



## SAMPLE ASSESSMENT TASKS

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**MEDIA PRODUCTION AND ANALYSIS**

**GENERAL YEAR 12**

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## Sample assessment task

### Media Production and Analysis – General Year 12

#### Task 2 – Unit 3 – Entertainment

**Assessment type:** Production

**Due date:** Semester 1, Week 10

#### Conditions

Period allowed for completion of Task 2

Weeks 4–5 Preproduction – planning, scripting, storyboarding

Weeks 6–10 Short film production, video capture, sequencing and editing, journal entries

**Task weighting:** 20% of unit

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#### Production of a short film for a local audience

(40 marks)

#### Task description

Plan, design, script, edit and produce a short film for a local audience.

This task has individual and group components.

#### Task requirements

- The film must be between 3–5 minutes in length.
- Complete class workshops for both short film script writing and storyboarding.
- This task is closely linked to Task 4 which requires you to produce a marketing campaign for this short film. You should be mindful of opportunities to capture still images, film and catalogue specific marketing material to make Task 4 easier.
- Consider your local audience carefully, considering their values and expectations.
- Apply codes and conventions of short films to construct your intended purpose and to appeal to the target audience.

#### Task process

##### Individually

Complete and submit an individual short film script to the teacher for assessment (10 marks)

##### Production groups

Groups to look at (copies of) scripts to decide on which film to be produced. Groups then complete storyboards and schedules for the completion of the production process. Storyboards and schedules must be signed off by the teacher. Remember to consider the marketing material required for Task 4. Demonstrating safe procedures when using technologies and resources, complete the short film production and required paperwork by the due date. It will include the following:

- appropriate manipulation of codes and conventions in pre-production, production and post-production stages of the short film
- application of team skills and responsibilities (e.g. director, producer, cinematographer, editor, sound design/editor or a combination of these responsibilities) (10 marks)

- application of technical skills and processes. (10 marks)

### Individually

Ensure your individual student production journal is kept up-to-date and reflects your personal contribution to the production process. It should include the application of team skills, such as:

- active listening
- making decisions
- goal setting
- time management
- fulfilment of individual production responsibilities.

Evidence should also be documented in regards to the application of safe procedures when using technologies and resources during production. Your teacher will provide focus questions, templates and other worksheets to assist in this reflection and record keeping. (10 marks)

### Constraints

- Ensure appropriate copyright and talent release forms are completed and keep all documentation.
- Ensure the short film production complies with school policies and ethos (for example, ensure that it does not include offensive images or themes).

Final submission requirements for the individual student	Due dates
<input type="checkbox"/> Short film script	
<input type="checkbox"/> Production journal, including reflections on: the application of team skills (including active listening, making decisions, goal setting, time management and fulfilment of individual production responsibilities) and application of safe procedures	
Final submission requirements for the group	Due dates
<input type="checkbox"/> Concept draft/plans, storyboard, and production schedules	
<input type="checkbox"/> DVD (or other teacher approved format) of your short film production	
<input type="checkbox"/> Talent releases	
<input type="checkbox"/> Copyright permissions or acknowledgements	

## Marking key for sample assessment task 2 – Unit 3

Description	Marks
<b>Individual script of a short film for a local audience</b>	
Script demonstrates effective manipulation of short film narrative conventions to engage the local audience	9–10
Script demonstrates informed manipulation of short film narrative conventions to engage the local audience	7–8
Script demonstrates appropriate application of short film narrative conventions to engage the local audience	5–6
Script demonstrates an inconsistent application of short film narrative conventions in an attempt to engage the local audience	3–4
Demonstrates limited application of short film narrative conventions	1–2
	<b>/10</b>
<b>Individual production journal</b>	
Reflections demonstrate effective planning, individual contribution to teamwork and problem-solving strategies	9–10
Reflections demonstrate informed planning, individual contribution to teamwork and problem-solving strategies	7–8
Reflections demonstrate appropriate planning, individual contribution to teamwork and problem-solving strategies	5–6
Reflections demonstrate inconsistent or ineffective planning, teamwork and problem-solving strategies	3–4
Reflections demonstrate limited planning, teamwork and problem-solving strategies	1–2
	<b>/10</b>
<b>Team skills and responsibilities</b>	
Demonstrates an effective performance in production roles/responsibilities and team skills during production	9–10
Demonstrates an informed performance in production roles/responsibilities and team skills during production	7–8
Demonstrates an appropriate performance in production roles/responsibilities and team skills during production	5–6
Shows inconsistent performance in production roles/responsibilities and team skills during production	3–4
Shows limited performance in production roles/responsibilities and team skills during production	1–2
	<b>/10</b>
<b>Technical skills and processes</b>	
Demonstrates effective application of technical skills and processes	9–10
Demonstrates an informed application of technical skills and processes	7–8
Demonstrates an appropriate application of technical skills and processes	5–6
Shows inconsistent application of technical skills and processes	3–4
Shows limited application of technical skills and processes	1–2
	<b>/10</b>
<b>Total</b>	<b>/40</b>

