; discuss audience engagement, consumption and reading of narratives; and analyse the relationship between narratives and the contexts in which they are produced.	**20** **20**	The student's performance on the outcome is assessed using: • a video essay or multimedia presentation **AND** one of the following: • a written report • an essay • short responses • structured questions • an annotated visual report • an oral report.
Total marks	**40**	

Unit 3 Outcome 1 Questions

Questions – Key Knowledge and Skills

1. How many narratives should the students study for the task?
2. Narratives and Contexts- construction in media narratives. Would construction refer to the whole narrative (i.e three act structure) or can it relate to an element of the narrative? (ie the construction of a representation, construction of a genre, construction of a setting).
3. Unit 3, AOS 1: In VCE Media, would you categorize Acting as a Symbolic or Technical code?
4. Is the construction of representations as reflecting or challenging views and values linked to ideologies? Can we still discuss ideologies, or should I be breaking them down into the values that underpin them?
5. Key skills - Discuss how media narratives are constructed, consumed and read by audiences - could there be clarification around what is meant by audience construction? Is this construction of meaning or something else?

Questions – Assessment task

- Can SAC 1A & SAC 1B cover the same content & outcomes?
- Unit 3 Media Video Essay, should it have an overall message that guides the analysis? What kinds of questions need to be covered in the SAC written response questions?
- Do you have a suggested word/time limit for the video essay/multimedia part of Unit 3 SAC 1?
- Can the U3 AoS1 performance descriptors for Narratives and their Contexts be split across the two tasks, or should both tasks address all performance descriptors
- Do you have suggested approaches to the video essay - do you recommend students choose one area to explore from a list of options or should all students be covering the same content to ensure consistency?

Unit 3 Area of Study 2

School-assessed Task

Assessment for VCE Media includes a School-assessed Task. The student's level of performance in achieving Outcomes 2 and 3 in Unit 3 and Outcome 1 in Unit 4 will be assessed through a School-assessed Task. The School-assessed Task contributes 40 per cent to the study score.

Outcomes	Assessment tasks
Unit 3 **Outcome 2** Research and document aspects of a media form, codes, narrative conventions, style, genre, story and plot to inform the plan for a media production.	• 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.
Unit 3 **Outcome 3** Develop and document a pre-production plan demonstrating the student's concepts and intentions in a selected media form for a specified audience.	A pre-production plan based on the concepts, intentions and the selected media form identified in Unit 3, Outcome 2.
Unit 4 **Outcome 1** Produce, refine, resolve and distribute to a specified audience a media product planned in Unit 3.	A media product for a specified audience developed from the pre-production plan produced in Unit 3.

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.

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

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)**
Development **Unit 3 Outcome 2** **Criterion 1** Research and analyse media forms and products to develop and inform a media production.	• 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 • Analysis of the use of codes and conventions to convey meaning and engage audiences in media products • Exploration and development of ideas for a media production in visual and written documentation using media language	Identifies media forms and products. Identifies ideas for a media production	Outlines media forms and products to inform a production in a specified media form. Outlines ideas for a media production.	Describes media forms and products, to inform a production. Explores ideas for a media production.	Explains media forms and products to inform a production. Explores ideas for a media production in a specified media form documenting feedback on how a specified audience reads and is engaged.	Analyses media forms and products to inform a production. 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 ❑ 2 ❑	3 ❑ 4 ❑	5 ❑ 6 ❑	7 ❑ 8 ❑	9 ❑ 10 ❑

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)**
Development **Unit 3 Outcome 2** **Criterion 2** Explore and document skills using media equipment, technologies, and processes in a selected media form for a proposed product.	• At least two production experiments • Documentation of the exploration and development of skills in a selected media form. • Accompanying documentation that includes use of media language	Use of equipment, technologies and processes in two production experiments in a selected media form. Documentation of production experiments.	Use of equipment, technologies and processes to demonstrate skills in a selected media form. Outlines skills used in production experiments.	Use of equipment, technologies and processes in a selected media form. Describes the development of skills in the production experiments.	Applies knowledge of the use of equipment, technologies and processes in a selected media form. Analyses the development of skills and the relationship to an intended media product.	Applies specialised knowledge of the use of equipment, technologies and processes in a selected media form. Evaluates the development of skills and the relationship to an intended media product.
		1 ❑ 2 ❑	3 ❑ 4 ❑	5 ❑ 6 ❑	7 ❑ 8 ❑	9 ❑ 10 ❑

Unit 3 Outcome 2 questions

Unit 3 Outcome 3 task

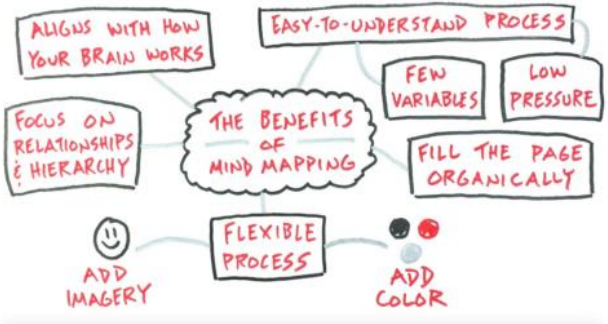
On completion of this unit the student should be able to develop and document a media pre-production plan demonstrating the student's concepts and intentions in a selected media form for a specified audience.

