



SAMPLE ASSESSMENT TASKS

MEDIA PRODUCTION AND ANALYSIS ATAR YEAR 12

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Sample assessment task

Media Production and Analysis – ATAR Year 12

Task 1A – Unit 3 Media art

Task 1B – Unit 4 Power and persuasion

Due dates

Task 1A due Semester 1, Week 6

Task 1B due Semester 1, Week 10

Conditions

Period allowed for completion of Task 1A, based on the context Media art, is:

Semester 1, Weeks 2–6: Pre-production – planning, scripting, storyboarding

Period allowed for completion of Task 1B, based on the context Power and persuasion, is:

Semester 1, Weeks 6–10: Pre-production – planning, scripting, storyboarding

[Note: this task will occur concurrently with theory modules and tasks throughout the unit. While class time will be provided for both tasks, there is an expectation that some parts will be completed in the students' own time. The teacher may choose to devote a portion of the week to production and a portion of the week to theory.]

Tasks 1A and 1B will inform the production choice for Task 1C.

The pre-production (Task 1A or Task 1B), that is chosen to be used for the production of Task 1C, will be assessed as part of the 1C. See marking key.

The remaining pre-production task, not chosen for use in Task 1C, will be marked as Task 1 and will contribute 5% of the final mark for the two units.

Task weighting

5% of the school practical mark for this pair of units. This will be based on the task (1A or 1B) **not chosen** for inclusion as part of 1C production.

Tasks 1A and 1B: Pre-production, which reflects the context of Media art (Task 1A) and Power and persuasion (Task 1B) to inform the production choice for Task 1C.

Task description

Develop **two** separate sets of plans, designs, scripts, storyboards and production schedules for two different production contexts – one set should reflect the context of Media art (Task 1A) and one set should reflect the context of Power and persuasion (Task 1B). Each set of plans will have a different due date, as noted above.

After completing the pre-production process for both contexts, you will be required to select one set which will be used to produce Task 1C, and which will also be used for your practical (production) submission to the School Curriculum and Standards Authority. (The other will be kept in case you encounter problems during the 1C production process that become too difficult to resolve, and you choose to produce the alternative plan instead.)

For both sets of plans, you should consider your target audience carefully, taking into account their values and expectations, and apply technical codes and conventions to achieve your intended purpose.

You will be provided with teacher feedback at the completion of this task to assist you in your decision about which plan to produce for Task 1C.

Task process and requirements:

- production duration or length must comply with the Year 12 Practical (production) examination design brief
- journal entries are to be completed throughout the pre-production processes, including explanation of revisions, intent and the production's connection to the audience context and values
- the pre-production plans will reflect experimentation and manipulation of genres, styles and conventions, using codes and conventions that reflect the context
- the narrative storyline structure will reflect the context of production, with either an artistic or informative influence
- the content of the production will comply with school policies and ethics and include no offensive material
- pre-production material will be submitted in a format appropriate to the context and teacher specifications.

What needs to be submitted	Due date
<input type="checkbox"/> Plans, designs, scripts, storyboards and production schedules	
<input type="checkbox"/> Production journal	

Marking key for sample assessment task 1A or 1B

Unit 3 – Media art or Unit 4 – Power and persuasion

Task weighting

5% of the school practical mark for this pair of units. This will be based on the task (1A or 1B) not chosen for inclusion as part of 1C production.

Description	Marks
Journal responses outlining the intent and choices made during pre-production	/6
Provides a sophisticated outline of the intent of the production, and an informed explanation of the choices made in pre-production, with a clear connection to audience context and associated values	5–6
Provides a detailed outline of the intent of the production, and a suitable explanation of the choices made in pre-production, referring to audience context, including values	3–4
Provides a general outline of the production, with an inadequate explanation of the choices made in pre-production or relationship to audience context	1–2
Genre, style and conventions appropriate to the context that is detailed in the pre-production materials	/6
Demonstrates effective manipulation of genre, style and conventions appropriate to the context	5–6
Demonstrates experimentation or thoughtful application of genre, style and conventions appropriate to the context	3–4
Demonstrates general application of genre, style and conventions appropriate to the context	1–2
Narrative detailed in the pre-production materials	/6
Demonstrates effective manipulation of narrative to suit the intent of the production	5–6
Demonstrates experimentation or thoughtful application of narrative to suit the intent of the production	3–4
Demonstrates general application of narrative to suit the intent of the production	2
Demonstrates limited use of narrative conventions	1
Total score	/18
Convert to 5% for the pair of units	/5%

