

# VCE Media (2024-2028)

## Unit 1

## Implementation



VICTORIAN CURRICULUM  
AND ASSESSMENT AUTHORITY



# 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.



# Outline

- **Study specifications VCE Media**
- **Unit 1 overview:** Media Representations; Media Forms; and Australian Stories
  - Key Knowledge and Key Skills
  - Ways into designing formative and summative assessments
  - Sample timeline

# Study specifications

- Media literacy
- Media products
- Media forms
- Media technologies
- Media contexts
- Audience
- Media language

These are examinable terms and concepts that run through the study

# Study specifications

## Media narratives

- Fictional and non-fictional media stories in all media forms.
- A narrative is composed of story and plot. The term 'story' refers to all events that contribute to the narrative, while 'plot' refers to how the story is structured or told.
- Narratives are the depiction of a chain of events in a cause-and-effect relationship occurring in physical or virtual space over a period of time.
- Stories are constructed using the elements of plot in the form of a systematically organised series of interconnected images, sounds and/or words using media codes and conventions.
- The creator and the audience share an understanding of both the construction, distribution, consumption and reception of stories.
- Digital media forms enable creators and participants to develop and distribute stories in hybrid forms, including collaborative and user-generated content, which challenges the traditional understanding of story forms and advances new modes of audience engagement.

# Study specifications

## Media contexts

- Media contexts refers to the societal context in which media products are produced and read.
- The study of media contexts is an examination of factors (including social, cultural, economic, political and/or historical) that may influence production and audience readings.
- Media contexts are explored through an analysis of these factors and how they are reflected in media products studied, and how these products may implicitly or explicitly comment on, reflect on, develop, reject or ignore dominant views and values.
- Media products should be viewed in the light of the contexts in which they are produced and received.

# Study specifications

## Media codes

Technical and symbolic tools are used to construct meaning in media forms and products. Media codes may include the use of camera, acting, mise en scene, editing, lighting, sound, typography, colour, visual composition, text and graphics and paper stock for print.

## Media conventions

Media conventions are rules or generally accepted ways of constructing meaning or organising media products. Conventions may refer to:

- conventions of media forms and products: the rules and common practices for constructing and organising media forms and products
- genre conventions: the rules that define genres are subject to debate and change, revealing cultural assumptions about the significance of media products; the type of audiences who consume media products; and practices of the media industries
- narrative conventions: common narrative structures, such as character, character arcs and three-act structures.

# Study specifications

## Audience

All media products are distributed to audiences who consume them in different ways.

Factors such as technology, critical media literacy and the context of creation and consumption can alter the way audiences receive, engage with and respond to media products.

