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

SAMPLE ASSESSMENT TASKS

MEDIA PRODUCTION AND ANALYSIS

ATAR YEAR 12

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.

Media Production and Analysis – ATAR Year 12

Task 1 – Unit 3 – Media art

Assessment type: Response

Commence task: Semester 1, Week 3

Task due: Semester 1, Week 7

Suggested timeframes
- Allow up to one week to introduce the task and research the construction of theme within national cinema.
- Allow two to three weeks to ensure thorough delivery of syllabus content relating to Task 1.
- Investigate the value of national cinema and the development of the film industry.
- Watch and analyse film excerpts, online video excerpts and/or explore additional content relating to the construction of theme, aesthetics and production context with links to related syllabus content.
- Include one lesson to cover how to write a short answer response.
- Allow one lesson/30 minutes to write the short answer response in class.

Total marks: 22

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

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Task 1: In-class timed short answer response

Task description

Complete two short answer responses, from a choice of five, in the contexts of media languages, representation, audience and industry.

Short answer responses should refer to the media work/s or excerpts studied in the lead up to this task.

Questions will relate to the following class material and syllabus content:

- artistic and cultural benefits of media work
- media aesthetics and themes
- how representations are constructed in media work
- how cultural contexts and values influence the interpretation of media work
- the impact of cultural influences on media content.

Sample questions and marking keys can be found on pages 3 to 5. Teachers may choose to use these, or write their own modelled on the samples provided.

Task process and requirements:

- in class, investigate and analyse the construction of theme and national cinema
- actively participate in class activities and discussions
- in-class, timed responses to short answer questions
- answer two questions, from a choice of five.

Your response must include examples from media work/s or excerpts studied in the lead up to this task.

What needs to be submitted	Due dates
☐ Written response, completed in class	

Sample questions and marking keys for assessment task 1 – Unit 3

Students answer **two** questions from a choice of five.

5% weighting – converted from 22 marks

Use short answer response format to answer **two** questions of your choice from the **five** questions provided.

In your answer, use specific evidence from media work studied in class and relevant media terminology.

Question 1   **(11 marks)**

Discuss in detail the artistic or cultural benefits of media work.

Description	Marks
Artistic or cultural benefit	**6**
Discusses in detail the artistic or cultural benefits of media work.	6
Discusses the artistic or cultural benefits of media work.	5
Explains the artistic or cultural benefits of media work.	4
Describes the artistic or cultural benefits of media work.	3
Identifies the artistic or cultural benefits of media work.	2
Makes limited or inaccurate comment on the benefits of media work.	1
Evidence used to support response	**3**
Provides detailed evidence from appropriate media work.	3
Provides evidence from media work.	2
Provides limited or superficial evidence from media work.	1
Media terminology	**2**
Consistently uses sophisticated and relevant media terminology.	2
Uses some relevant media terminology.	1
Total	**/11**

Question 2 (11 marks)

Evaluate the use of media aesthetics in media work.

Description	Marks
Media aesthetics	**6**
Evaluates the use of media aesthetics in media work.	6
Discusses the use of media aesthetics in media work.	5
Explains the use of media aesthetics in media work.	4
Describes the use of media aesthetics in media work.	3
Identifies media aesthetics in media work.	2
Makes limited or inaccurate comments on media aesthetics.	1
Evidence used to support response	**3**
Provides detailed evidence from appropriate media work.	3
Provides evidence from media work.	2
Provides limited or superficial evidence from media work.	1
Media terminology	**2**
Consistently uses sophisticated and relevant media terminology.	2
Uses some relevant media terminology.	1
Total	**/11**

Question 3 (11 marks)

Analyse how a representation is constructed in media work.

Description	Marks
Construction of a representation	**6**
Analyses how a representation is constructed in media work.	6
Discusses how a representation is constructed in media work.	5
Explains how a representation is constructed in media work.	4
Describes how a representation is constructed in media work.	3
Identifies a representation in media work.	2
Makes limited or inaccurate comment on representation.	1
Evidence used to support response	**3**
Provides detailed evidence from appropriate media work.	3
Provides evidence from media work.	2
Provides limited or superficial evidence from media work.	1
Media terminology	**2**
Consistently uses sophisticated and relevant media terminology.	2
Uses some relevant media terminology.	1
Total	**/11**

Question 4 **(11 marks)**

Discuss in detail how audience cultural contexts influence their interpretation of media work.

