



Government of **Western Australia**
School Curriculum and Standards Authority

SAMPLE ASSESSMENT TASKS

MEDIA PRODUCTION AND ANALYSIS

GENERAL YEAR 11

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Sample assessment task

Media Production and Analysis – General Year 11

Task 2 – Unit 1 – Popular media

Assessment type	Production
Commence task	Semester 1, Week 1
Due date	Semester 1, Week 16
Total number of weeks	16 weeks
Total marks	39 marks
Task weighting	25% of the unit

Task 2: Short film

Plan, design, script, edit and produce a short film that connects with a specific audience: parents, teachers, peers and/or stakeholders who will attend the media presentation. The film should convey a clear idea and show control over the story as well as the codes and conventions. This task includes both individual and group parts.

This task is completed alongside Task 1: Response dossier Unit 1, which gathers your thoughts and decisions relating to representations, audience, and codes and conventions as you plan and produce your short film.

Task requirements

- Produce a short film which is two to five minutes long.
- Attend class workshops for story planning, scriptwriting, storyboard creation and shot design.
- Identify your target audience and their values or expectations. Keep these at the centre of your decisions.
- Apply codes and conventions, including camera work, sound, editing, mise en scène and titles, to create meaning and engage the audience.
- Use skills and processes in your assigned role: director, cinematographer, sound designer or editor.
- Keep Task 1: Response dossier Unit 1 updated. Add Inspiration and Application tiles during pre-production. Complete the Emulate and Avoid/Adapt questions in the Representation section before filming. Add entries to the Role-Linked Codes Matrix after the rough cut. Finish the Audience, Classification and Constraints brief before screening.

Task process**(39 marks)****Concept, script and storyboard**

Create and submit the concept along with the script and storyboard for a short film that targets your audience.

Contribution in production group

(10 marks)

- Contribute towards the development of a clear narrative arc which includes a situation, complication and resolution, and is tailored to the audience and purpose.
- Follow correct script formatting and include visual details in the storyboard, such as shot size, angle, movement, and sound/audio notes.
- Contribute to the inclusion of at least one example of visual storytelling, which shows rather than tells, as well as a planned sound/audio moment that could include silence, ambience or a motif.
- Response dossier link: complete the Emulate and Avoid/Adapt questions in the Representation section.

Individually

(10 marks)

- Develop pre-production documents which demonstrate the application of your assigned role (e.g. acting direction annotations on script in the role of director, shot choices annotated on storyboard in the role of cinematographer, prop lists or costumes in the role of art director, sound considerations annotated on script in the role of sound designer etc).
- Develop pre-production documents which demonstrate the application of your external reference examples and how you plan to integrate them into your production.
- Response dossier link: add three to four Inspiration and Application tiles that reference external examples, justifying your choices for the audience and purpose.

Planning and production

Produce the short film by the due date.

Contribution in production group

(9 marks)

- Use codes and conventions appropriately during pre-production, production and post-production.
- Use available technologies to ensure the final export meets the stated technical specifications, including resolution, format and audio levels.
- Response dossier link: complete the Audience, Classification and Constraints brief before screening, and the Test-screening report afterward.

Individually

(10 marks)

- Apply skills based on defined roles (e.g., director, producer, camera, editor, sound director, art director) and set/meet timelines.
- Response dossier link: after the rough cut, start the Role-Linked Codes Matrix with at least four rows connected to your role and log one test-screen change with a reason.

Constraints

- Ensure you complete the necessary copyright and talent or parent release forms. Keep all documentation.
- Follow school policies, classification guidelines (G/PG/M), and ethical practices. Do not include any inappropriate, offensive or unsafe content.
- Practise safety regarding locations and equipment.
- Use only licensed or original assets.
- Submit a final export that meets the required technical specifications, including resolution, format and audio levels.

