

School administrators and Heads of Learning Area – Media Production and Analysis and teachers of Media Production and Analysis ATAR Year 11 are requested to note for 2025 the following minor syllabus changes. The syllabus is labelled ‘For teaching from 2025’.

Media Production and Analysis | ATAR Year 11 | Summary of minor syllabus changes for 2025

The content identified by ~~strikethrough~~ has been deleted from the syllabus and the content identified in *italics* has been revised in the syllabus for teaching from 2025.

Unit 1 – Popular culture

Suggested contexts

Within the broad area of popular culture, teachers may choose one or more of the suggested contexts (this list is not exhaustive):

- user-generated content (~~e.g. vlogging, fan art/fiction, transmedia~~)
- *AI-generated content*

Media types – students must work within at least one of the following media in any year: film, television, photography, print media, radio ~~and~~ or digital media.

Unit 2 – Influence

Suggested contexts

Within the broad area of influence, teachers may choose one or more of the suggested contexts (this list is not exhaustive):

- user-generated content (~~e.g. vlogging, fan art/fiction, transmedia~~)
- *AI-generated content*
- *advertising and marketing*

Media types – students must work within at least one of the following media in any year: film, television, photography, print media, radio ~~and~~ or digital media.

Assessment table – Year 11

Type of assessment	Weighting
<p>Production</p> <p>Extended production project which can be completed as either a single task or as separate tasks.</p> <p>Students explore ideas through creative processes to achieve aesthetic value in production. Independently or in a team, manage a range of production processes, evaluating and modifying them as necessary.</p> <p>Demonstrate an understanding of theme, styles, structures, codes and conventions.</p> <p>Develop confidence and competence in the use of technologies, skills and processes in a range of contexts.</p> <p>Reflect on and evaluate own and peer production work.</p> <p><i>Assessment evidence may include, but is not limited to, pre-production planning, the demonstration of skills in defined production roles, a production.</i></p>	50%
<p>Response</p> <p>Students research and communicate findings based on the analysis of audiences, media contexts and media examples.</p>	30%

Assessment evidence may include, but is not limited to, short answer responses, extended answer responses, the content of a video essay, an oral presentation.	
Written examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.	20%

Appendix 1 Grade descriptions Year 11

A	Response <i>Analyses how narrative, codes and conventions construct meaning.</i> <i>Analyses the impact of media ownership and media use.</i> <i>Analyses the construction and impact of representations in media work.</i> <i>Analyses how media work is encoded and how audience context influences the interpretation of media work.</i> <i>Analyses the impact of the production context on media work.</i>
	Production <i>Advanced selection and application of narrative, codes and conventions to construct meaning.</i> <i>Insightful construction of representations in media work.</i> <i>Perceptive consideration of audience to create purposeful media work.</i> <i>Consistently sustains control over production skills and processes to create excellent media work.</i>

B	Response <i>Explains how narrative, codes and conventions construct meaning.</i> <i>Explains the impact of media ownership and media use.</i> <i>Explains the construction and impact of representations in media work.</i> <i>Explains how media work is encoded and how audience context influences the interpretation of media work.</i> <i>Explains the impact of the production context on media work.</i>
	Production <i>Proficient selection and application of narrative, codes and conventions to construct meaning.</i> <i>Informed construction of representations in media work.</i> <i>Consideration of audience to create purposeful media work.</i> <i>Often sustains control over production skills and processes to create high-level media work.</i>

C	Response <i>Describes how narrative, codes and conventions construct meaning.</i> <i>Describes the impact of media ownership and media use.</i> <i>Describes the construction and impact of representations in media work.</i> <i>Describes how media work is encoded and how audience context influences the interpretation of media work.</i> <i>Describes the impact of the production context on media work.</i>
	Production <i>Competent selection and application of narrative, codes and conventions to construct meaning.</i> <i>Simple construction of representations in media work.</i> <i>Some consideration of audience to create media work.</i> <i>Some control over production skills and processes to create satisfactory media work.</i>

