**[Kathryn Hendy-Ekers]:** Hello, my name is Kathryn Hendy-Ekers and I'm the curriculum manager for Visual Arts, Media and Visual Communication Design at the Victorian Curriculum and Assessment Authority. The VCAA has developed a series of on demand videos for teachers of Media, Visual Communication Design and Visual Arts, with a focus on how to teach and assess the studies In 2021. This video is related to the Administration and Authentication of the School-assessed Task for VCE Media.

Firstly, I'd like to acknowledge the traditional owners of the land, where we're presenting from the Wiradjuri people and pay my respect to their elders and any elders past present, and emerging.

I'd like to introduce you to Renee Paxton, the State Reviewer for VCE Media, who will be presenting with me today. So thanks for your time or Renee. Okay, I'm just going to run through a few of the details about Authentication for the School-assessed Task. So you are familiar with those. Now, as you all know the essential information for VCE Media including the Authentication information is on the VCE Media Study Design page. So you'll see this video and a few other videos with their captions coming up in the next couple of weeks. So you'll be able to access those along with all the necessary materials for 2021 on this page.

Also, just to highlight, there is an advice for teachers for Media, that you can use as well. That has a lot of Authentication advice and how to develop the School-assessed Task and the School-assessed Coursework. It also has general assessment advice with it.

Additional information for the studies is available in the VCAA bulletin, which is published every six weeks online. You can subscribe to that. So there is a link on this page here to access the bulletin. The other way that important information about these studies is given is through a Notices to Schools which are actually administered to principals each week. And they are stored on the VCAA website. So, you can have a look at them there because often there is relevant information for the studies coming through those Notices to Schools. So it's a good idea to check through those every so often or check with your VCE coordinator, assistant principal or principals who might've received that notice to pass on to you as the teacher.

Very important VCAA currently Administrative dates, and an Assessment Schedule annually. They're on the Administration pages of the VCAA website. Again, in this video, you can see the links there that you'll be able to click on to access those pages. So, the dates are published for all VCE studies along with an assessment schedule, when work is due into the VCAA through the VASS system for assessment. There's also some information here about the School-assessed Tasks. You can see that the date is Friday the 11th of June.

The Administrative Handbook is also very handy for you to access as a teacher. It has information about School-assessed Tasks and coursework in general, including what to do with a lost stolen, and damaged folio. What to do if you think that students may be having issues Authentication or students might have some issues with completion of outcomes in getting satisfactory requirements. So that is official documentation you can often pass to a student or a parent who has a query about your specific studies.

Just to outline the important dates for Media for 2021. The School-assessed Task criteria for Media, criteria one to four is to on the Friday, the 11th of June. So that is Outcome 2 and 3 for Media. So it's a good idea to often take your folio work or your work in early, a couple of weeks ahead of those dates. Check with your VASS person or your VCE coordinator, I know Renee you would have a process in your school for doing that. And actually your process for moderation with another teacher and assessing those student work, before you submit those final scores. So, that's really important to do as well.

The data for coursework is Monday the 6th of September for Unit 3. So, that is Outcome 1 for VCE Media and the S and N scores for Unit 3. The remainder of the criteria for the School-assessed Task is Wednesday, the 3rd of November. Along with the taskwork score for Unit 4 for Outcome 1 which is also the same date. And then you can return your folios to the students and their Productions on Friday, the 5th of November. But as we go through this presentation, we'll give you some ideas about how you can store your student work and authenticate it.

I know in Media, there's a lot of collection now online, digitally, and teachers do set up learning management systems or Google. I think Renee, you were talking earlier about Google Docs and Google Drive, to really store student work for Authentication. So that's really important as well.

And now all this information about Authentication is in the VCE Media Administrative information for School-based Assessment in 2021. So that has Scope of the Task for Unit 3 and four for the SAT for Media. The Nature of the Task, the Assessment Criteria, Authentication information and the Authentication Record Form. So this information is exactly in that document on Authentication on pages 18 to 23. So, it's really important for Media, that you read that through. So, you must comply with those Authentication requirements and use the Authentication Record Form to provide evidence of progression and the platform to deliver feedback to your students. It's one of the questions we do ask in the School-based Audit. If you are audited for Unit 3 or Unit 4 about your Authentication procedures.