Final submission requirements

For the individual student:

- Pre-production materials demonstrating role annotations/ideas/contribution
- Due Semester 1, Week 16

For the group:

- Final production in appropriate delivery format, talent releases, copyright permissions and/or acknowledgments
- Due Semester 1, Week 16

Sample marking key

Media Production and Analysis – General Year 11

Task 2 – Unit 1 – Popular media

Concept, script and storyboard: contribution in production group (10 marks)

Criterion 1: Narrative arc tailored to audience and purpose (5 marks)
(Including narrative elements such as character, setting, conflict, resolution)

Description	Marks
Demonstrates informed knowledge, understanding and skills through the development of a clear and focused narrative arc, including situation, complication and resolution, with planned beats that clearly support the intended audience and purpose	5
Demonstrates knowledge, understanding or skills through the development of a clear narrative arc that mostly supports the audience and purpose	4
Demonstrates knowledge, understanding or skills through the development of a basic arc with partial regard for the audience and purpose	3
Demonstrates limited knowledge, understanding or skills through the development of a fragmented or unclear arc, with a weak fit for the audience	2
Demonstrates minimal knowledge, understanding or skills through the development of arc elements with little or no regard for the audience	1
Subtotal	/5

Criterion 2: Script/storyboard format (5 marks)
(Following a clear production process using basic technical skills and processes, basic scripts, storyboards and layouts)

Description	Marks
Demonstrates informed knowledge, understanding and skills through the development of basic scripts, storyboards and layouts that are production-ready and correctly formatted. Clearly includes one show-don't-tell moment and one planned sound/audio moment	5
Demonstrates knowledge, understanding or skills through the development of basic scripts, storyboards or layouts with minor formatting lapses. Both key moments are included and purposeful	4
Demonstrates knowledge, understanding or skills through the development of simplified or generic scripts or storyboards	3
Demonstrates limited knowledge, understanding or skills through the development of incomplete or incorrect scripts or storyboards with weak or missing key moments	2
Demonstrates minimal knowledge, understanding or skills through the development of sparse scripts or storyboards with key moments barely evident	1
Subtotal	/5

Concept, script and storyboard: individual**(10 marks)**

Criterion 3: Role-linked pre-production documents or annotations
(Using skills and processes — fulfilling specific role responsibilities)

(5 marks)

Description	Marks
Demonstrates informed knowledge, understanding and skills through the development of pre-production documents or annotations showing role decisions that influence production and are useful and relevant	5
Demonstrates knowledge, understanding or skills through the development of pre-production documents or annotations showing role decisions that are useful and mostly actionable	4
Demonstrates knowledge, understanding or skills through the development of pre-production documents or annotations that are general and have some production utility	3
Demonstrates limited knowledge, understanding or skills through the development of pre-production documents or annotations that are limited and have low production utility	2
Demonstrates minimal knowledge, understanding or skills through the development of pre-production documents or annotations that are insufficient and have little production value	1
Subtotal	/5

Criterion 4: Integration of external reference examples into pre-production

(5 marks)

(Collecting information for a specific task, understanding purposes and context of popular media work, understanding how representations are constructed using codes and conventions)

Description	Marks
Demonstrates informed knowledge, understanding and skills through the development of specific external examples with clear and intentional codes and conventions or representation choices for the audience or purpose	5
Demonstrates knowledge, understanding or skills through the development of mostly transformable external examples into practical choices for the audience or purpose	4
Demonstrates knowledge, understanding or skills through the development of external examples that are partially transformable into production choices	3
Demonstrates limited knowledge, understanding or skills through the development of external examples that have unclear connections to production choices	2
Demonstrates minimal knowledge, understanding or skills through the development of external examples without connection to production choices	1
Subtotal	/5

Planning and Production: contribution in production group**(9 marks)**

Criterion 5: Narrative, codes and conventions

(5 marks)

(Understanding common codes and conventions and the meanings and themes they construct, and how audiences respond to media)

