



## SAMPLE ASSESSMENT TASKS

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**MEDIA PRODUCTION AND ANALYSIS**

**ATAR YEAR 11**

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## Sample assessment task

### Media Production and Analysis – ATAR Year 11

Task 1 – Unit 1 – Popular culture

**Assessment type:** Production

**Commence task:** Semester 1, Week 2

**Task due:** Semester 1, Week 14

**Total number of weeks:** 13 weeks

**Suggested timeframes including scheduled formative assessment check points**

- Allow 2–3 weeks for pre-production (proposals, scripts and plans).
- Semester 1, Week 4 formative assessment presented as a mini pitch
- Allow 2 weeks for reflecting on pre-production and make refinements as well as completing practical workshops.
- Semester 1, Week 8 formative assessment on defined production roles presented as a mini interview or panel discussion
- Allow 2–3 weeks for filming, reflecting on filming, re-shooting as well as revising editing and sound workshops.
- Semester 1, Week 10 formative assessment to check student filming progress
- Allow 2–3 weeks for editing, including sound design.
- Semester 1, Week 11 or 12 formative assessment to check student editing progress
- Allow 1 week for final finishing touches on production.
- Semester 1, Week 14 formative assessment on practical production statement

**Total summative assessment marks:** 34

**Task weighting:** 25% of the school mark for this pair of units

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#### **Task 1: Production of a short film**

##### **Task description**

Plan, design, script, edit and produce a short film that uses codes and conventions to convey theme, genre, style and narrative. While there will be time in class to collaborate with other students, you will be completing a range of production roles and creating your own individual film.

The following roles will be workshopped in class and you will be required to fulfil these defined production roles:

- art director
- cinematographer
- editor
- sound designer.

Ensure that you are actively participating in all in-class formative assessment activities and that you respond to teacher formative assessment feedback to refine your production work throughout the task timeframe.

**Task process and requirements:**

- in class, investigate and analyse examples of media work, including short film
- actively participate in production focused workshops and class-based formative assessments
- select short film theme and use codes and conventions to effectively convey theme
- ensure all aspects of the short film serve a purpose in communicating the theme
- use codes and conventions to convey genre, style and narrative of the short film
- complete proposals, scripts and plans as part of the mini pitch formative assessment in Week 4
- ensure short film is 3–5 minutes in length
- evaluate, reflect and act on formative assessment feedback to refine proposals, scripts and plans
- research production roles and production skills as part of the mini interview or panel discussion formative assessment in Week 8
- openly discuss filming and editing progress with peers and teacher as required and as part of formative assessment presented as production meetings in Weeks 10–12
- complete formative assessment presented as a practical production statement of up to two pages, reflecting the examination requirements as outlined in the ATAR Year 12 practical examination design brief in Week 14
- short film to comply with school policies and ethics and include no offensive content
- **do not** include any school logos, uniforms, signs or forms of identification (to prepare for ATAR Year 12 requirements)
- **do not** include production credits in your short film (to prepare for ATAR Year 12 requirements).

What needs to be submitted	Due dates
<input type="checkbox"/> final proposals, scripts and plans	
<input type="checkbox"/> short film in digital file format (eg .mp4 or .mov file)	
<input type="checkbox"/> practical production statement	
What needs to be demonstrated	
<input type="checkbox"/> performance in the following production roles: <ul style="list-style-type: none"> <li>• art direction</li> <li>• cinematography</li> <li>• editing</li> <li>• sound designer</li> </ul>	