Sample assessment task

Media Production and Analysis – ATAR Year 12

Task 1C – Unit 3 Media art

Unit 4 Power and persuasion

Assessment type: Practical (production)

Due date: Semester 2, Week 13

Conditions

Period allowed for completion of Task 1C is:

Semester 1 Week 11 to Semester 2 Week 7: production and editing

Semester 2 Weeks 8–13: editing, post-production effects, development of the individual documentation of production process

This task will occur concurrently with theory tasks. While class time will be provided for all tasks, there is an expectation that some parts will be completed in your own time.

You must provide your completed production on DVD/BD-R/USB consistent with Year 12 ATAR practical (production) submission requirements for audiovisual materials.

Task weighting

95% of the school practical mark for this pair of units

Task 1C: Extended production project: production and reflection/evaluation of the pre-production material developed in Task 1A or 1B, reflecting the Practical (production) examination design brief – Year 12

Task description

Using **one** set of plans, designs, scripts and/or storyboards developed in Task 1A or 1B, develop a production which reflects the Practical (production) examination design brief – Year 12 and the *ATAR Year 12 Practical (production) requirements* for external examination.

You will be assessed individually, but may work collaboratively in pairs to perform primary and secondary production roles. See current Practical submission marking key and Production submission requirements documentation regarding Practical (production) processes.

You must select a primary role (cinematographer or editor) and, if working collaboratively, negotiate this with your partner. You will also need to select a secondary role which is appropriate to the context of the production. Each of you needs to select a different primary and secondary role/s to your partner, if you are working in pairs. Use the *ATAR Year 12 Practical (production) requirements* document to assist you in deciding and defining your production role/s.

Task process and requirements:

- complete journal entries throughout the whole production process to document your production process, including the management of safety procedures in all production situations, applying production skills, reflecting critically on production progress
- comply with the *Year 12 Practical (production) examination design brief* for production duration or length
- demonstrate originality, creativity and manipulation of codes and conventions in the production and post-production stages
- ensure completion of appropriate copyright and talent release forms by authority figures and talent filmed, keeping all documentation
- comply with school policies and ethics and include no offensive material in the production
- **do not** include any school logos, uniforms, signs or forms of identification
- **do not** include production credits.

What needs to be submitted	Due date
<input type="checkbox"/> DVD (or other approved output format) of your production	Semester 2 Week 13
<input type="checkbox"/> Production journal reflecting on the production process during production: <ul style="list-style-type: none"> • application of production skills (including examples of how the primary and secondary roles were performed) • application of formal processes and appropriate strategies to communicate ideas • independent management of safety procedures during production <ul style="list-style-type: none"> ▪ independent management of time and technologies ▪ management of team members ▪ negotiating and adapting of production processes ▪ anticipating problems and applying effective solutions • experimenting and manipulating genres, styles and conventions 	Semester 2 Week 12
<input type="checkbox"/> Critical evaluation of own, and peers' productions	
<input type="checkbox"/> Copyright permissions or acknowledgements	
<input type="checkbox"/> Talent releases	
<input type="checkbox"/> Practical production statement, supporting criteria in the marking key. The following areas must be discussed within the statement: <ul style="list-style-type: none"> • a rationale outlining the intent of the production, acknowledging influences if applicable • an explanation of how production skills were used throughout the production, including the application of the primary and secondary roles. Students can include other materials, for example, annotate pre-production planning or screen captures, providing the total statement does not exceed one page.	

Marking key for sample assessment task 1 (A or B and 1C)