Description	Marks
Demonstrates informed knowledge, understanding and skills through the effective use of narrative, codes and conventions to suit the audience	5
Demonstrates knowledge, understanding or skills through the mostly effective use of narrative, codes and conventions to mostly suit the audience	4
Demonstrates knowledge, understanding or skills through the partially effective use of narrative, codes and conventions that has some clarity for the audience	3
Demonstrates limited knowledge, understanding or skills through the use of narrative, codes and conventions that have limited effectiveness and an unclear message	2
Demonstrates minimal knowledge, understanding or skills through the use of narrative, codes and conventions that have minimal effectiveness	1
Subtotal	/5

Criterion 6: Using available technologies

(4 marks)

(Showing awareness of safety when creating media productions, using available technologies and resources)

Description	Marks
Demonstrates informed knowledge, understanding and skills through the safe and effective use of available technologies, ensuring the technical specifications for the final export are met	4
Demonstrates knowledge, understanding or skills through the safe and mostly effective use of available technologies, with most technical specifications for the final export met	3
Demonstrates knowledge, understanding or skills through the partially effective use of available technologies, with some technical specifications for the final export met, but fixes are needed	2
Demonstrates limited knowledge, understanding or skills in the use of available technologies with technical specifications not met or the final export incomplete	1
Subtotal	/4

Planning and Production: individual**(10 marks)**

Criterion 7: Application of role skills

(5 marks)

(Applying team skills, including specific role responsibilities)

Description	Marks
Demonstrates informed knowledge, understanding and skills through the effective application of team skills, including specific role responsibilities	5
Demonstrates knowledge, understanding or skills through the mostly effective application of team skills, including specific role responsibilities	4
Demonstrates knowledge, understanding or skills through the partially effective application of team skills, including specific role responsibilities	3
Demonstrates limited knowledge, understanding or skills through limited application of team skills or specific role responsibilities	2
Demonstrates minimal knowledge, understanding or skills through ineffective application of team skills or specific role responsibilities	1
Subtotal	/5

Criterion 8: Timelines and rough cut

(5 marks)

(Seeking feedback and making adjustments, working within timelines)

Description	Marks
Demonstrates informed knowledge, understanding and skills by working within timelines and effectively making adjustments based on feedback	5
Demonstrates knowledge, understanding or skills by mostly working within timelines and making some adjustments based on feedback	4
Demonstrates knowledge, understanding or skills by partially working within timelines or making some changes based on feedback	3
Demonstrates limited knowledge, understanding or skills with limited adherence to timelines or changes made	2
Demonstrates minimal knowledge, understanding or skills through ineffective adherence to timelines or changes made	1
Subtotal	/5
Total	/39

Sample assessment task

Media Production and Analysis – General Year 11

Task 4 – Unit 2 – Response dossier Unit 2

Assessment type	Response
Commence task	Semester 2, Week 1
Due date	Semester 2, Week 16
Total number of weeks	16 weeks
Total marks	58 marks
Task weighting	15% of the unit

Task 4: Response dossier Unit 2**(58 marks)**

Analyse, evaluate and apply key media concepts and ideas for use in Task 5 – Client persuasive piece.

Final submission requirements: Influence dossier, completed individually, due Semester 2, Week 16.

Dossier Part A: External models**(28 marks)**

Objective of Part A: analyse two external non-fiction examples, one to emulate and one to avoid or adapt. Show how the techniques create persuasion, then state what you will apply, avoid or adapt for your client piece.

Submission format:

- two pages total, one for each example
- each page should include four short prompts (two to four sentences each)
- include one frame, screenshot or timecode/s for each example.

Emulate: the useful model we'll borrow**(14 marks)**

1. Source and context

Provide the title, creator and platform, along with where the audience might have seen it. Include timecode/s for the moment you're analysing. (3 marks)

2. Representations

Identify the technique/s used to construct the representation of a group or individual.