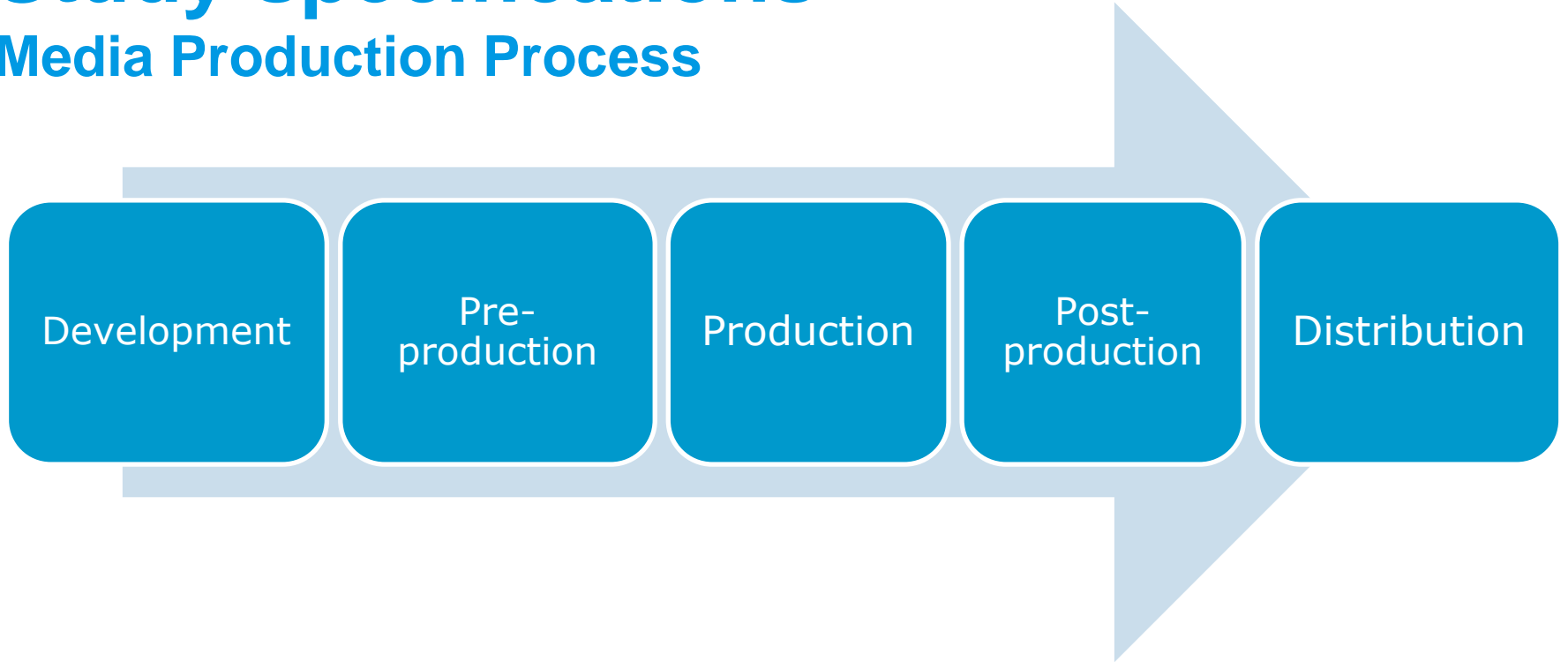
- Audience reception: This refers to both the physical way audiences consume media products and the context of the time and place in which they receive it.
- Audience engagement: This refers to how audiences are affected emotionally and cognitively by a media product and how these ways of engaging combine to form complex meanings and experiences.
- Audience response: This refers to the way a media product may influence audiences to act or change their behaviour.

All media products are made for target audiences, defined by their cultural, social and historical contexts and demographics, as well as individual traits such as age, gender and values.



# Study specifications

## Media Production Process



# Unit 1 Overview

## Unit 1: Media forms, representations and Australian Stories

Area of Study 1	Area of Study 2	Area of Study 3
<p><b>Media representations</b></p> <p><b>Key question</b> <i>How do we see ourselves and our world in media products?</i></p> <p><b>Focus</b> Media literacy and language, Media codes, contexts and conventions of forms and products.</p> <p><b>Formative Assessment</b> Written tasks that document the reception and reading of representations and reflect on the codes and conventions used to construct them.</p> <p><b>Summative assessment</b> Analytical research and response, either written or multimodal. Annotated visual presentations, such as video essays that demonstrate student knowledge</p>	<p><b>Media forms in production</b></p> <p><b>Key question</b> <i>How can we manipulate codes and conventions to create representations?</i></p> <p><b>Focus</b> Media production process, codes &amp; conventions of forms and products, Media forms and technologies.</p> <p><b>Formative Assessment</b> Production plan that records and reflects on the development, pre-production, production and post-production of representations in a range of media forms.</p> <p><b>Summative assessment</b> A produced media representation in selected media forms with accompanying evaluation of the product and the production process used to make it.</p>	<p><b>Australian Stories</b></p> <p><b>Key question</b> <i>How are Australian stories structured in fictional and non-fictional media narratives?</i></p> <p><b>Focus</b> Aboriginal and Torres Strait Islander knowledge, cultures and histories, Media literacy and language, Media contexts, Audience engagement and reception.</p> <p><b>Formative Assessment</b> Written tasks that reflect on the characteristics, codes and conventions of selected Australian texts.</p> <p><b>Summative Assessment</b> A short answer test under exam conditions that requires students to respond to specific analytical questions related to the Australian texts they have studied. Written or oral presentation on the Key Knowledge using selected exemplarity Australian texts.</p>

# 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.



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

## Unit 1

Area of Study 1

Implementation



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# Unit 1 Area of Study 1

## Media representations

### Outcome 1

On completion of this unit the student should be able to explain the construction of media representations in different products, forms and contexts, including how audiences engage with, consume and read these representations.