So, as I've said, the audits do have a look at how the school is doing that. And often at schools do have a policy for Authentication. The Authentication Record Form is also used in applications for the Season of Excellence, to confirm that the teacher has assessed and authenticated the student work. So it's good idea, and it is essential that you get your students familiar with that form because we often do get a lot of queries about from students asking what the form is. So, it is important that they do have a knowledge of it and they are able to sign off on each of the Authentication point.

So I'm just going to hand it over to Renee. Now, she's going to talk about how she provides that progressive Authentication for her students.

**[Renee Paxton]:** Thanks, Kathy. So, we use, I use the Authentication Record Form obviously. Here's an example of that. There's some really great questions at the bottom in light blue there. It can really assist with how we give feedback to our students. So, the reason that we need this form is for in Media especially we can't possibly have eyes on our students making this up, at every single stage. We really need to sit down regularly with this student, observe their work, talk to them about their progress and give them feed back on each criteria as we go along. It's not something that only assist the teacher in understanding the work, but it also assists the students in helping them along. It gives us a chance also for us to be involved in that process. And then we're able to then prove that the students have actually completed their own work.

These particular document needs to be filled in throughout the process, so that students have access to this. And they have progressive feedback along the way. It's really recommended that these kinds of consultations and observations are done on a formal and also an informal basis. You'd need to make sure that you use this form at least four times per semester, as it says at the top. And it also needs to be signed and dated by the teacher and the student each time, which Kathy mentioned before.

And then I'll organise some Authentication times for my students. And it, obviously, it depends on your class size how long it's going to take. But I'll make the time to sit down with my students and have some one-on-one time with them quite regularly. So, you might find that you have a double a week where you working on the SATs, and maybe every second week is an Authentication checkup with your students, I do something a little bit like that.

And I find that it helps me ensure that the students are on track. They're not falling behind. And that they've also got that opportunity because some students, you know, they don't want to put their hands up and ask them questions because they feel embarrassed, but if they've got that time, they want that one-on-one time with us too. And then they're also proving to us because actually their work and they sign it off and I tell them it's a very important legal documents so they have to use this. So, they get kind of scared with that but it's good because we need to make sure that that Authentication is legitimate really.

So using each of those sections, to fill in some sort of observation comment. Again, you can do this by hand you can do this digitally, totally up to you how you want to go about it. But then we're really using, I really liked the little questions to ask in feedback comments. So that can drive you there a little bit, if you need to. Get some feedback on there. And we've got that feedback on those stages of submissions as well.

**[Kathryn Hendy-Ekers]:** Just to remind teachers as well Renee, if you do, put the feedback in some other place, please document on the form that is in another location, often we receive forms in audit or in Top Screen that don't have any comments on them. And we often find out the comments are somewhere else. So make sure that this form is also available now as a word document.

So you can download it and actually literally type into the document. In terms of student signatures and teachers dates on the VCAA web page under School-based Assessment, which is the general page. There is some advice about how you can digitally record students' acknowledgement of work and signatures. So that's really important as well. Thanks for that.

**[Renee Paxton]:** Thank you. Here's a little sample of what Authentication Record Form that has been typed in digitally. Put the date in there and obviously we would organise signing of that but it's looking at different types of observations that you could have, this just for instance the first observation, have a little sample and we're sort of looking at feeling in, essentially just filling all the gaps.

So, we're looking at how that then relates to each of those criterion, using that criterion and even have the criterion next to you while you're doing this with the student and and you can ask them, "Where do you think you would be placed on this?" I think that kind of conversation is quite good to have with them, because if they're not thinking they're going to get an A triple plus, and thinking they're amazing, it's you know, there's work to be done.

So this is a really good form to use along side those students to assist them and and understanding how they're actually completing that work. Here's a little bit more of a sample filled in there with some observational comments, in different parts of stages and across different dates. You don't want to do this all at once, because you're really not helping yourself or helping the student. And that's really difficult to authenticate, if you weren't doing it progressively.

**[Kathryn Hendy-Ekers]:** And one of the things one of the other State Reviewers was mentioning, in another video that that form is often used, when the student may misplace their work or something happens to their work and you need to assess it. You will need that Authentication document to go back through, to justify why you are giving the students the particular score you are.