Explain the two traits the group or individual conveys, like 'approachable' or 'credible', and why that fits our client's audience and purpose. (4 marks)

3. Audience effect

Select two techniques and explain how each creates a persuasive effect, such as trust, clarity, urgency, warmth or social proof. (4 marks)

4. Application

State one concrete choice you will copy or adapt and how it advances the client's objective. (3 marks)

Description	Marks
1. Source and context	
Provides title, creator, platform, likely audience touchpoint and clear timecode/s	3
Provides most details with a minor gap (e.g. touchpoint or timecode unclear)	2
Names basic source, but major details are missing or unclear	1
Subtotal	/3
2. Representations	
Names technique/s; names two clear traits and explains how each one fits the client's audience and purpose	4
Names technique/s and two traits, briefly explains how each one fits the audience and purpose	3
Names technique/s, names only one trait or gives unclear explanations of how the traits fit	2
Gives a general comment on representation; traits and fit are unclear	1
Subtotal	/4

Description	Marks
3. Audience effect	
Names two techniques, each connected to a specific persuasive effect with a clear reason	4
Names two techniques, with partial explanations of their effects	3
Names one technique and explains it well, or names two with minimal connection to their effects	2
Gives a vague explanation of effects, and does not clearly associate the techniques	1
Subtotal	/4
4. Application	
States a specific, concrete choice to copy or adapt which clearly supports the client's goal and describes how it advances the client's objective	3
States a specific choice; connects it to the objective brief	2
Gives a generic idea; the benefit to the objective is unclear	1
Subtotal	/3
Total	/14

Avoid/adapt: the model we won't use as-is**(14 marks)**

1. Source and context
Provide the title, creator and platform, along with where the audience might have seen it. Include timecode/s for the moment you're analysing. (3 marks)
2. Problem statement:
Identify the technique/s that conflict with client values or school ethos, or that confuse the message. (3 marks)
3. How the technique creates that issue
Describe how the technique misleads or fails to connect with our audience or context. (4 marks)
4. Our safer/better alternative
Suggest a replacement technique that effectively persuades while respecting the audience and classification. (4 marks)

Description	Marks
1. Source and context	
Provides title, creator, platform, likely audience touchpoint and clear timecode/s	3
Provides most details with a minor gap (touchpoint or timecode unclear)	2
Names basic source, but major details missing or unclear	1
Subtotal	/3
2. Problem statement	
Clearly states the specific technique/s and the specific conflict related to values, ethos, or clarity	3
Names the technique and mentions a general conflict	2
Provides a statement where the issue is vague and the technique or conflict is unclear	1
Subtotal	/3
3. How the technique creates that issue	
Explains how the technique/s mislead or fail to connect with this audience or context	4
Connects the technique to the issue, but the explanation is partial	3
Explains either the technique or the issue is explained, with a tenuous link between the two	2
Provides minimal explanation and unclear causality	1
Subtotal	/4
4. Our safer/better alternative	
Names a specific replacement technique, clearly showing how it persuades and why it suits the audience or classification	4
Gives a specific alternative and briefly states the benefit	3
Suggests an alternative, persuasive fit is unclear	2
Suggests a generic change with minimal persuasive reasoning	1
Subtotal	/4
Total	/14

Dossier Part B: Audience flow – Assume > Test > Analyse > Decide

Objective of Part B: Now that you have a clear concept, turn your audience assumptions into evidence, then make production decisions (using techniques) that fit your client's objective.

Submission format:

- one double-page spread (or two slides).

Assume: quick, off-the-cuff audience analysis (4 marks)

1. Who's in the room and what do they care about?

Name the audience and the screening context. List two values/pressures (e.g. certainty, usefulness, time, confidence, feeling welcome). (2 marks)

2. Assumptive claim

What do you believe this audience needs to hear/see first? For example, 'We think audience will respond to _____ because they value _____'. (2 marks)

Description	Marks
1. Who's in the room and what do they care about?	
Specifies audience and screening context and identifies two clear values or pressures	2
Mentions audience and context, along with one value or pressure or an unclear list	1
Subtotal	/2
2. Assumptive claim (hypothesis)	
Presents a complete audience response expectation and specific link to values	2
Presents a partially stated or generic hypothesis	1
Subtotal	/2
Total	/4

Test: design a mini audience test (questionnaire, quiz or other) (4 marks)

1. Instrument choice

Name and explain a suitable format you will use to gather audience data, e.g. questionnaire, Google Form, data click rates. (2 marks)

