

VCE Media (2024-2028)

Unit 4 Area of Study 2 Implementation

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.



Study specifications

- Media literacy
- Media products
- Media forms
- Media technologies
- Media contexts
- Media codes
- Media conventions
- Media production process
- Audience
- Media language
- Aboriginal and Torres Strait Islander knowledge, cultures and histories

Study specifications

Media literacy

- Interrelated set of competencies that help people to maximise advantages and minimise harm in the new information, digital and communication landscapes.
- VCE Media promotes media literacy by encouraging students engage critically with media as citizens in a democratic society.

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.

Unit 4 Overview

Unit 4: Media production; agency and control in and of the media	
Area of Study 1	Area of Study 2
Media production Key question <i>How do students realise their intention through their media productions?</i>	Agency and control in media Key question <i>Who holds the power and influence – the media or audiences?</i>

Unit 4: Media production; agency and control in and of the media	
Focus The production, post-production and distribution stages of the Media Production process. School-assessed Task A completed media product in a specified form with accompanying documentation and reflection.	Focus Audience reception of engagement with and response to the contemporary media landscape. School-assessed Coursework <ul style="list-style-type: none">• a written report• an essay.

Unit 4 Area of Study 2

Outcome

On completion of this unit the student should be able to use evidence, arguments and ideas to discuss audience agency, media influence, media regulation and ethical and legal issues in the media.

Key Knowledge

- the changing relationship between the media and audiences
- the influence of both the media and audiences
- how media is used by globalised media institutions, governments and individuals
- arguments, evidence and ideas to explain contemporary media influence and audience agency
- the regulation of the media and audiences in Australia
- the issues and challenges relating to regulation and control of the media
- ethical and legal issues in the media
- media language used in evaluation and discussion.

Unit 4 Area of Study 2

Outcome

On completion of this unit the student should be able to use evidence, arguments and ideas to discuss audience agency, media influence, media regulation and ethical and legal issues in the media.

Key Skills

- analyse and discuss the changing relationship between the media and audiences
- analyse and evaluate the extent of the influence of the media and audiences
- explain how media is used by globalised media institutions, governments and individuals
- analyse contemporary evidence, arguments and ideas to explain the influence of media and agency of audiences
- explain and discuss the regulation of the media and audiences in Australia
- analyse issues and challenges relating to regulation and control of the media
- evaluate ethical and legal issues in the media
- use media language in analysis, evaluation and discussion.

Unit 4 timeline

Unit 4: Media production; agency and control		
Term 3	Area of Study 1:	Area of Study 2:
Week	How do students <u>realise</u> their intentions through their media productions?	Who holds the power and influence – the media or audiences?
Term 3 1	<p>Students begin production on the School-assessed Task Unit 4 Area of Study 1.</p> <p>Detailed examples of approaches to the production are provided in the teaching and learning documentation.</p> <ul style="list-style-type: none"> Students document their work in a production diary. This could be a continuation of the document they used to record their development and pre-production, but must be clearly labelled as <i>Unit 4, Media Production</i>. Discuss the nature of managing and coordinating a media production. <ul style="list-style-type: none"> What challenges might the students face? Students begin to work through their production timeline. They annotate changes to their schedule, as well as any alterations to their narrative due to production constraints. Students share accounts about the challenges they faced during the term break, and workshop solutions. Students reflect on their production schedule and annotate any alterations they need to make to their timelines or narrative 	<ul style="list-style-type: none"> Students begin taking notes on the key terminology in Unit 4 Area of Study 2 Teacher presents introductory material related to the concepts of agency and control. The student's performance on the outcome is assessed using one or more of the following: <ul style="list-style-type: none"> A written report An essay <p>It is important to supply the format of and the criteria for assessment of the School-assessed Coursework task to students at the start of Unit 4 Area of Study 2. Detailed examples and case studies are provided in the Teaching and Learning support materials. .</p> <ul style="list-style-type: none"> Students document and reflect on the way each media production stage relates to the topic of Agency and Control. Production (including development, pre-production, production and post-production): <ul style="list-style-type: none"> Who produces media products and pays for their production? Distribution: Who owns the mediums and platforms through which media products are shared? Reception: What technologies do audiences use to consume media products? Students compare contemporary media products with older examples, reflecting on the changing relationship between media and audiences in each stage listed above. While there is