Visual and written plan

Fictional
Non-fictional
Fictional/non-fictional narrative

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

Example: A starting point for students



1. Identify key concept/s 2. List key VCAA elements &/ or principles relevant to styles and techniques being investigated
2. Link concepts, processes, visual language & inspirational artists where relevant
3. List materials that will be required/ utilised
4. Emphasis key features of various project ideas (Have 3 areas of exploration for Unit 3 that will provide room for growth into a finished body of work in Unit 4 for a specific audience)
5. Tag sections of the mind map to identify relevant interpretive lenses

Natalie Papak: Art Making and Exhibiting
Princes Hill Secondary College

Example: Assessment criteria for students

Plan Unit 4, Outcome 1

Final assessment criteria for a score out of 20

Unit 4 Outcome 1	**7. Present a critique of the use of the Creative Practice from Unit 3 and use feedback and reflection to resolve a body of work**
	8. Document, annotate and evaluate the refinement and resolution of the Body of Work

Paste your Outcome 1, Unit 3 reflection into your journal.

1. Create 2 new double page spreads to include loose and/or detailed drawings or storyboards to plan the resolved completion of this body of work in Unit 4.
2. Create a new mind map to identify key concepts, any additional new inspiration, list materials and processes to be used.
    - Include essential elements and principles that will be manipulated in your making.
    - Add any additional inspirational images *or* artworks that will build on and enhance your Outcome 1, Unit 4 body of work.
    - Include evidence of recorded feedback from your critique in your planning and/or mind map.
    - Evaluate your findings and address the most useful ideas in your planning for a new body of work that is informed by your creative practice of Unit 3 and builds on your findings.

These plans will be presented to the class early in term 3 after you have had time to create any required experimentation.

Plan Unit 4, Outcome 2

Build on an area of your Unit 3, Outcome 2 skill development & experimentation.

Final assessment criteria for a score out of 20

Unit 4 Outcome 2	**9. Refine and resolve a Body of work using the Creative Practice.**
	10. Resolve and present a Body of Work to communicate ideas and meaning to a viewer or audience.

1. Create 2 double page spreads of drawings & / or sketches to plan a finished, refined and resolved presentation of this body of work.
    - Include details about the audience for your creative practice, where & how it will be shown to your audience.
2. Create a mind map that includes ideas, meanings, and inspiration as well as a materials list and ideas for display methods.
    - Colour code and tag the various sections of the map for use of interpretive lenses.
    - Contextualise the concepts of this Body of Work.
    - You may need to add a page of art/ source material/ images that inform the completed presentation. Some of this content could be extracted and emphasised from your Outcome 2, Unit 3 research.

During week 1, term 3: Complete & archive any necessary experimentation with materials that will enable you to begin production on the finished project. Due date for completion: End of week 2, term 3

Natalie Papak: Art Making and Exhibiting
Princes Hill Secondary College

VCE Media 2024 : School-assessed Task Assessment Sheet						
Assessment Criteria	**Indicators**	**Levels of Performance**				
Pre-production **Unit 3 Outcome 3** **Criterion 3** Develop and document the intention, audience and narrative of a proposed production in a selected media form.	• Statement of the intention and audience for a proposed production. • Documentation of the narrative of a proposed production. • Use of media language in the documentation of the proposed production.	**1–2 (very low)**	**3–4 (low)**	**5–6 (medium)**	**7–8 (high)**	**9–10 (very high)**
		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 ❑ 2 ❑	3 ❑ 4 ❑	5 ❑ 6 ❑	7 ❑ 8 ❑	9 ❑ 10 ❑

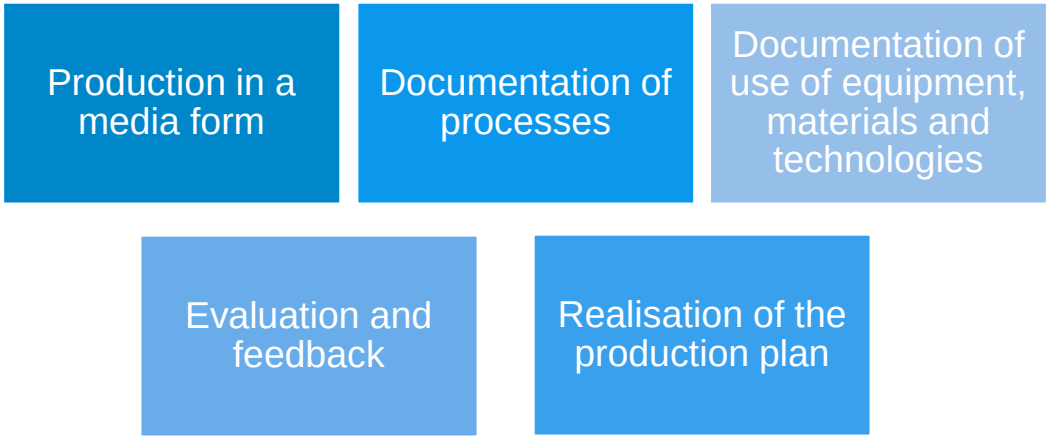
VCE Media 2024 : School-assessed Task Assessment Sheet