## Marking key for sample assessment task 1 – Unit 1 Popular culture

25% of the school weighting for this pair of units– converted from 34 marks

**Marking key weighting** (to reflect Year 12 Practical (production) examination):

**Section One:** 20%

**Section Two:** 80%

Criteria description	Marks
<b>SECTION ONE</b>	<b>20%</b>
<b>Criterion 1: Developing proposals, scripts and plans</b> (Teacher observation of student performance and submitted planning documents)	
Consistently demonstrates effective development of proposals, scripts and plans	5
Often demonstrates effective development of proposals, scripts and plans	4
Demonstrates some effective development of proposals, scripts or plans	3
Demonstrates inconsistent evidence of planning	2
Demonstrates limited evidence of planning	1
<b>Subtotal</b>	<b>/5</b>
<b>Criterion 2: Theme</b> (Purposeful use of codes and conventions demonstrated within production content to convey theme)	
Theme is often clearly conveyed within the production	4
Theme is sometimes clearly conveyed within the production	3
Theme is rarely clear	2
Theme is unclear	1
<b>Subtotal</b>	<b>/4</b>
<b>Criterion 3: Using codes and conventions to convey genre/style and/or narrative</b> (Purposeful use of codes and conventions demonstrated within production content)	
Consistently applies effective codes and conventions to convey genre/style and/or narrative throughout the production	5
Often applies effective codes and conventions to convey genre/style and/or narrative within the production	4
Sometimes applies effective codes and conventions to convey genre/style and/or narrative within the production	3
Demonstrates inconsistent use of codes and conventions to convey genre/style and/or narrative within the production	2
Demonstrates limited use of codes and conventions to convey genre/style and/or narrative within the production	1
<b>Subtotal</b>	<b>/5</b>
<b>SECTION TWO</b>	<b>80%</b>
<b>Criterion 4: Art direction skills</b> (Intentional and appropriate use of mise-en-scene)	
Consistently applies effective art direction skills throughout the production	5
Often applies effective art direction skills within the production	4
Sometimes applies effective art direction skills within the production	3
Demonstrates inconsistent use of art direction skills within the production	2
Demonstrates limited use of art direction skills within the production	1
<b>Subtotal</b>	<b>/5</b>
<b>Criterion 5: Cinematography skills (and/or cinematographic elements)</b> (Control of camera through focus, movement, range of shots, coverage of action, exposure etc.)	
Consistently applies effective cinematography skills throughout the production	5
Often applies effective cinematography skills within the production	4
Sometimes applies effective cinematography skills within the production	3
Demonstrates inconsistent use of cinematography skills within the production	2
Demonstrates limited use of cinematography skills within the production	1
<b>Subtotal</b>	<b>/5</b>

<b>Criterion 6: Editing skills</b> (Pace, timing and flow of editing, meaningful use of transitions, consistency etc.)	
Consistently applies effective editing skills throughout the production	5
Often applies effective editing skills within the production	4
Sometimes applies effective editing skills within the production	3
Demonstrates inconsistent use of editing skills within the production	2
Demonstrates limited use of editing skills within the production	1
<b>Subtotal</b>	<b>/5</b>
<b>Criterion 7: Sound design skills</b> (Sound recording, sourcing or creating appropriate music and/or sound effects, audio layering, mood created etc.)	
Consistently applies effective sound design skills throughout the production	5
Often applies effective sound design skills within the production	4
Sometimes applies effective sound design skills within the production	3
Demonstrates inconsistent use of sound design skills within the production	2
Demonstrates limited use of sound design skills within the production	1
<b>Subtotal</b>	<b>/5</b>
<b>Section 1 total</b>	<b>/14</b>
<b>Convert section 1 to 20%</b>	<b>/20</b>
<b>Section 2 total</b>	<b>/20</b>
<b>Convert section 2 to 80%</b>	<b>/80</b>
<b>Percentage</b>	
<b>Convert to 25% weighting (percentage x 0.25)</b>	<b>/25</b>

## Sample assessment task

### Media Production and Analysis – ATAR Year 11

#### Task 2 – Unit 1 – Popular culture

**Assessment type:** Response

**Commence task:** Semester 1, Weeks 3 – 4

**Task due:** Semester 1, Week 6

#### **Suggested timeframes**

- Allow up to 1 week to introduce the task and watch the teacher selected popular culture/blockbuster/mainstream film.
- Allow 2–3 weeks to ensure thorough delivery of syllabus content relating to Task 2. Re-watch specific excerpts from the film and link these to related syllabus content.
- Include 1 lesson to workshop how to write an extended response.
- Allow 1 lesson/50-minutes to write the extended response in class.