Unit 4 timeline

Unit 4: Media production; agency and control		
Term 3	Area of Study 1:	Area of Study 2:
		<p>no clearly defined transition point between old media and new, it might benefit the students to use the definitions of the 'Broadcast era' of the 1900s to 1980s, and the 'post-broadcast era' of the 1980s to present day.</p> <ul style="list-style-type: none"> • • Set a research task in which students collect evidence of the changing way media products are produced, distributed, and received. This could be completed in the Term 2 holidays. • Students work in small groups, each assigned to one of the media <u>production</u> stages to create posters or charts in which their research is summarised and presented. • These posters could be completed digitally, and as an alternative way of categorising their research, they could be grouped into media forms instead of the production stages. That is, a particular media product, for example, Video Games, could be the topic of a poster that charts the way older examples were produced, distributed and consumed in comparison with contemporary examples of the medium.
Term 3 2	<ul style="list-style-type: none"> • Students begin post-production work, editing and refining the footage, audio or images they have produced so far. • They reflect on their timeline and amend as necessary to realise their production. 	<p>Students complete their group posters and display or present them to the class.</p> <ul style="list-style-type: none"> • Short analytical or discussion questions related to the changing relationship between media and audiences are given to the class. • Students respond to these questions in their workbooks, comparing their answers to worked examples.

Unit 4 timeline

Unit 4: Media production; agency and control		
Term 3	Area of Study 1:	Area of Study 2:
Term 3 3	Meet individually with students and authenticate production work on the School-assessed Task.	<ul style="list-style-type: none">• Teacher to present the first case study. Multiple examples should be made available to meet all aspects of Unit 4 Outcome 2. However, some case studies touch on all Key Knowledge and Skills for Unit 4 Outcome 2, so can act as a major focus for study. Other examples may also be used as major topics for analysis.• Advertising campaigns, whether commercial, political or for public safety, work very well when analysing and evaluating the extent of the influence of the media and audience as there are clear intentions by the producers of these media products to influence or change audience behaviours or beliefs.<ul style="list-style-type: none">– Analyse contemporary media products such as advertising campaigns that claim to have an effect on audience behaviour.– What evidence supports this <u>claim</u>? Is it strong enough to claim causation, or is it perhaps a correlation with other factors in need of consideration?– Analyse case studies where audiences are said to have influenced the production or distribution of a media product.– What evidence is there to support this claim?

Unit 4 timeline

Unit 4: Media production; agency and control		
Term 3	Area of Study 1:	Area of Study 2:
Term 3 4	<ul style="list-style-type: none"> Students continue production and post-production as indicated on their schedules. They seek feedback on rough drafts of scenes, shots, or sequences. They record this feedback and amend their plan and timeline as required. 	<p>Teacher presents a new case study or expands on the one already under analysis to explain how media is used by <u>globalised</u> media institutions, governments, and individuals.</p> <ul style="list-style-type: none"> Research different examples in which governments, individuals and global media institutions have used social media platforms. What examples demonstrate positive use, such as social activism and community engagement? What examples can be described as negative, such as political propaganda or illegal file sharing and exploitation? What examples can be described as economic, such as brand advertising or influencer marketing?
Term 3 5	<ul style="list-style-type: none"> Students document and reflect on their use of equipment, materials and processes related to their production. They continue to annotate their timeline to realise their intentions. Authentication of School-assessed Task 	<p>Using one of the <u>analysed</u> case studies, expand on the evaluation of evidence that is used to support claims of audience influence.</p> <ul style="list-style-type: none"> What arguments or media theories support these claims? Compare traditional arguments and evidence related to media influence and audience agency, such as the Uses and Gratification or Two-step flow theory with more contemporary concepts such as Filter-bubble or Spreadable Media. What arguments do contemporary media theories, concepts or models make about the extent of audience agency? What evidence is there to support these claims?