### Key Knowledge

- the nature of media representations within and across media products and forms from different periods of time, locations and contexts
- media codes and conventions used to construct media products and meanings in different media forms
- the construction of representations within and across products and forms from different periods of time, locations and contexts
- audience engagement with, and consumption, reading and production of, media representations in different media products and forms from different periods of time, locations and contexts
- the social and institutional relationships between audiences and the media that is created, produced, distributed, consumed and read
- appropriate media language in the analysis and discussion of media representation.

# Unit 1 Area of Study 1

## Media representations

### Outcome 1

On completion of this unit the student should be able to explain the construction of media representations in different products, forms and contexts, including how audiences engage with, consume and read these representations.

### Key Skills

- explain the nature and form of representations within media products and forms from different periods of time, locations and contexts
- analyse the media codes and conventions used to construct media products and meanings in different media forms from different periods of time, locations and contexts
- compare the construction of representations within and across media products and forms from different periods of time, locations and contexts
- discuss how audiences engage with and consume, read and produce representations in media products and forms
- discuss the social and institutional factors influencing the distribution of and relationships between audiences and media representations
- use appropriate media language in the analysis and discussion of media representation.

# Unit 1 Area of Study 1: Approaching Summative Assessments

## Instructions to Assessment 1:

A series of short-answer **worksheets** spread the weighting of this Assessment out and readies students for their **presentation**:

- You will work with a classmate to research and present an analysis of a media representation.
- You will compare and contrast at least **THREE** different media products from **different periods of time, locations, and contexts**, one of which must have been distributed within **the last two years**.
- Your presentation should be **5-10 minutes** in length and should be supported by Google Slides.
- Your presentation Slides are due to be submitted to Google Classroom by 4pm **Feb 16th**

## Examples of topics:



Teenagers in feature films and television



Depictions of mental illness in women



Depictions of ASD in the media

# Unit 1 Area of Study 1:

## Approaching Formative Assessments

- Analysing short media products or pieces of media products from a variety of contexts and forms provide examples of the range of products students can decide from for their Assessment
- There is a tendency for students to be opinionated about media representations yet this needs to be curbed to be evidence-based so connecting representations with research is important

### 1. Instructions

#### Analysing Codes

Alone or in pairs, find a tv advertisement or separate advertisements to explain the function of the following media codes (CAMELS).

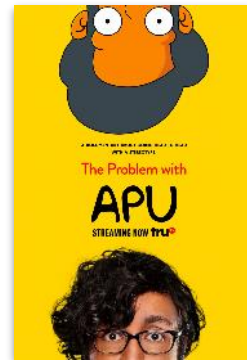
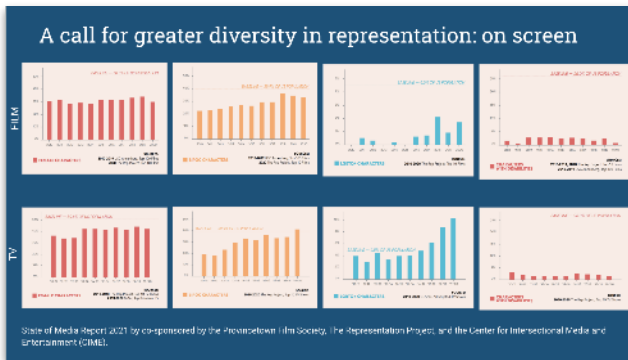
Include a screenshot of the instant this code effects the audience.