**Total summative assessment marks:** 16

**Task weighting:** 10% of the school mark for this pair of units

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#### **Task 2: In-class timed extended response**

##### **Task description**

Complete a response to one extended answer question, from a choice of three, in the contexts of media languages, audience, industry and/or production.

Extended answer response should refer to the teacher selected popular culture/blockbuster/mainstream film studied in the lead up to this task.

Questions will relate to the following class material and syllabus content. Sample questions and marking keys can be found on pages 7 to 9 (Teachers may choose to use these, or write their own modelled on the samples provided.)

- Consider and debate how mainstream audience values inform feature film.
- Identify stereotypes and discuss the effects of using stereotypes in feature film.
- Discuss the factors that affect feature films produced in a large-scale institution.
- Explore the influence of globalisation on feature films considering trends in media use, genres and/or styles.
- Discuss the effect of controls and constraints on production.
- Revise and discuss the narrative structure, narrative element, codes and conventions, meaning and theme of the teacher selected feature film.
- Examine how meaning is encoded by the producer of the teacher selected feature film and decoded by audiences.

**Task process and requirements:**

- in class, investigate and analyse the teacher selected feature film
- actively participate in class activities and discussions
- in-class, timed response to extended answer question
- answer one question, from a choice of three.

Your response must include examples from the teacher selected popular culture/blockbuster/mainstream film studied in the lead up to this task.

What needs to be submitted	Due dates
<input type="checkbox"/> Written response, completed in class	

**List of potential films for this task:**

Teachers should pre-view and select an appropriate film to screen for this task (this list is not exhaustive)

- *Avatar* (2009) Aust Classification: M Runtime: 2hrs 42min
- *Cinderella* (2021) Aust Classification: PG Runtime: 1hr 53min
- *The Dark Knight* (2008) Aust Classification: PG Runtime: 2hrs 32min
- *Twilight* (2008) Aust Classification: PG Runtime 2hrs 2min
- *Forrest Gump* (1994) Aust Classification: PG Runtime 2hr 22min
- *10 Things I Hate About You* (1999) Aust Classification: PG Runtime 1hr 37min
- *Spider-man: Into The Spider-verse* (2018) Aust Classification: PG Runtime 1hr 57min
- *ET The Extra-terrestrial* (1982) Aust Classification: PG Runtime 1hr 55min



## Sample questions and marking keys for assessment task 2 – Unit 1

(Students answer one question from a choice of three)

10% weighting – converted from 16 marks

Use extended response format to answer one question of your choice from the three questions provided. In your answer, use specific examples from the film studied in class and relevant media terminology.

### Question 1

Explain mainstream audience values and consider how these values have informed or shaped the film's content.

Description	Marks
<b>Mainstream audience values</b>	<b>5</b>
Accurately explains mainstream audience values	5
Describes mainstream audience values	4
Outlines aspects of mainstream audience values	3
Identification of mainstream audience values is simplistic	2
Makes limited or inaccurate comments on mainstream audience values	1
<b>Film's content</b>	<b>5</b>
Accurately explains how values have informed or shaped the film's content	5
Describes how values have informed or shaped the film's content	4
Outlines aspects of how values have informed or shaped the film's content	3
Identification of how values have informed or shaped the film's content is simplistic	2
Makes limited or inaccurate comments on the film's content	1
<b>Detailed reference to media work</b> (investigating and analysing examples of media work)	<b>3</b>
Provides detailed justification through references to relevant media work	3
Provides evidence through references to appropriate media work	2
Provides brief or inaccurate reference to media work	1
<b>Detailed 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 or inaccurate use of media terminology	1
<b>Total</b>	<b>/16</b>

Use extended response format to answer one question of your choice from the three questions provided. In your answer, use specific examples from the film studied in class and relevant media terminology.