Unit 4 timeline

Unit 4: Media production; agency and control		
Term 3	Area of Study 1:	Area of Study 2:
		<ul style="list-style-type: none"> - Select a case study in which audience agency is evident. In what stage of the media production process does this occur, and what technology or platforms do audiences use to exert their agency? - Select a case study in which audience control is evident. What theory or contemporary argument helps explain this effect?
Term 3 6	<ul style="list-style-type: none"> • Students continue production as required but should be working through the post-production tasks of their product. • They seek more detailed feedback on rough drafts of their product, documenting how audiences read and respond to their work. • They reflect how successful their intended application of codes and conventions is based on the audience feedback. • Students make amendments and refinements to their product and timeline. 	<p>Students begin their School-assessed Coursework Unit 4 Part A:</p> <ul style="list-style-type: none"> - A written report on a selected case study. • Students continue to document notes in their workbooks, expanding on the case studies they have analysed with reference to contemporary media arguments that help explain the relationship between the media and audiences. • Students make visualisations of contemporary media arguments or theories, indicating how they explain the influence of the media and agency of audiences.
Term 3 7	<p>Students meet with teachers to review their progress on the School-assessed Task and for authentication.</p> <ul style="list-style-type: none"> • Do they need to seek more feedback from more specific audiences? • Are they using media language to respond to the feedback and make amendments and refinements to their product? 	<p>Select a new case study of an example of a media product produced or at least distributed to an Australian audience. These can be fictional media texts, such as children's television shows, or another example of advertising. Explain how regulation of media functions in Australia, using the case study as an example.</p> <ul style="list-style-type: none"> • Research organisations such as the Australian Competition and Consumer Commission (ACCC), and the Australian Communications and Media Authority (ACMA) • What do these organisations do?

Unit 4 timeline

Unit 4: Media production; agency and control		
Term 3	Area of Study 1:	Area of Study 2:
		<ul style="list-style-type: none"> Look at legislation such as the Australian Content and Children's Television Standards 2020, the National Classification Code, and the News Media and Digital Platforms Mandatory Bargaining Code. Discuss what these standards do, and how they are implemented. Research Australian Classification. How are media products classified and what benefit does classification provide to audiences? Research the role Australian Association of National Advertisers (AANA) and Ad Standards play in self-regulation of Australian Media. <p>It is important for a teacher to have researched the examples given to the class, sourcing relevant evidence related to the listed regulation <u>organisations</u> and legislation.</p>
Term 3 8	<ul style="list-style-type: none"> Students refine and complete post-production of their media narrative product. Students seek feedback on their finished work, making any final adjustments or refinements that time and technology constraints allow. Students reflect on a checklist to realise their media product, in particular how their product communicates their intentions as documented in their pre-production plan. 	<p>Building on the case studies presented already, discuss the issues and challenges relating to regulation and control of the media. This does not have to stay limited to an Australian context, however it can work well to expand on the examples of Australian media regulation for this key skill.</p> <ul style="list-style-type: none"> Research more examples of media regulation, such as community complaints about specific content or the classification and censorship of a media product. What issues and challenges were there in these examples? Discuss the technology and organisations involved in regulating specific media products. What challenges do regulators face when attempting to control media products?

Unit 4 timeline

Unit 4: Media production; agency and control		
Term 3	Area of Study 1:	Area of Study 2:
		<ul style="list-style-type: none"> Consider the current case studies such as regulating AI programs or social media
Term 3 9	Students submit their product and production journal for the School-assessed Task Unit 4 Outcome 1	<ul style="list-style-type: none"> Building on the examples from last week, evaluate the ethical and legal issues in the media products and case studies. Examine issues such as privacy, data-harvesting, illegal file sharing and copyright laws. Research a case study in which a particular legal or ethical issue is evident. What is the concern and what can audiences or media producers do to overcome these issues? Students review the many examples and case studies in their workbooks, summarising each and using the Key Knowledge points of the Outcome as headings. <p>Student workbooks for Unit 4 Outcome 2 are checked by the teacher for authentication.</p>
Term 3 10	Screen and present students' productions to the school community	<p>Students sit the Unit 4 Outcome 2 School-assessed coursework task.</p> <p>The student's performance on the outcome is assessed using one or more of the following:</p> <ul style="list-style-type: none"> A written report An essay

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:

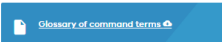
- teachers across Foundation to Level 10 and VCE to develop internal assessment tasks and prepare students for tests and examinations
- examination panels in the development of assessment items for external examinations.