## Sample assessment task

### Media Production and Analysis – General Year 12

#### Task 6 – Unit 4 – Representation and reality

**Assessment type:** Response

**Due date:** Semester 2, Week 3

#### Conditions

Period allowed for completion of Task 6

Weeks 1–2 Analysis of reality TV

Weeks 2–3 Completion of response in own time and submit for assessment

**Task weighting:** 5% of the school mark for this pair of units

### Response to reality TV programs in the context of Media languages and Representation (21 marks)

#### Task description

Respond to the following questions using analysed examples. It is expected that the response be a minimum of 1500 words in total.

#### Question One

Explain the characteristics of reality TV in different times and contexts. (5 marks)

#### Question Two

Analyse the narrative and genre conventions used to construct representations in reality TV. (5 marks)

#### Question Three

Explain the connotations associated with the use of stereotypes in reality TV. (5 marks)

The response must include detailed references and examples from media work, and the correct use of relevant media terminology. (6 marks)

Your response should include a bibliography.

#### Process

1. Analyse reality TV examples in the context of Media languages and Representation.
2. Deconstruct, discuss and annotate the sample response provided to identify what is required to complete the task.

While time has been provided in class, it is expected that part of the task will be completed in your own time.

What needs to be submitted for assessment	Due dates
<input type="checkbox"/> Response (three questions, totalling 1500 words)	
<input type="checkbox"/> Bibliography	

## Marking key for sample assessment task 6 – Unit 4

5% weighting converted from score out of 21

Description	Marks
<b>Characteristics of reality TV in different times and contexts</b>	<b>/5</b>
Explains the characteristics of reality TV in different times and contexts	5
Describes the characteristics of reality TV in different times and contexts	4
Discusses generally the characteristics of reality TV in different times and contexts	3
Identifies the characteristics of reality TV in different times and/or contexts	2
Makes limited or superficial comments on the characteristics of reality TV in different times and/or contexts	1
<b>Narrative and genre conventions used to construct representations in reality TV</b>	<b>/5</b>
Analyses the narrative and genre conventions used to construct representations in reality TV	5
Describes the narrative and genre conventions used to construct representations in reality TV	4
Discusses the narrative and genre conventions used to construct representations in reality TV	3
Identifies the narrative and/or genre conventions used to construct representations in reality TV	2
Makes limited or superficial comments on the narrative and/or genre conventions used to construct representations in reality TV	1
<b>Connotations associated with the use of stereotypes in reality TV</b>	<b>/5</b>
Explains the connotations associated with the use of stereotypes in reality TV	5
Describes the connotations associated with the use of stereotypes in reality TV	4
Discusses generally the connotations associated with the use of stereotypes in reality TV	3
Identifies the connotations associated with the use of stereotypes in reality TV	2
Makes limited or incorrect reference to the connotations associated with the use of stereotypes in reality TV	1
<b>Detailed reference to media work</b>	<b>/3</b>
Provides detailed justification through references to media work	3
Provides evidence through references to appropriate media work	2
Provides brief or superficial reference to media work	1
<b>Use of media terminology</b>	<b>/3</b>
Makes consistent and relevant use of media terminology	3
Makes frequent and mostly correct use of media terminology	2
Makes limited to no use of media terminology	1
<b>Total score</b>	<b>/21</b>
<b>Total percentage</b>	<b>5%</b>