### Question 2

Analyse how meaning is encoded by the producer of the film and decoded by audiences.

Description	Marks
<b>Encoded by the producer</b>	<b>5</b>
Analyses how meaning is encoded by the producer	5
Explains how meaning is encoded by the producer	4
Describes generally how meaning is encoded by the producer	3
Identification of meaning is simplistic	2
Comments on meaning are limited or inaccurate	1
<b>Decoded by audiences</b>	<b>5</b>
Analyses how meaning is decoded by audiences	5
Explains how meaning is decoded by audiences	4
Describes generally how meaning is decoded by audiences	3
Identification of audience response is simplistic	2
Comments on audience response are limited or inaccurate	1
<b>Detailed reference to media work</b> (investigating and analysing examples of media work)	<b>3</b>
Provides detailed justification through references to relevant media work	3
Provides evidence through references to appropriate media work	2
Provides brief or inaccurate reference to media work	1
<b>Detailed 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 or inaccurate use of media terminology	1
<b>Total</b>	<b>/16</b>

Use extended response format to answer one question of your choice from the three questions provided. In your answer, use specific examples from the film studied in class and relevant media terminology.

### Question 3

Explain the film's theme and evaluate how effectively the theme has been constructed.

Description	Marks
<b>Theme</b>	<b>5</b>
Accurately explains the film's theme	5
Describes the film's theme	4
Outlines aspects of the film's theme	3
Identification of the theme is simplistic	2
Comments on the theme are limited or inaccurate	1
<b>Construction of theme</b>	<b>5</b>
Accurately evaluates how effectively the theme was constructed	5
Describes how the theme was constructed	4
Outlines aspects of the construction of theme	3
Identification of the construction of theme is simplistic	2
Comments on the construction of theme are limited or inaccurate	1
<b>Detailed reference to media work</b> (investigating and analysing examples of media work)	<b>3</b>
Provides detailed justification through references to relevant media work	3
Provides evidence through references to appropriate media work	2
Provides brief or inaccurate reference to media work	1
<b>Detailed 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 or inaccurate use of media terminology	1
<b>Total</b>	<b>/16</b>

## Sample assessment task

### Media Production and Analysis – ATAR Year 11

#### Task 7 – Unit 2 – Influence

**Assessment type:** Response

**Commence task:** Semester 2, Week 9

**Task due:** Semester 2, Week 13

#### **Suggested timeframes including scheduled formative assessment**

- Allow up to 1 week to introduce the task and related syllabus content.
- Semester 2, Week 10 formative assessment presented as student-led research (e.g. brief oral report, written notes, in-class worksheets) on a current newsworthy topic and how it is being communicated across various outlets and platforms, examining:
  - audience reach
  - immediacy
  - accessibility
  - interaction
  - how user-generated content can blur the lines of journalism, potentially leading to misinformation
- Allow 2–3 weeks to examine media works and to deliver syllabus content relating to Task 7.
- Semester 2, Week 13 50-minute in-class, response to **one** unseen, scaffolded question.

**Total summative assessment marks:** dependant on which one question is selected by the teacher from those provided on pages 12 to 15

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

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#### **Task 7: 50-minute in-class timed response to an unseen, scaffolded question**

##### **Task description**

Respond to ONE unseen, scaffolded question in the contexts of media languages, audience, industry and/or production. The response should refer to media work/s studied in the lead up to this task.

Questions will relate to the following class material and syllabus content. Sample questions and marking keys can be found on pages 12 to 15. (Teachers may choose one, or write their own modelled on the samples provided.)

- Examine the influence and impact of social media platforms and user-generated content on traditional journalism.
- Research and compare the different reporting styles and journalistic content on social media platforms versus broadcast media journalism.
- Investigate media ownership, sources of revenue and expectations of journalistic content on social media platforms versus broadcast media journalism.
- Examine the impact of concentrated media ownership and the potential freedom of independent media producers touching on advocacy journalism.