D	<p>Response</p> <p><i>Identifies how narrative, codes and conventions construct meaning.</i></p> <p><i>Identifies the impact of media ownership and media use.</i></p> <p><i>Identifies the construction and impact of representations in media work.</i></p> <p><i>Identifies how media work is encoded and how audience context influences the interpretation of media work.</i></p> <p><i>Identifies the impact of the production context on media work.</i></p>
	<p>Production</p> <p><i>Limited selection and application of narrative, codes and conventions to construct meaning.</i></p> <p><i>Basic construction of representations in media work.</i></p> <p><i>Limited consideration of audience when creating media work.</i></p> <p><i>Limited control over production skills and processes to create basic media work.</i></p>

A	<p>Analyses how selection processes and a wide range of codes and conventions are used to construct preferred meanings, themes, representations, viewpoints and values in media work.</p> <p>Analyses how various aspects of media work connect to audiences and their values.</p>
	<p>Produces and completes quality media work, performing a range of skills, fulfilling key responsibilities and manipulating codes and conventions in own media productions to construct narratives, preferred meanings, themes, representations and viewpoints that reinforce or challenge audience values.</p> <p>Produces media work that reflects the focus and content of the units being studied.</p> <p>Solves unpredictable problems that arise during production.</p>
	<p>Makes clear connections between media work and contexts, referring to the influence of contextual factors, such as trends, social attitudes and cultural values.</p>
	<p>Analyses how the use of media work is influenced by shared cultural experiences and values and discusses characteristics of particular audiences and/or cultural groups who make alternative interpretations.</p>
	<p>Analyses a range of controls and constraints that influence media production in personal and professional contexts, such as technologies, production context and audience expectations.</p>
	<p>Consistently uses appropriate media terminology.</p>

B	<p>Discusses how selection processes and the use of a range of codes and conventions construct meanings, themes, representations, viewpoints and/or values in media work.</p> <p>Explains aspects of media work that will appeal to audiences.</p>
	<p>Completes media work and performs production roles, fulfilling responsibilities, selecting and using skills, technologies, codes and conventions to construct narratives, meanings, themes, representations and viewpoints.</p> <p>Adapts plans and processes when problems are encountered during production.</p>
	<p>Discusses and provides examples of some contextual factors, such as trends, social attitudes and cultural values that have influenced the content or style of media work.</p>
	<p>Discusses how the use of media work is influenced by cultural context and values, and provides some examples and reasons for shared and alternative interpretations.</p>
	<p>Discusses the effect of controls and constraints operating in the media production context, such as technologies, team skills and audience context, referring to own productions and those of others.</p>
	<p>Correctly uses appropriate media terminology.</p>

C	Identifies codes and conventions, briefly explaining how they are used to construct meanings, themes, representations and/or viewpoints in media work, and how they appeal to audiences.
	Fulfils a production role, using skills, technologies, codes and conventions to construct meanings, themes and/or viewpoints in own media productions that are produced for particular audiences and/or purposes. Solves problems that may arise during the production process.
	Identifies and briefly explains some contextual factors, such as trends and cultural values that have influenced the content of media work.
	Identifies some cultural factors that influence the use of media work. Relates values in media work to audience values and provides general examples of interpretations that might be made by audiences.
	Identifies controls and constraints operating in media production, such as technologies and team skills, deadlines and school expectations, and provides some examples drawn from own productions and those of others.
	Uses some correct media terminology.

D	Identifies some simple codes and conventions, and comments briefly on their use in the construction of meanings, themes, representations or viewpoints.
	With teacher guidance, applies a limited range of skills, techniques and processes and deals with some predictable problems.
	Comments briefly on a limited number of contextual factors that have influenced media work
	Lists a limited range of factors that influence audiences and their media preferences, and provides some simplistic examples of interpretations of media work.
	Gives examples of some controls and constraints operating in media production, but provides little information about their effect on production processes.
Uses some or imprecise media terminology.	

E	Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.
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* These grade descriptions will be reviewed at the end of the second year of implementation of this syllabus.