Description	Marks
Influence of audience cultural contexts on interpretation	**6**
Discusses in detail how audience cultural contexts influence their interpretation of media work.	6
Discusses how audience cultural contexts influence their interpretation of media work.	5
Explains how audience cultural contexts influence their interpretation of media work.	4
Describes how audience cultural contexts influence their interpretation of media work.	3
Identifies audience cultural contexts or audience interpretation of media work.	2
Makes limited or inaccurate comment on audience cultural contexts or audience interpretation.	1
Evidence used to support response	**3**
Provides detailed evidence from appropriate media work.	3
Provides evidence from media work.	2
Provides limited or superficial evidence from media work.	1
Media terminology	**2**
Consistently uses sophisticated and relevant media terminology.	2
Uses some relevant media terminology.	1
Total	**/11**

Question 5 **(11 marks)**

Evaluate the impact of cultural influences on media content in media work.

Description	Marks
Impact of cultural influences	**6**
Evaluates the impact of cultural influences on media content in media work.	6
Discusses the impact of cultural influences on media content in media work.	5
Explains the impact of cultural influences on media content in media work.	4
Describes the impact of cultural influences on media content in media work.	3
Identifies cultural influences on media content or media work.	2
Makes limited or inaccurate comment on cultural influences on media content or media work.	1
Evidence used to support response	**3**
Provides detailed evidence from appropriate media work.	3
Provides evidence from media work.	2
Provides limited or superficial evidence from media work.	1
Media terminology	**2**
Consistently uses sophisticated and relevant media terminology.	2
Uses some relevant media terminology.	1
Total	**11**

Sample assessment task

Media Production and Analysis – ATAR Year 12

Task 2 – Media art and/or Power and persuasion

Assessment type: Production

Commence task: Semester 1, Week 2

Task due: Semester 1, Week 9

Total number of weeks: 8 weeks

Suggested timeframes including scheduled formative assessment check points

- Allow one to two weeks for brainstorming ideas and discussing ideas with the teacher to ensure workability.
- Semester 1, Week 3 ongoing formative assessment: students compile a production schedule which they continue to update for the duration of Task 2 and Task 7.
- Allow two weeks for researching Art Direction ideas and other production research.
- Semester 1, Week 5 formative assessment: students compile a selection of 'mood board' images and provide annotations relating to the idea, theme or aesthetic.
- Semester 1, Week 7 formative assessment: students complete a mini-pitch of their production idea to the teacher, small groups of classmates or the whole class.
- Allow one week for investigating the requirements of a treatment.
- Allow two to three weeks for students to write their treatments.

Total marks: 18 marks

Task weighting: 5% of the school mark

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Task 2: Treatment

Task description

Produce a treatment for a five-minute AV production that conveys a clear theme.

The treatment should include the following elements:

- a log line
- a summary of the theme and how it will be conveyed
- character details or interviewee information
- narrative synopsis.

Additional information may be included, if relevant. The treatment should be 2–5 pages.

Complete formative assessments and production workshops during the completion of this task.

Task process and requirements:

- watch excerpts from films and documentaries as well as short films and short documentaries to explore and evaluate the ideas of others to inform the development of your own ideas

- research the use of codes and conventions to convey theme, genre, style and narrative
- workshop and develop a clear theme for your AV production
- understand the purpose, context and/or audience for the theme/s
- take part in class activities to understand production roles, including art direction, cinematography (or cinematographic elements), editing and sound design
- plan to ensure all aspects of the AV production support the theme
- investigate formats and select appropriate strategies to document and communicate ideas
- compile an ongoing production schedule with consideration of potential production problems and effective solutions
- compile a selection of 'mood board' images and provide annotations relating to the idea, theme and/or aesthetic
- ensure the treatment is written for an AV production up to five minutes in length
- explain and discuss your idea with classmates and the teacher during the mini-pitch formative assessment
- reflect on, modify and refine ideas and documentation by considering and/or acting on peer and teacher feedback
- take part in critically evaluating your own and others' AV production ideas
- plan to create an AV production that complies with ethical practice when considering school rules and values
- draft and finalise treatment.