Assessment Criteria	Indicators	Levels of Performance				
		1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
Pre-production **Unit 3 Outcome 3** **Criterion 4** Plan and document a proposed production in a selected media form.	• Production and post-production roles, tasks and timelines documented in written and visual material • Codes, conventions, technologies and production processes appropriate to the selected media form, audience, narrative and production documented in written and visual material. • Use of media language relevant to the planning and production of a media product in a selected media form.	Documentation of production and post-production roles, tasks and timelines in written and visual material. Documentation of codes, conventions, technologies and production processes	Outline of production and post-production roles, tasks and timelines using written and visual material. Outline of codes, conventions, technologies and production processes appropriate to a selected media form.	Description of production and post-production roles, tasks and timelines linked to the intention of the proposed production in written and visual material. Description of codes, conventions, technologies and processes appropriate to intention, narrative in a selected media form.	Detailed production and post-production roles, tasks and timelines that link the intention of the proposed production in written and visual material. Selection of codes, conventions, technologies and processes relevant to the intention, narrative and audience through links to the research and experimentation.	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. Selection of codes, conventions, technologies and processes relevant and appropriate to the intention, narrative and audience through links to the research and experimentation.
		1 ❑ 2 ❑	3 ❑ 4 ❑	5 ❑ 6 ❑	7 ❑ 8 ❑	9 ❑ 10 ❑

Unit 3 Outcome 3 questions

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.



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)**
Production & Post-production **Unit 4 Outcome 1** **Criterion 5** Use of equipment, materials and technologies in the production of a media product.	• Uses technical codes specific to the media form • Uses equipment, materials and technologies appropriate to the media form • Uses equipment, materials and technologies that link to the intentions of the production plan.	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 ❑ 2 ❑	3 ❑ 4 ❑	5 ❑ 6 ❑	7 ❑ 8 ❑	9 ❑ 10 ❑
Key Skills • operate equipment, materials and technologies in the production of a media product						

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Production and Post-production **Unit 4 Outcome 1** **Criterion 6** Document the development, refinement and resolution of a media product.	• Document the development, refinement and realisation of the media product using written and visual documentation. • 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 • Use media language to evaluate media representations in the development, refinement and realisation of a media product.	Documentation of the development, refinement and realisation of the media product Identification of media codes and conventions	Description of the development, refinement and realisation of the media product Description of the use of media codes and conventions in the production is described.	Description of the development, refinement and realisation of the media product throughout production and post-production Description of the use of codes and conventions to construct a narrative and convey meaning to a specified audience 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 codes and conventions used to construct a narrative and convey meaning to a specified audience 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 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 post production.
		1 ❑ 2 ❑	3 ❑ 4 ❑	5 ❑ 6 ❑	7 ❑ 8 ❑	9 ❑ 10 ❑

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Post-production **Unit 4 Outcome 1** **Criterion 7** Use of reflection and feedback to refine and resolve a media product	• Evidence of a variety of feedback from different audiences used to refine and resolve the media product • Evidence of reflection used to refine and resolve a media product • Apply media codes and conventions used to construct a narrative, engage audiences and convey meaning in the media product • Use of media language to evaluate media representations	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 ❑ 2 ❑	3 ❑ 4 ❑	5 ❑ 6 ❑	7 ❑ 8 ❑	9 ❑ 10 ❑

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Assessment Criteria	Indicators	Levels of Performance				
		1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
Production and Distribution **Unit 4 Outcome 1** **Criterion 8** Produce a media product that realises the media production plan	• A media product that realises the intention and audience of the media production plan. • Use of production and post-production processes in a specified media form to realise a media production. • Use of media codes and conventions to construct and convey meaning to an audience in a selected media form and product.	The product is based on the production plan. Production and post-production processes are used to realise a media production. Application of media codes and conventions	The media product realises aspects of the media production plan using production and post-production processes. Application of media codes and conventions to convey meaning.	The media product realises the media production plan using production and post-production processes. Application of media codes and conventions to construct and convey meaning to a specified audience.	The media product realises the media production plan using selected production and post-production processes that were outlined in the media production plan. Selection of media codes and conventions specific to the media form construct and convey meaning to a specified audience.	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. 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.
		1 ❑ 2 ❑	3 ❑ 4 ❑	5 ❑ 6 ❑	7 ❑ 8 ❑	9 ❑ 10 ❑

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