- Discuss and debate the ethical issues involved in, accuracy of information provided by, and legal consequences faced by social media platforms versus traditional news media outlets.
- Discuss the interrelationship between producers and audiences with consideration of citizen journalism and the importance news producers or organisations place on engaging and retaining their audiences.

**Task process and requirements:**

- in class, investigate, analyse and evaluate examples of journalistic media work
- actively participate in formative assessment activities and class discussions
- 50-minute in-class response to an unseen, scaffolded question
- answer all parts of **one** question

Your response must include examples from media work you have researched for this task.

What needs to be submitted	Due dates
<input type="checkbox"/> Formative research notes (unmarked)	
<input type="checkbox"/> Written response, completed in class	

**Useful resources:**

Teachers should preview and select relevant excerpts to screen. (This list is not exhaustive.)

- Australian commercial news, such as *Channel 7, 9 or 10 News*
- Non-commercial news – *ABC News, SBS News*
- International News services – BBC news, Al Jazeera news, Fox news, CNN news
- Documentary on media ownership – documentary *Outfoxed*, on Rupert Murdoch’s news empire or *The Rise of the Murdoch Dynasty* – documentary series
- Documentary on fake news and misinformation – documentary *After Truth*, on disinformation and the cost of fake news
- Other – *Media Watch* program (ABC)
- YouTube
- News delivered via Social Media platforms
- ABC Fact Check website

## Sample questions and marking keys for assessment task 7 – Unit 2

(Students to be given ONE question)

5% weighting – converted from <<##>> marks

### Sample Question 1

Use examples and research from class to answer all parts of this question.

- What is concentrated media ownership?
- Discuss the impact of concentrated media ownership.
- Discuss the potential freedom of independent media producers.

Description	Marks
<b>Concentrated media ownership</b>	<b>4</b>
Accurately outlines what concentrated media ownership is	4
Outlines generally what concentrated media ownership is	3
Identification of what media ownership is simplistic	2
Comments on media ownership are limited and inaccurate	1
<b>Impact of concentrated media ownership</b>	<b>5</b>
Accurately discusses the impact of concentrated media ownership	5
Discusses the impact of concentrated media ownership	4
Describes the impact of concentrated media ownership	3
Identifies the impact of concentrated media ownership	2
Comments on the impact of concentrated media ownership limited or inaccurate	1
<b>Potential freedom of independent media producers</b>	<b>5</b>
Accurately discusses the potential freedom of independent media producers	5
Discusses the potential freedom of independent media producers	4
Describes the potential freedom of independent media producers	3
Identifies independent media producers	2
Comments on independent media producers are limited or inaccurate	1
<b>Detailed reference to media work</b> (investigating, analysing and evaluating examples of media work)	<b>3</b>
Provides detailed justification through references to relevant media work	3
Provides evidence through references to appropriate media work	2
Provides brief or inaccurate reference to media work	1
<b>Detailed 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 or inaccurate use of media terminology	1
<b>Total</b>	<b>/20</b>

## Sample Question 2

Use examples and research from class to answer all parts of this question.

Increasingly, audience expectations of news media demand immediate information and, at times, a level of interaction with the news outlet or content creator.

- (a) How does news or information delivered via social media platforms allow for greater audience reach?
- (b) How does news or information delivered via social media platforms satisfy the audiences' desire for immediacy and interaction?
- (c) With reference to **either** user-generated news content **or** traditional journalism, how does the production context of news media effect the navigation of:
  - ethical issues
  - accuracy of information (and/or misinformation)
  - legal consequences?