What needs to be submitted	Due date
☐ Treatment	

What needs to be demonstrated

☐   Ideas and reflective practice
- reflecting on, modifying and refining ideas and documentation
- critically evaluating own and others' productions

☐   Controls and constraints
- independent management of constraints, such as time, expertise and technology, in own production
- anticipating problems and applying effective solutions

☐   Skills and processes
- independent management of pre-production processes

☐   Purpose and content
- constructing own production/s to communicate theme/s for a specific purpose, context and/or audience
- planning the use of codes and conventions to convey theme, genre, style or narrative

Marking key for sample assessment task 2

5% of the school weighting for this pair of units

Description	Marks
Criterion 1: Developing ideas Evidence of exploring and evaluating the ideas of others to inform the development of own ideas, through processes such as: note-taking, research, brainstorms, 'mood board', mini-pitch, peer feedback, teacher observation of student performance and completed treatment	
Consistently demonstrates effective development of ideas.	5
Often demonstrates effective development of ideas.	4
Demonstrates some effective development of ideas.	3
Demonstrates inconsistent evidence of the development of ideas.	2
Demonstrates limited evidence of the development of ideas.	1
Subtotal	**/5**
Criterion 2: Summary of theme Evidence of constructing own AV production to communicate theme within completed treatment	
Demonstrates an effective summary within the treatment that successfully conveys how a clear theme will be constructed in the planned AV production.	4
Demonstrates a mostly effective summary within the treatment that generally conveys how a clear theme will be constructed in the planned AV production.	3
Provides a summary within the treatment that is somewhat vague in conveying how a clear theme will be constructed in the AV production.	2
Includes a treatment that gives an unclear summary of the theme and/or the construction of theme.	1
Subtotal	**/4**
Criterion 3: Management of pre-production processes and controls and constraints Evidence of growth in independence when completing pre-production phase, through processes such as: time management, scheduling, forward planning, anticipating problems and organisation	
Consistently applies effective pre-production skills and demonstrates independence when managing pre-production processes.	4
Often applies effective pre-production skills and demonstrates some independence when managing pre-production processes.	3
Sometimes applies effective pre-production skills or demonstrates some independence when managing pre-production processes.	2
Demonstrates inconsistent pre-production skills and limited independence when managing pre-production processes.	1
Subtotal	**/4**
Criterion 4: Purpose and content Evidence of clear intention for planned AV production demonstrated within completed treatment and during planning activities	
Provides excellent evidence of the purpose, context and/or audience of planned AV production with strong documentation detailing the planned use of codes and conventions to convey theme, genre, style or narrative.	5

Description	Marks
Provides appropriate evidence of the purpose, context and/or audience of planned AV production with suitable ideas for the use of codes and conventions to convey theme, genre, style or narrative.	4
Provides satisfactory evidence of the purpose, context and/or audience of planned AV production with sound plans for the use of codes and conventions to convey theme, genre, style or narrative.	3
Provides limited evidence of the purpose, context and/or audience of planned AV production with underdeveloped plans for the use of codes and conventions to convey theme, genre, style or narrative.	2
Demonstrates little to no awareness of the purpose, context and/or audience of planned AV production with ineffective plans for the use of codes and conventions to convey theme, genre, style or narrative.	1
Subtotal	**/5**
Total	**/18**
Percentage	
Convert to 5% weighting (percentage x 0.05)	**/5**

Media Production and Analysis – ATAR Year 12

Task 5 – Unit 4 – Power and persuasion

Assessment type: Response

Commence task: Semester 1, Week 13

Task due: Semester 2, Week 6

Suggested timeframes

- Allow up to one week to introduce the task and research the teacher selected viral media campaign.
- Allow two to three weeks to ensure thorough delivery of syllabus content relating to Task 5.
- Watch and analyse a specific documentary, news reports, online video excerpts and/or explore social media content relating to the teacher selected viral media campaign and link these to related syllabus content.
- Include one lesson to revise how to write an extended response.
- Allow one lesson/60-minutes to write the extended response in class.

Total marks: 20

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

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Task 5: 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 and industry.

Extended answer response should refer to the teacher-selected viral media campaign and media work/s studied in the lead up to this task.

Questions will relate to the following class material and syllabus content.

- persuasive techniques, codes and conventions
- how media work reinforces or challenges audience perceptions, values and attitudes
- impact of media trends on media use
- how media producers construct perceptions of issues or topics
- the impact of formal and informal censorship on media content.

Sample questions and marking keys can be found on pages 12 to 16. Teachers may choose to use these, or write their own modelled on the samples provided.

Task process and requirements:

- in class, investigate and analyse the teacher selected viral media campaign
- 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 viral media campaign and media work/s studied in the lead up to this task.