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.

A changing relationship

- **Who holds the power and influence – the media or audiences?**
 - **Participatory culture.** Developed by Professor Henry Jenkins, Participatory Culture is an idea that suggests that creating media is a social act. New technology increases the ability of audiences to create and share media.
 - **Spreadability.** In the book ‘Spreadable Media’. Jenkins argues that audiences shape the flow of communication: if it doesn’t spread, it’s dead. And, in today’s media landscape, audiences determine what spreads. They also change the message itself, recontextualising, remixing, and transforming.
 - **Surveillance Capitalism.** Platforms amass data about their users, develop predictive products which they sell to advertisers. This ubiquitous digital architecture is increasingly used to influence audiences. Zuboff suggests that the ultimate goal is to automate audiences.

A changing relationship

- **Production.**
 - **Institutions..**
 - New and traditional media continue to exist side-by-side.
 - There has been a shift away from traditional media which was hierarchical and linear, towards media that is more participatory.
 - **Individuals.**
 - **Producers.** Dr Axel Bruns of Queensland University of Technology argues that individuals have become a new hybrid of producers and users, the producer.
 - **Participatory culture.** Creating media is a social act. Participatory culture describes the communities that use new forms of media technology to create, share.
 - **Barriers.** Acknowledge barrier such as technology, capital, time, regulation, media ownership and media literacy.

A changing relationship

- **Production.**
 - **Crowds.**
 - In 2008, writer and lecturer Clay Shirky released the book *Here Comes Everybody: The Power of Organizing Without Organizations*. In the book, Shirky explores how individuals use online tools to work collaboratively without organisational structures.
 - Examples like Wikipedia and Linux are good examples of projects that can only be achieved through the collaboration of millions of people.

A changing relationship

- **Case studies.**

- **TikTok Algorithm.** Sophisticated algorithms that monitors interactions with the site to understand your thoughts and emotions, increasingly serving up niche content tailored to an individual user.
 - ‘How Tik Tok’s Algorithm Figures You Out’ - WSJ.
- **TV.** How television viewing is changing.
 - Bingeing vs scheduled viewing.
 - Big screen, small screens, second screens.

A changing relationship

- **Case studies.**

- **Fandom.** Dumbledore's Army is a non for profit charity created by Harry Potter fans using platforms such as YouTube and blogs have raised more than \$15,000 dollars for Darfur and Burma and have donated about 14,000 books to children in need worldwide.
- **#blacklivesmatter.** The #blacklivesmatter movement is an example of audiences exerting power over the media. Through participatory acts - such as posting videos, photographs and status updates, and sharing and commenting on the posts of others - black activists are able to focus mass media discourse on issues of race.

Influence of media and audiences

- **Focus area:** Public opinion.
 - **Arguments.** Fake news. .
 - **Evidence.** Studies into the influence of social media activism, including #blacklivesmatter, the influence of fake news during the 2016 US presidential election.
 - **Ideas.** Agenda Setting Function, Reverse Agenda Setting, Filter Bubbles, Spreadability.

Influence of media and audiences

- **Focus area:** Video games.
 - **Arguments.** Desensitisation, copycat behaviour.
 - **Evidence.** ‘Are video games really that bad?’ Countless studies.
 - **Ideas.** General Aggression Model, Uses and Gratification Theory.
- **Focus area:** Influencers.
 - **Ideas.** Parasocial Theory.
 - **Evidence.** Articles like ‘The WIRED Guide to Influencers’ are an accessible entry point. Papers such as ‘The role of influencers in the consumer decision-making process’, ‘Instagram and YouTube bloggers promote it, why should I buy?’