Description	Marks
<b>Audience reach</b>	<b>4</b>
Accurately outlines how news or information delivered via social media allows for greater audience reach	4
Outlines generally how news or information delivered via social media allows for greater audience reach	3
Identification of how news or information delivered via social media allows for greater audience reach is simplistic	2
Comments on audience reach are limited or inaccurate	1
<b>Immediacy and interaction</b>	<b>4</b>
Accurately outlines how news or information delivered via social media satisfies the audiences' desire for immediacy and interaction	4
Outlines generally how news or information delivered via social media satisfies the audiences' desire for immediacy and interaction	3
Identification of how news or information delivered via social media satisfies the audiences' desire for immediacy or interaction is simplistic	2
Comments on immediacy or interaction are limited or inaccurate	1
<b>Ethical issues</b>	<b>5</b>
Accurately discusses ethical issues in relation to user-generated news content or traditional journalism	5
Discusses ethical issues in relation to user-generated news content or traditional journalism	4
Describes ethical issues in relation to user-generated news content or traditional journalism	3
Identifies ethical issues	2
Comments about ethical issues are limited or inaccurate	1
<b>Accuracy of information</b>	<b>5</b>
Accurately discusses accuracy of information (and/or misinformation) in relation to user-generated news content or traditional journalism	5
Discusses accuracy of information (and/or misinformation) in relation to user-generated news content or traditional journalism	4
Describes aspects of accuracy of information (and/or misinformation) in relation to user-generated news content or traditional journalism	3
Identifies aspects of accuracy of information (and/or misinformation)	2
Comments about aspects of accuracy of information (and/or misinformation) are limited or inaccurate	1

Description	Marks
<b>Legal consequences</b>	<b>5</b>
Accurately discusses legal consequences in relation to user-generated news content or traditional journalism	5
Discusses legal consequences in relation to user-generated news content or traditional journalism	4
Describes legal consequences in relation to user-generated news content or traditional journalism	3
Identifies legal consequences	2
Comments about legal consequences are limited or inaccurate	1
<b>Detailed reference to media work</b> (investigating, analysing and evaluating examples of media work)	<b>3</b>
Provides detailed justification through references to relevant media work	3
Provides evidence through references to appropriate media work	2
Provides brief or inaccurate reference to media work	1
<b>Detailed 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 or inaccurate use of media terminology	1
<b>Total</b>	<b>/29</b>



### Sample Question 3

Use examples and research from class to answer all parts of this question.

- Explain the interrelationship between news media producers and audiences.
- Compare and discuss the sources of revenue for a traditional news media outlet as opposed to a content creator on social media platforms.
- Explain the impact of sources of revenue on the construction of journalistic content for **either** traditional journalism **or** user-generated news content.

Description	Marks
<b>Interrelationship between producers and audiences</b>	<b>5</b>
Accurately explains the interrelationship between news media producers and audiences	5
Explains the interrelationship between news media producers and audiences	4
Describes the interrelationship between news media producers and audiences	3
Identifies news media producers and audiences	2
Comments on news media producers or audiences are limited or inaccurate	1
<b>Sources of revenue</b>	<b>5</b>
Accurately compares and discusses sources of revenue for a traditional news media outlet as opposed to a content creator on social media platforms	5
Compares and discusses sources of revenue for a traditional news media outlet as opposed to a content creator on social media platforms	4
Describes with some comparison of the sources of revenue for a traditional news media outlet as opposed to a content creator on social media platforms	3
Identifies sources of revenue	2
Comments on sources of revenue are limited or inaccurate	1
<b>Impact of sources of revenue</b>	<b>5</b>
Accurately explains the impact of sources of revenue on journalistic content	5
Explains the impact of sources of revenue on journalistic content	4
Describes the impact of sources of revenue on journalistic content	3
Identifies the impact of sources of revenue on journalistic content	2
Comments on the impact of sources of revenue on journalistic content are limited or inaccurate	1
<b>Detailed reference to media work</b> (investigating, analysing and evaluating examples of media work)	<b>3</b>
Provides detailed justification through references to relevant media work	3
Provides evidence through references to appropriate media work	2
Provides brief or inaccurate reference to media work	1
<b>Detailed 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 or inaccurate use of media terminology	1
<b>Total</b>	<b>/21</b>