What needs to be submitted	Due dates
☐ Written response, completed in class	

List of potential viral media campaigns for this task:

Teachers should pre-view and select appropriate material to watch and investigate for this task (this list is not exhaustive):

- #metoo #timesup / *Silent No More*
- #istandwithadam #westandwithadam / *The Final Quarter* / https://itstopswithme.humanrights.gov.au/
- #blacklivesmatter #BLM / coverage of rallies and/or Indigenous deaths in custody coverage
- #learnourtruth #raisetheage https://www.raisetheage.org.au/ / *In My Blood It Runs* / 4 Corners Report *Australia's Shame*
- #climatestrike #fridaysforfuture #climateemergency / TIME person of the year 2019 / *Wild Things: A Year on The Frontline of Environmental Activism*
- #jointheregeneration #whatsyour2040 / *2040 Documentary*
- #loveislove #lovewins / *Gayby Baby* / coverage of the changes to the Marriage Act
- #thegreathack #cambridgeanalytica #deletefacebook #ownyourdata / *The Great Hack*
- #righttoknow / https://yourrighttoknow.com.au/media-freedom/ / coverage of ADF raids on ABC.

Sample questions and marking keys for assessment task 5 – Unit 4

Students answer **one** question from a choice of three.

5% weighting – converted from 20 marks

Use extended response format to answer one question of your choice from the three questions provided.

Extended answers include, but are not limited to, conventional essay format; if appropriate, answers can use lists and dot points.

In your answer, use specific evidence from media work studied in class and relevant media terminology.

Question 1   **(20 marks)**
Media producers use persuasive techniques, codes and conventions to construct perceptions of issues or topics.

Analyse this statement using relevant media terminology and with specific evidence from media work you have studied.

- Describe how media work you have studied relates to the statement.   (4 marks)
- Describe the issues or topics presented in the media work.   (4 marks)
- Analyse the existing perceptions of the issues or topics presented in the media work.   (6 marks)
- Evaluate the impact of using persuasive techniques, codes and conventions in media work.

                                                (6 marks)

Description	Marks
Statement and appropriate media work	**4**
Describes how media work relates to the statement.	4
Outlines how media work relates to the statement.	3
Identifies media work with simplistic links to the statement.	2
Makes limited or inaccurate comment on media work or the statement.	1
Issues or topics	**4**
Describes the issues or topics presented in the media work.	4
Outlines the issues or topics presented in the media work.	3
Identifies the issues or topics in the media work.	2
Makes limited or inaccurate comment on issues or topics.	1
Existing perceptions	**6**
Analyses the existing perceptions of the issues or topics presented in the media work. Uses specific evidence from media work to support the analysis. Consistent use of sophisticated and relevant media terminology.	6
Discusses the existing perceptions of the issues or topics presented in the media work. Uses evidence from media work to support the discussion. Frequent use of relevant media terminology.	5

Description	Marks
Explains the perceptions of the issues or topics presented in the media work. Uses some evidence from media work to support the explanation. Some use of relevant media terminology.	4
Describes the perceptions of the issues or topics presented in the media work. Uses limited evidence from media work to support the description. Limited use of relevant media terminology.	3
Identifies perceptions of issues or topics.	2
Makes limited or inaccurate comment on perceptions.	1
Impact of persuasive techniques, codes and conventions	**6**
Evaluates the impact of using persuasive techniques, codes and conventions in media work. Uses specific evidence from media work to support the evaluation. Consistent use of sophisticated and relevant media terminology.	6
Discusses the impact of using persuasive techniques, codes and conventions in media work. Uses evidence from media work to support the discussion. Frequent use of relevant media terminology.	5
Explains the impact of using persuasive techniques, codes and conventions in media work. Uses some evidence from media work to support the explanation. Some use of relevant media terminology.	4
Describes the use of persuasive techniques, codes and/or conventions in media work. Uses limited evidence from media work to support the description. Limited use of relevant media terminology.	3
Identifies persuasive techniques, codes and/or conventions.	2
Makes limited or inaccurate comment on persuasive techniques, codes and/or conventions.	1
Total	**/20**

Question 2 (20 marks)

Audience perceptions, values and attitudes have the potential to be challenged or reinforced by media work.

Analyse this statement using relevant media terminology and with specific evidence from media work you have studied.

