**[Kathryn Hendy-Ekers]:** Hello, my name is Kathy 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 an assess the study in 2021. This video is related to assessing the School-assessed Task for Unit 4.

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

I'd like to introduce you to Renee Paxton, who is the State Reviewer for Media, who will be presenting with me today. And I would like to hand it over to Renee to continue with the presentation.

**[Renee Paxton]:** Thank you, Kathy, welcome to assessing the School-assessed Task for Unit 4. So by now, hopefully, we understand all the things that we did in Unit 3, and if you haven't, please watch that video. But we're moving onto Unit 4. So this is the really exciting part for students. Now, as we have said in multiple videos previously, the Administrative information for School-based Assessment in 2021 is the Bible, is the guide for all of this information, so please make sure that you have the up-to-date-version every single year. That's on the Media page on the VCAA website.

So let's have a look at the School-assessed Task and where those outcomes fit in. So we've gone through Unit 3, Outcome 2 and Outcome 3 to be able to get to Unit 4, Outcome 1. So this is where the student is producing, refining and resolving the Media Product that they've designed in Unit 3. This is the fun part, this is the really exciting part that students absolutely love. So the School-assessed Task contributes to 40% of the study score, and we know that we start that in Unit 3 and we finish that off in Unit 4.

So the SAT has got three components, Criterion one to four exist in Unit 3 with Outcome 2 and Outcome 3. And in Unit 4, we're looking at Outcome 1, and the Criterion is Criterion 5 to Criterion 10. So let's have a little look at the nature and scope of these tasks. The following information is straight from the Media Administrative information for School-based Assessments, 2021. So as I said before, please make sure that you have that updated information each year. So let's have a look at the nature of the task. At the end of this unit, students should be able to produce, refine and resolve a Media Product that they designed in Unit 3.

Let's have a look at the scope of the task. The Production needs to be taken individually, it needs to communicate the student's ideas and their concepts that they came up with in Unit 3. Any kind of collaboration must be in the Media Production Design. Production notes need to be taken to support effective completion of the Product, record changes, and make the process and assist in authentication. Students will also need to undertake feedback and reflection to gain insight whether the Media Product communicates their planned intentions that they looked at in Unit 3, and students need to undertake reflection to assist, to refine their work.

Production notes can demonstrate the development of the student's skills and knowledge to support their management and their creative direction. They may be completed as changes or annotations on their Production Design in any kind of form. These kind of amendments form the student's personal annotations, and they really show that the changes, the slight changes of direction the students would have gone through. These can be in a table, in a journal, in annotations, on the original Media Production Design.

Feedback is really important because we want students to seek feedback from others. So not just their moms, but other peers and also staff, and could be another teacher, which would be really handy. You could deliver these in things like test screenings, viewings in class, private YouTube links, things like that, small online groups maybe, even social media like Facebook or even Instagram. This can really help students refine and reflect their work to make sure that they can resolve their Products to the best of their ability. The student must document the feedback and the results that it has on the refinement of their work.

So we'll continue with that Scope of Task, and we're looking at that documentation of changes. Any kind of annotations or changes can be done on the original design plan through even things like sticky notes if you are using a physical kind of folio. You can select changes with new different colours or with typed changes if it's online. That would be a good way of doing that. New dates, different colours, digital comments, anything like that, so make sure that you're really differentiating the changes from the Unit 3 work to what has actually come out of Unit 4. So any of those changes that have happened with the original plan, they need to be quite different. So often we'll ask you to present that in red to show that they've used changes or little virtual stickies or something like that is quite handy to have.

So let's get onto the Criterion. So the Criterion is really important because this is what we're assessing off. So this particular Criterion is looking at the management of the work, so this is where those authentication notes come really handy. So Production notes from students can be used in this kind of area when we're looking at observations of the Production and those Post-production stages. So the more detailed it is that we can authenticate and the easier it makes Criterion five for us, for us assessing.

So the students, are they meeting timelines? Are they meeting dates? Are they actually documenting those kind of amendments as we go through and those changes? Students need to show that process to be able to meet this Criterion. Now, we use this evidence box at the bottom here, and that's really handy, not only for you, but also for the students, to make sure we're looking for the correct elements for this particular Criterion.

**[Kathryn Hendy-Ekers]:** So, Renee, when you're assessing this, you're actually looking at the Production and also at the Production notes, aren't you? So you're not just assessing the Production, you're actually looking at how the student has managed that Production.

**[Renee Paxton]:** So for Unit 4, when we're assessing that, we actually have the final Product, and we've got the documentation, those annotations, those reflections that refine all of the aspects of the Production, would come here with Criterion five to 10. They're the things we'll be looking at there.

So here's a couple of examples of some Production notes and annotations. As you can see, some sticky notes have been used. That's absolutely fine, and it's not just, "I got rid of this shot," or, "I ditched this part of the script." It's actually explaining why they did that, and there's needs to be a bit of a background information, why did they delete that? And so, just a small annotation is really handy for them.

You could present this in a table like there is on the right, or in more of a journal style with some cute photos of your friends filming and everything in the middle there, which is really nice. They can be, these can be hand written, these can be messy, but you need to be able to read them, obviously. But they just need to make sure that they explain those changes and those annotations that are made along the way.

Some students might want to do it more of a journal, some, of course, they want to have photos in there, but it's really good to put dates, little captions, annotations, we put that in there, with notes that progress how that has evolved along the way.

**[Kathryn Hendy-Ekers]:** And this is really great, Renee, because it shows that it's very, very much a personal project and it's really, student has really immersed themselves in the making of this Production. So those little details are really, really important to show a really distinctive Product as well.

**[Renee Paxton]:** Absolutely, and I also think it's quite fun. I think students really enjoy documenting this, and this is something they can also really look back on and be quite proud of, which is nice.