**[Renee Paxton]:** Yes, absolutely. And that would be usually part of your own lost, stolen or damaged documentation at your school as well, but the Authentication or performance descriptors are just another sort of protection for the kids as well. So thinking about it in that way too. So when we're looking at authenticating Outcome 3, which is that Production Design, the annotated Production Design is that key reference for assessment for the Product. So it should be updated maintained throughout that Production Process.

And the plan together with that Authentication Record Form is done to inform teachers about how the students was able to deal with the Production, how they structured and maintain that creative control at each of those stages through Production and Post-production, in particularly when they're working with other people or they are working onsite on any of those. So during that planning stage, teachers should really make it clear to students that the written and visual representations that we need in our Production Design, are there to form the basis of Authentication for their work.

For example, just reading off, this students may be required to submit original drawings or animations, keep logs of images that have been appropriated. Submit details, shot lists, and document any kind of briefing notes that are provided to a film or crew. You might have little contracts, things like that, students like to use as well and all of those notes need to be in there, they need to be dated, they need to be clearly documented to really enable teachers to authenticate that work, especially when it's not being performed in front of them.

So here's a little couple of samples of some of the Media Production Design in Unit 3. So this is some sample feedback that students have received on the right-hand side there, for the work that they have produced there on the left. So, this is a student that was going through and discussing the story conventions in their research portfolio.

And this is some of the feedback that the student received on their Authentication record. So it showed a clear understanding of the story conventions and how directors and artists have been able to portray their film. It links to the students film idea and it's also very evident in that exploration, and it can relate to the genre, and style of the student's concept. So, just really relating that back to that criteria is really, really important. So the student can understand the connection there, and you're proving that it is their work.

Here's another a little example because it's from Unit 4, again, having all of these and some Production notes and some evidence of other things that the student did during their Production. Some of the digital work through the screenshots, they've some images of them out on their actual shoot. So mentioned here is that organised well managed Production because it was clear through the evidence of that progression of work, the journaling that was happening each day with their accompanying photographs and screenshots. So, you sort of see a couple of little examples of those there and what kind of very simple short comments you might make about those.

So when we go about authenticating this assessment task, we need to make sure that those source materials are being acknowledged. So students will include images of work, that's obviously not theirs, especially for their research portfolio. It's really important that we get students to source that. Now I know aesthetically, it doesn't necessarily look good to have that URL at the bottom of each image. That's okay, they may have like a guide that says "Image One" and then on another page they have got all their sources. Doesn't really matter how they do it. As long as you've got things like specific titles, publication dates, texts, types of magazines, or URL for particular websites, basically where did they get that image from? It's not theirs. They need to make sure they source that.

And it's really, really important especially when it comes down to the Season of Excellence. Students wanted to apply for Top Screen or Top Designs. They need to ensure that all of this work is sourced appropriately, because otherwise it is a Copyright issue. And we definitely don't want that.

So here, I've got a little example of a student who's done a little bit of annotation about the use of colour, and they're just very, very simply at the bottom written what the film is, who directed it, what year it's from, and they've also got their URL there from Film Grab, where they've got some stills with that. So that is absolutely fine. That's enough, just making sure that students are keeping track of that, so that they're not doing any kind of copywriting stuff.

Speaking of copywriting. We need to make sure that we're on top of this as well. We need to acknowledge that the source materials have been acknowledged. So, this is a little checklist that is on the Authentication Record Form for us to tick and for us to check off, that this student has referenced all of the images and any kind of sources next to the images.

And they've also listed any kinds of Copyright problems, any trademark material that might be used in their folio. This is for us to make sure that we are really on top of, and this is something that's incredibly important especially as I said, if they wanted to submit their work for Top Designs or for Top Screens, their work unfortunately, unless Copyright clearance has been given. We can't put that kind of work in a public forum. It is illegal, it is a major Copyright problem.

**[Kathryn Hendy-Ekers]:** Really important that you do go through with your students and acknowledge and you need to check off and sign that you have, the student has sourced the correct Copyright information. So Renee will just talk about this information, which is available on the Season of Excellence website. So you can actually directly click on that link there. Yep, so go ahead, Renee.