Influence of media and audiences

- **Focus area:** Attention and addiction.
 - **Arguments.** TikTok Brain.
 - **Evidence.** ‘The Social Dilemma’, ‘Your attention didn’t collapse. It was stolen’.
 - **Ideas.** Operant conditioning, variable-rate reinforcement.

Institutions, governments and individuals

- **Globalised media institutions.**
 - **Ideas.** Surveillance capitalism.
 - **Case studies.** TikTok, Instagram and Facebook algorithms.
- **Governments.**
 - **Case studies.**
 - **Mandatory data retention.** AFP raids on journalists who reported on the Afghan Files. In 2017-18 the AFP applied for two ‘journalist information warrants’, made 58 requests for metadata.
 - **Election advertising.** In the 2022 federal election, spending on election advertising increased 144%.
 - **Public service campaigns.** In May 2023, the federal government invested \$63 million in a new anti-vaping campaign, Victorian government recently released ‘See through the haze’.
- **Individuals.**
 - **Ideas.** Participatory culture, Spreadability.
 - **Case studies.** Wikipedia, social media activism, fandom, influencers.

Regulation

- **Regulation of media.**
 - **Government regulation.**
 - Classification Board.
 - ACMA.
 - Mandatory data retention.
 - News Media Bargaining Code.
 - ACCC.
 - **Industry regulation.**
 - Ad Standards.
 - FreeTV and Commercial Radio Australia.
- **Regulation of audiences.**
 - **Community standards.**
 - Content policies.
 - User conduct standards.
 - Reporting mechanisms.
 - Moderation and enforcement.
 - **Government regulation.**
 - Anti-discrimination laws.
 - Defamation laws.
 - Online harassment laws.
 - Copyright.

Regulation: Issues and challenges

- **Issues.**

- **News Media Bargaining Code.** The News Media Bargaining Code requires tech giants to negotiate and pay news publishers for using their content.
- **Mandatory data retention.** Mandatory data retention in Australia requires telecommunication companies to store customer metadata for a specified period for law enforcement purposes.
- **Content controversies.** There are always content controversies.
 - Bluey’s ‘fat shaming’ episode.
 - Sky News banned from YouTube for seven days over Covid misinformation.

Regulation: Issues and challenges

- **Challenges.**
 - **Online content.** The volume of online content—including video and games—means that Australia relies on platforms to have appropriate safeguards in place, mobile games and apps are rated using IARC, Netflix self regulates using classification guidelines and is subject to spot checks.
 - **Australian content standards.** Calls from the Australian film industry to have levies on streaming platforms.
 - **Classifying video games.** Disco Elysium, a video game, was initially refused classification in Australia due to its depiction of drug use. However, the ban was later lifted after content modifications.

Ethical and legal issues

- **Privacy.** Australians value their privacy rights and expect transparency and protection when it comes to their personal information. The business model of surveillance capitalism means more data is harvested and inferred about individuals than ever before.
- **Misinformation.** Misinformation undermines public trust, harm individuals, and distort public discourse. The rapid spread of misinformation through social media platforms poses challenges to accurate reporting and reliable sources of information.
- **Influencer marketing.** An ethical issue due to concerns about transparency, authenticity, and ethical practices. Disclosure of sponsored content, consumer protection, and the influence of influencers on young audiences are key considerations.

Ethical and legal issues

- **Algorithmic bias.** Concerns exist about the fairness, transparency, and accountability of algorithms, particularly in areas such as news recommendations, content curation, and targeted advertising. See 'Weapons of Math Destruction' and 'Coded Bias'.
- **Artificial intelligence.** Concerns about AI art and misinformation in the age of AI generated content.

Assessment

Contribution to final assessment

School-assessed Coursework for Unit 4 will contribute 10 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
Outcome 2 Use evidence, arguments and ideas to discuss audience agency, media influence, media regulation and ethical and legal issues in the media.	40	The student's performance on the outcome is assessed using one or more of the following: <ul style="list-style-type: none">• a written report• an essay.
Total marks	40	

Contact

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