- Describe how media work you have studied relates to the statement. (4 marks)
- Describe the target audience of the media work. (4 marks)
- Discuss in detail how media work has been constructed to challenge or reinforce audience perceptions. (6 marks)
- Analyse how audience values and attitudes are challenged or reinforced by media work. (6 marks)

Description	Marks
Statement and appropriate media work	**4**
Describes how media work relates to the statement.	4
Outlines how media work relates to the statement.	3
Identifies media work with simplistic links to the statement.	2

Description	Marks
Makes limited or inaccurate comment on media work or the statement.	1
Target audience	**4**
Describes the target audience of the media work.	4
Outlines the target audience of the media work.	3
Identifies simplistic features about the audience of the media work.	2
Makes limited or inaccurate comment on audience.	1
Construction of media work to challenge or reinforce perceptions	**6**
Discusses in detail how media work has been constructed to challenge or reinforce audience perceptions. Uses specific evidence from media work to support the detailed discussion. Consistently uses sophisticated and relevant media terminology.	6
Discusses how media work has been constructed to challenge or reinforce audience perceptions. Uses evidence from media work to support the discussion. Frequently uses relevant media terminology.	5
Explains how media work has been constructed to challenge or reinforce audience perceptions. Uses some evidence from media work to support the explanation. Uses some relevant media terminology.	4
Describes how media work has been constructed to challenge or reinforce audience perceptions. Uses limited evidence from media work to support the description. Makes limited use of relevant media terminology.	3
Identifies how media work has been constructed to challenge or reinforce audience perceptions.	2
Makes limited or inaccurate comment on how media work has been constructed.	1
Audience values and attitudes	**6**
Analyses how audience values and attitudes are challenged or reinforced by media work. Uses specific evidence from media work to support the analysis. Consistently uses sophisticated and relevant media terminology.	6
Discusses how audience values and attitudes are challenged or reinforced by media work. Uses evidence from media work to support the discussion. Frequently uses relevant media terminology.	5
Explains how audience values and attitudes are challenged or reinforced by media work. Uses some evidence from media work to support the explanation. Uses some relevant media terminology.	4
Describes how audience values and attitudes are challenged or reinforced by media work. Uses limited evidence from media work to support the description. Makes limited use of relevant media terminology.	3
Identifies audience values or attitudes.	2
Makes limited or inaccurate comment on audience values or attitudes.	1
Total	**/20**

Question 3 **(20 marks)**

Media trends relating to audience use of media has an impact on formal and informal censorship of media content.

Analyse this statement using relevant media terminology and with specific evidence from media work you have studied.

- Describe how media work you have studied relates to the statement. (4 marks)
- Describe why media trends impact media use. (4 marks)
- Discuss in detail how formal and informal censorship impacts media content. (6 marks)
- Analyse how media trends can affect censorship and audience access to media content or information. (6 marks)

Description	Marks
Statement and appropriate media work	**4**
Describes how media work relates to the statement.	4
Outlines how media work relates to the statement.	3
Identifies media work with simplistic links to the statement.	2
Makes limited or inaccurate comment on media work or the statement.	1
Media trends and media use	**4**
Describes why media trends impact media use.	4
Outlines why media trends impact media use.	3
Identifies media trends and media use.	2
Makes limited or inaccurate comment on media trends or media use.	1
Impact of formal and informal censorship	**6**
Discusses in detail how formal and informal censorship impacts media content. Uses specific evidence from media work to support the detailed discussion. Consistently uses sophisticated and relevant media terminology.	6
Discusses how formal and informal censorship impacts media content. Uses evidence from media work to support the discussion. Frequently uses relevant media terminology.	5
Explains how formal and informal censorship impacts media content. Uses some evidence from media work to support the explanation. Uses some relevant media terminology.	4
Describes how formal and informal censorship impacts media content. Uses limited evidence from media work to support the description. Makes limited use of relevant media terminology.	3
Identifies how formal or informal censorship impacts media content.	2
Makes limited or inaccurate comment on how formal or informal censorship impacts media content.	1
Media trends affecting censorship and access to content or information	**6**
Analyses how media trends can affect censorship and audience access to media content or information. Uses specific evidence from media work to support the analysis. Consistently uses sophisticated and relevant media terminology.	6

Description	Marks
Discusses how media trends can affect censorship and audience access to media content or information. Uses evidence from media work to support the discussion. Frequently uses relevant media terminology.	5
Explains how media trends can affect censorship and audience access to media content or information. Uses some evidence from media work to support the explanation. Uses some relevant media terminology.	4
Describes how media trends can affect censorship and audience access to media content or information. Uses limited evidence from media work to support the description. Makes limited use of relevant media terminology.	3
Identifies media trends, censorship and audience access to media content or information.	2
Makes limited or inaccurate comment on media trends, censorship or audience access to media content or information.	1
Total	**/20**