2. Source and context

Write your test items, such as survey questions. Keep them quick to fill out and ethical (no personal data). (2 marks)

Description	Marks
1. Instrument choice	
Names a suitable instrument, such as a questionnaire, form or click rate, with a short explanation of why it is suitable	2
Names an instrument but does not provide a strong rationale for the choice	1
Subtotal	/2
2. Source and context	
Provides three to five test items which are quick to fill out, ethical and align with the hypothesis	2
Provides one to two items which are either loosely relevant or have unclear ethics	1
Subtotal	/2
Total	/4

Analyse: what did the audience data say?**(6 marks)**

1. Results snapshot

Include relevant data metrics in an easily readable format.

(2 marks)

2. What surprised you

Identify one finding that surprised you. What might explain this finding?

(2 marks)

3. Value inference

From the data, which value or pressure mattered most? 'The data suggests [value] drives this audience, because [evidence].'

(2 marks)

Description	Marks
1. Results snapshot	
Includes readable metrics, such as percentages, counts or simple charts, that match the test items	2
Includes metrics but they are unclear or misaligned	1
Subtotal	/2
2. What surprised you	
States one specific finding and a possible reason	2
Provides only a vague statement of surprise or reason	1
Subtotal	/2
3. Value inference	
Presents a clear connection between data and value analysis, with evidence	2
Identifies a value, but the evidence is weak or missing	1
Subtotal	/2
Total	/6

Decide: how does this influence your production choices? (6 marks)

1. Keep or change decision
What will you keep or change in your initial concept? Why? (2 marks)
2. Two concrete technique decisions
Name two decisions you will implement in the edit or shoot as a result of your findings. (2 marks)
3. Selection, emphasis, omission
What will you cut or shorten to clarify the point of view? (2 marks)

Description	Marks
1. Keep or change decision	
States what remains or changes and why, based on results	2
Mentions what they will change or keep but reasoning is weak	1
Subtotal	/2
2. Two concrete technique decisions	
States two specific techniques for editing and shooting and links them to the findings	2
States one technique or focuses on general ideas	1
Subtotal	/2
3. Selection, emphasis, omission	
Names what to cut or shorten and explains how it clarifies the point of view	2
Suggests cutting or shortening, but the link to clarifying the point of view is unclear	1
Subtotal	/2
Total	/6

Dossier Part C: Test-screening report**(10 marks)**

Conduct a short test screening of your persuasive piece with a real sample from the target audience. Record and report on their reactions and recommend one specific change to enhance persuasion while meeting school ethos and classification guidelines.

1. Feedback capture
Show your rough or fine cut to a sample of the target audience in a school setting.
Gather feedback from the sample audience. Include one or two short quotes that reflect the audience's perception. (2 marks)
2. What met audience expectations or worked well? What confused the audience? (2 marks)
3. Classification/ethos check
Confirm G/PG and any issues noted by viewers or the teacher. State one safeguard if needed. (2 marks)
4. Recommended change
Propose one specific change to make the message more persuasive for this audience. (4 marks)

Description	Marks
1. Feedback capture	
Shows test screening. Includes one to two short quotes that clearly reflect how the audience feels	2
Shows test screening. Includes one to two quotes that are vague or do not clearly reflect how the audience feels	1
Subtotal	/2
2. What worked well/confused	
Provides a clear list of what worked and what confused the audience, with at least one example of each	2
Provide vague points and/or is unclear on what works or confuses	1
Subtotal	/2
3. Classification/ethos check	
Confirms G/PG classification and notes any issues. States a specific safeguard if needed	2
States G/PG classification or issue but lacks safeguard or clarity	1
Subtotal	/2
4. Recommended change	
Proposes one specific, practical change (edit, shoot, code, representation) and provides a clear persuasive reason connected to audience feedback	4
Proposes one specific change, but the rationale is brief and general	3
Suggests a change, but the link to feedback and persuasion is weak or vague	2
Suggests a change which lacks clarity, and the rationale is not clear	1
Subtotal	/4
Total	/10