So let's have a look at Criterion 10. This one looks at the student's skill, how they have actually used the equipment that they have on hand, what kind of programmes they're using, but looking at how they're using the programmes and materials. It doesn't matter what type of equipment you have or what kind of programmes the students have access to, this does not discriminate at all. But this Criterion is looking at, have they used what they have to the best of their ability? And it can be really simple things. We don't want to see shaky camera work, get a tripod. We want to see nice, smooth edits, something that's been really considered. Nice photos that are in focus, thinking of white space and gutters and appropriate typeface or font in print.

This is where we're assessing those skills in Production and also in Post-production. So I love this Criterion because I really feel like it doesn't discriminate against schools and money and all of that kind of stuff. You know your students and you know what they have access to, and this is where we need to make that call. How have they operated their equipment and materials, their processes and all those sort of technologies to the best of their ability?

**[Kathryn Hendy-Ekers]:** That's exactly right. They may be shooting this on an iPhone, or they may be shooting it on a high performance camera. They've got to understand how to use that equipment, and in Production and Post-production as well. So it's really important. And you'll see that in the Production notes as well as in the Production itself, yep.

**[Renee Paxton]:** Absolutely, and also remind your students that they can have the best camera in the world, but if they make a pretty average narrative, then not going to be great. So doesn't matter what kind of equipment you have and your students have access to, it's what they do with it that actually really counts.

So let's have a look and moving onto Criterion seven. This is looking at the applications of the codes and conventions, and how they engage their audiences that they chose. How does that communicate meaning? So has a student used those codes and conventions in their Product that's actually relevant to their audience, to their actual chosen Media form? To their genre? Has the student been able to create a narrative that actually communicates meaning? Or did they target something for five year olds that's really, really advanced. This is an area that we can really have a look at. Are they appropriate to those choices? And that's why that connection between Unit 3 and what they end up producing in Unit 4 is really, really important. And I think that Criterion seven has such a close link between those initial plans, I think that's very, very important to reiterate to your students as well.

Let's have a look at Criterion eight. This is about feedback and reflection and how they've gone through that throughout their Production and Post-production stages. It's really important, it is incredibly beneficial as well, getting feedback. And I find that asking for feedback from students in a formal way like a test screening or a test viewing is incredibly helpful for students to see if they've really engaged a particular audience and achieved their intention. And students will be able to seek feedback in a variety of different ways. Some teachers will do test screenings or test viewings, as I said, of student work in class. Students can go externally and ask for feedback if they like, especially if their target audience is not that age demographic. So if they're making a children's cookbook or something, they might like to find some children that might be interested in cookbooks and ask them what they think of it as well.

So students can use things like surveys of forms to gain written feedback that they can reflect upon, they can make changes. And then that can assist in them refining their work. I find Google Forms is brilliant, it generates graphs and it collects written feedback. I find Instagram stories are really effective as well, especially for something like photography or print. Showing a couple of different layouts and using the poll feature to vote on which one a group of friends might be interested in. Just making sure that you're using that in a sort of private environment I think is best as well.

There are so many different ways for students to achieve feedback, and I find that often the feedback in the Media class is often most helpful for students, and also sometimes the most brutal. Media students are often very, very honest about other Media students' work because at the end of the day, they're in a competition with each other. So that's a good way to do that.

Here's a couple of examples of some Production notes with some annotations here. Students have reflected on the comments. It's not enough to just get a graph and be done with it because you've got lots of information, they've asked very specific questions, and they're reflecting on that information, which helps them then to refine their work. That may mean taking out a theme, taking out some shots that aren't required, enhancing colour corrections, things like that. Depending on what you ask, you're going to get back.

So the more specific questions are for that feedback, the more helpful they're going to be for students. So here's a couple of different ways. The one on the right that is quite badly included is an Instagram story with a voting process. So that could be a nice way to do that, but I love Google Forms, I think Google Forms is awesome, so get onto that.

Criterion nine, this one focuses on the realisation of their Product. Have they actually done what they said they were going to do? More specifically, have they met that scope of task? Have they met the duration and the lengths that was actually included? Have they realised their intention of the Product? And does it suit their specific audience? Of course, if a student makes a horror film and their original intention was a children's book, well, this is where a student may score particularly low. The Product really needs to have very clear links between Unit 3 and Unit 4, and this is where it all starts to come together as that finished and realised piece. So we're really having a look, have they met the scope of task for their specified audience in their Media form?

Criterion 10 is the last one that students will be assessed on, and it's the final Criterion that we're going to look at today. This is about how the rest of the design plan is realised in the Product that was produced. What are we actually looking for here? We're looking for annotations, things that show the development. This is a working document, it's a blueprint, things change. It's going to show how they've refined their work, how they resolve their ideas. Plans and how they've changed, and also the feedback. All the while, they're using that relevant Media language to make sure they express themselves throughout.

So that's all the Criterion really there for the SATs. My advice is the best way to go about assessing this Product is to regularly observe, to authenticate, to give students feedback, and support them and see that development of these Products come to life. It's an incredibly lengthy task, but I think it's a really rewarding task for students and for the teachers too. So I hope that you really enjoy this process along with your students.

**[Kathryn Hendy-Ekers]:** Thank you very much, Renee. Just the last slide would be great. So if you have any further questions about Unit 4 and assessing, there is another video about assessing Unit 3, please contact me, and I can pass any queries on to Renee. We're also running a Q&A webinar in March, so you can view this video with a series of other videos on VCAA Media. And submit some questions for us and Renee, for me and Renee to answer. So we thank you very much for watching today, I hope the information's been helpful, and thank you to Renee for presenting.

**[Renee Paxton]:** Thanks so much Kathy, and all the best and good luck for you and your students. See you later.

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