What is the intended impact of these codes? Think about what demographic is being targeted.

EXAMPLE



1. List of all findings for this instance  
2. Explain the function of the code  
3. What is the intended impact of these codes?  
4. What demographic is being targeted?



Miro Board television commercial analysis

State of Media Report 2021

Documentaries about representation



# VCE Media

## Unit 1

Area of Study 2

Implementation



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# Unit 1 Area of Study 2

## Media Forms in production

### Outcome 2

On completion of this unit the student should be able to use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms.

### Key Knowledge

- stages in the media production process, including pre-production, production and post-production
- media pre-production, production and post-production techniques to represent ideas and achieve particular effects
- media codes and conventions used to construct meaning in media products
- media technologies used to produce representations in a range of media forms
- the characteristics of a range of media representations in media forms
- media production language appropriate to the design, production and evaluation of media representations in a range of media forms.

# Unit 1 Area of Study 2

## Media Forms in production

### Outcome 2

On completion of this unit the student should be able to use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms.

### Key Skills

- use media pre-production, production and post-production techniques and processes
- research and apply media design and production techniques to represent ideas and achieve particular effects
- apply media codes and conventions to construct meaning in media products
- operate media technologies to produce representations in a range of media forms
- evaluate the characteristics of a range of media representations in media forms
- use media language appropriate to the design, production and evaluation of media representations in a range of media forms.

# Unit 1 Area of Study 2:

## Approaching Summative Assessments

To introduce you to the wonderful world of media making, you will produce a series of short, in-class productions focused on exploring how we represent ideas, people, places, and things.

- Comic Strip (ref. [Why THE FAR SIDE is a masterclass in storytelling](#))
- Looping gif (ref. [The Long, Circular History of Loops](#))
- Instagram series of photographs with accompanying captions or zines (ref. [Humans of New York](#) - 🙏 Jeremy Guzman!)
- Micro Doco - 60 seconds (ref. [60 Second Docs](#))
- Fictional Short - 60 seconds based on a genre convention (ref. [Movie Genres Explained](#))

"In 2019, my brother took me to a Florence and the Machine concert. It was in Geelong at The Day on the Green I think, so it was outside and it was just sooo amazing. There is a great photo of me on his shoulders dancing while 'The Dog Days are Over' was playing. On the road trip there, he showed me all this music, which is what got me into the kind of taste I have now."



"I've got this copy It's called the facsimile, and It's some guy, like an antique shopper guy, he found this box full of pages and it's just one of his drafts of 1984 and George Orwell was famous for like, throwing out a draft once he'd redrafted it. So it's not the whole text but you can see where he's crossed out things, and made the words a lot tighter, taken out whole slabs and just left one line, and I just like that process of, you know how he got from the concept to the final thing."

# Unit 1 Area of Study 2:

## *Approaching Formative Assessments*

- Practical Exercises:
  - Video Skills Acquisition (shot sizes, angles, camera movement, differing mics)
  - Introduction to editing with Premiere Pro
- Pre-Production:
  - Print:
    - Statement of Intention
    - Mock ups
  - Animation:
    - Storyboard
    - Animatic
    - Audio assets
  - Hybrid Media:
    - Statement of Intention
    - Rationale for chosen subject and Interview Questions
    - Locations
    - Equipment List
    - Lighting diagrams

Etc.

# VCE Media

## Unit 1

Area of Study 3

Implementation



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# Unit 1 Area of Study 3

## Australian Stories

### Outcome 3

On completion of this unit the student should be able to analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms engage, and are consumed and read by, audiences.

### Key Knowledge

- the structure of Australian fictional and non-fictional media stories arising from cultural histories and institutions
- media codes and conventions used to engage audiences and communicate meaning
- the influence of the style of media creators and producers in the construction of fictional and non-fictional narratives
- the impact of Aboriginal and Torres Strait Islander voices and perspectives on our national identity and story
- the impact of institutional, economic, social and political constraints on the production and distribution of fictional and non-fictional narratives
- how audience engagement and reception of narratives is affected by their expectation, consumption and prior reading of a range of fictional and non-fictional narratives in a range of contexts
- media language.