**[Renee Paxton]:** I think that the Season of Excellence page is really good for Copyright. There is actually a really great document there about the guidelines, in terms of submissions for Top Designs and Top Screens, and also all of the other Visual Arts as well, which is great. I think that's a really handy resource for both teachers and for students. But what I think is great is that there is a little bit of a proforma on there that students can actually send out to, whether it's a record company or whatever. If they're trying to get a song, it actually asks them for permission, using the right terminology, the right lingo, making sure they are actually asking for the right things.

Often the students will write to a band or a musician and say, "Hey, can I use your song for my Media film?" Most of them will say, "Yes". They don't necessarily understand what that means. If a student was to actually get into Top Screen, or Top Designs, these is a problem, because we're viewing it ACMI and also at the museum. And we can make sure, that any kind of artists understand that. And they are well aware that people are paying for tickets for these events.

So it's very, need to be very very clear that we are asking for permission for those, if you intend to ask students to apply for Top Screen and Top Designs, super important. Unfortunately, as I said before, if there is no Copyright clearance, then unfortunately these Productions and images can't be accepted for Top Screen or Top Designs, which is really unfortunate, but make sure, even if a student says, no, no, no, I've got it, I've got it. Make they actually do, just checking, definitely worth checking. He's a couple of ways you can do Copyright with notes, sort of clear way to do it.

I like to get my students to get the Copyright request letter templates from the Season of Excellence webpage. I think that it's fantastic. It's got all the things in there, it's really well written. It explains everything that they need to ask permission for. So that's a great one you get signed by anyone that they're asking permission for, or if they're using things that are royalty free, you need to be able to credit them appropriately.

Same thing with Creative Commons, we need to make sure they've credited appropriately. So that black image in the middle has a whole lot of royalty free and creative comments images and they were appropriately recorded, both in the students folio and also at the end of their film in the credits, that's really important. You might find that some places will contact you with a licencee agreement, like there is on the right there. And that would be just for a student to fill out, sometimes these things can be a bit scary for students, so definitely support them as much as you possibly can with those.

Here's another little example of permissions, just having screenshots of emails or compensation is enough. These are absolutely appropriate. It could be that the local council is asking for written requests for a location or something like that, an email contact like that. Something in writing would be totally appropriate for a student to have as evidence.

Now, in terms of Authentication, we need to make sure that any kind of assistance, that external is also documented. We need to make sure that that is being very, very clearly documented in the student's design plan. For instance, if the student wants to be in their own film, who is then operating the camera? This doesn't mean that this person has creative control. The director, the student who is making this product, still needs to have full creative control, and that we need to prove that in writing. So you might want to include the notes that you gave to the person who is essentially the cinematographer and telling them how to frame shots, telling them how to move the camera. Those kinds of things, really important. And that documentation needs to not only be in the student's work, but it also needs to be mentioned in the Authentication Record Form by the teacher. So really, really important that we make that very, very clear. If this year you haven't done everything themselves.

Here's some examples, all of some external assistance. We've got some roles and tasks that have been outlined, we've got the name of the person who's doing that. We've got, you know, little screenshots saying, yes, I will do it for you. And all those kinds of things that students love to have prove of. And being really clear, and the student on the right has been incredibly clear. I will be directing all of these shots for each scene. And then my cinematographer, essentially is just going to be holding my camera and I'm telling them what to do.

And the one on the right has got some really good guidelines who is doing what, who is doing sound, all of those kinds of things. So that's a really clear way that students can do that. Students might like to do a little contract. They'll love that. As long as it's documented in some kind of way, and the role is clearly explained, in that design plan, it's absolutely fine, that is clear enough. And that's all from me.

**[Kathryn Hendy-Ekers]:** Great, thank you Renee. So thank you very much for watching today. I hope the information's been helpful. We will be running a webinar in March, where you're more than welcome to come along, with Renee and I both there to answer any questions you may have. It will just be purely a question and answer webinar. So please watch out for the details about that. You can always email me and I can provide you with those details. So I thank you very much Renee, and we look forward to seeing you in, in throughout the year, thank you.

**[Renee Paxton]:** All the best and good luck everyone.

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