# Unit 1 Area of Study 3

## Australian Stories

### Outcome 3

On completion of this unit the student should be able to analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms engage, and are consumed and read by, audiences.

### Key Skills

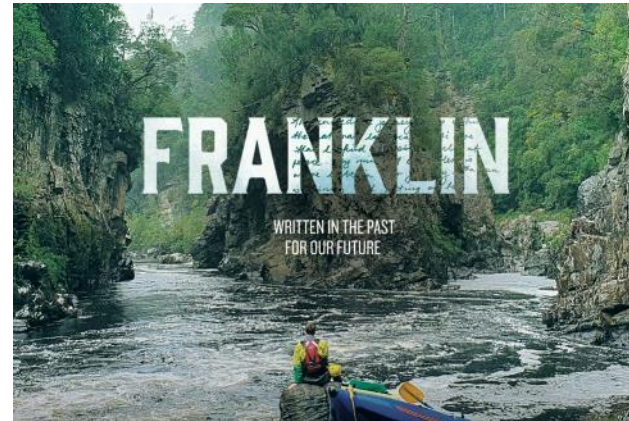
- analyse structures in Australian fictional and non-fictional media stories arising from cultural histories and institutions
- analyse media codes and conventions used to engage audiences and communicate meaning
- analyse the construction of narratives through the fictional and non-fictional style of media creators and producers
- analyse the impact of Aboriginal and or Torres Strait Islander voices and perspectives on our national identity and story
- analyse the impact of institutional, economic, social and political constraints on the production and distribution of fictional and non-fictional narratives
- discuss factors that affect audience engagement and reception, such as consumption and prior reading of narratives in a range of contexts
- use media language.



# Unit 1 Area of Study 3:

## *Approaching Summative Assessments*

After viewing one Australian feature-length fictional narrative and one Australian feature-length non-fictional narrative, you will complete a written test in class featuring short-answer and extended response questions. In your answers you will analyse the style and structural features of these narratives and the ways in which they are read, engaged with, and consumed by audiences.



# Unit 1 Area of Study 3:

## *Approaching Formative Assessments*

- Questionnaire on *Between a Frock and a Hard Place*
- Excursion to The History of the Moving Image, ACMI
- Activities on:
  - Genres
  - Narrative Structure
  - Soundtracks
  - Style
  - Documentary Modes
  - Socio-Political and institutional Contexts



As a guide,  
resources can be  
found [here](#)



# Unit 1: Sample Timeline

Weeks	Formative	Summative
1	View and analyse range of print media representations (specifically caricatures)	Representations Worksheet #1: Print Media
2	Experimenting with narrative sequencing, composition, and codes to communicate meaning	Form 1: Print - Comic Strip
3	View and analyse range of animated media representations	Representations Worksheet #2: Animated Media
4	Constructing looping narratives and layering sound effects	Form 2: Animation - Gif
5	View and analyse range of photographic media representations	Representations Worksheet #3: Photographic Media
6	Exposure triangle, depth of field, and mise en scene to convey meaning	
7	View and analyse range of hybrid media representations	Representations Worksheet #4: Hybrid Media
8	New media, aspect ratios, carousels, titles, folksonomies	Form 3: Hybrid Media - Photographic & Written

# Unit 1: Sample Timeline

<b>Weeks</b>	<b>Formative</b>	<b>Summative</b>
9	Excursion to ACMI for The History of the Moving Image and Top Screens Meet the Filmmakers	Media Representations Oral Assessment
10	View and analyse documentary film (Franklin)	
11	Introduction of documentary modes, structures, contexts, styles	
12	Merging modes of documentary, lighting, using archival footage and voice over	Form 4: Micro doco
13	View and analyse fictional film (Priscilla)	
14	Introduction of feature film genres, structures, contexts, styles	
15	Revision	Australian Stories Written Assessment
16	Scripting, blocking, production roles, genre conventions	Form 5: Fictional short

# Contact

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