Description		Marks
Criterion 1: Conventions		/10
Demonstrates a sophisticated representation of conventions (genre and/or style and/or narrative) reflecting the course syllabus throughout the production		9–10
Demonstrates an effective representation of conventions (genre and/or style and/or narrative) within the production		7–8
Demonstrates an informed representation of conventions (genre and/or style and/or narrative) within the production		5–6
Demonstrates an inconsistent representation of conventions (genre and/or style and/or narrative) within the production		3–4
Demonstrates limited evidence of conventions (genre and/or style and/or narrative) within the production		1–2
Criterion 2: Codes (Manipulation of symbolic, written, audio and technical codes)		/10
Demonstrates sophisticated manipulation of codes throughout the production		9–10
Demonstrates effective manipulation of codes within the production		7–8
Demonstrates appropriate use of codes within the production		5–6
Demonstrates inconsistent use of codes within the production		3–4
Demonstrates limited use of codes within the production		1–2
Criterion 3: Primary role – media type specific		
Audiovisual		
Cinematographer	Editor	/10
Demonstrates sophisticated application of camera skills throughout the audiovisual production	Demonstrates sophisticated editing skills throughout the audiovisual production	9–10
Demonstrates proficient camera skills within the audiovisual production	Demonstrates proficient editing skills within the audiovisual production	7–8
Demonstrates satisfactory camera skills within the audiovisual production	Demonstrates satisfactory editing skills within the audiovisual production	5–6
Demonstrates inconsistent camera skills within the audiovisual production	Demonstrates inconsistent editing skills within the audiovisual production	3–4
Demonstrates limited camera skills in the audiovisual production	Demonstrates limited editing skills in the audiovisual production	1–2
Criterion 4: Secondary role – media type specific		
Audiovisual		
Nominated by the student (note: if producing individually, you may choose the alternative to your primary role – cinematographer or editor as your secondary role)		/5
Demonstrates sophisticated application of skills applicable to the nominated role/s throughout the production		5
Demonstrates proficient application of skills applicable to the nominated role/s within the production		4
Demonstrates satisfactory application of skills applicable to the nominated role/s within the production		3
Demonstrates inconsistent application of skills applicable to the nominated role/s within the production		2
Demonstrates limited application of skills applicable to the nominated role/s within the production		1
Criterion 5: Pre-production processes and communicating ideas		/5
Demonstrates sophisticated application of formal pre-production processes and effective selection of strategies to communicate ideas		5
Demonstrates proficient application of pre-production processes and suitable selection of strategies to communicate ideas		4
Demonstrates satisfactory application of pre-production processes and/or satisfactory selection of strategies to communicate ideas		3

Description	Marks
Demonstrates inconsistent application of pre-production processes and/or inconsistent selection of strategies to communicate ideas	2
Demonstrates limited application of pre-production processes and/or limited selection of strategies to communicate ideas	1
Total score	/40
Convert to 95% for the pair of units	/95%

Sample assessment task

Media Production and Analysis – ATAR Year 12

Task 7 – Unit 4 Power and persuasion

Assessment type: Response

Due date: Class presentations – Semester 2, Weeks 13 and 14

Task weighting

15% of the school mark for this pair of units

Task 7: Investigate a current global issue that is covered by a number of news sources. Analyse the way different news sources represent issues and people and construct point of view. Provide an oral presentation on research findings.

Task description

This task is a research and presentation assignment to be completed in class time and at home.

After analysing (in class) an example of a major global issue that is covered by a range of news sources:

- select another aspect of the global issue (or another issue) and research its coverage in a range of news sources – such as its representation in global, national and/or local news media coverage. You need to collect different perspectives on the issue and it must include the representation of a stereotype.

You are to present your findings to the class in the form of an oral presentation. Your presentation requires you to:

- explore and analyse the representation of this issue through:
 - comparison of the point of view constructed in each news media, linking historical, political or cultural reasons for these perspectives (5 marks)
 - discuss the dangers in the naturalisation of the stereotype identified in the news stories (5 marks)
 - discuss the pressures on the presentation of issues in news coverage, including editorial control, funding and distribution (5 marks)
 - use detailed justification through references to media work supported with consistent and relevant media terminology. (3 marks)

What needs to be submitted	Due date
<input type="checkbox"/> Presentation (submit notes and/or digital presentation, such as PowerPoint, Keynote or Prezi, and news examples after the presentation)	Oral presentations Semester 2
<input type="checkbox"/> Bibliography to be submitted with presentation notes	Weeks 13 and 14

Marking key for sample assessment task 7 – Unit 4

15% weighting converted out of 18 marks

Description	Marks
Point of view and reasons for this in news coverage	/5
Analyses point of view constructed in a range of news sources on the same global issue and analyses the historical, political or cultural factors	5
Explains point of view constructed in news sources on the same global issue and analyses the historical, political or cultural factors	4
Describes generally point of view constructed in news sources on the same global issue and analyses the historical, political or cultural factors	3
Identifies point of view constructed in news sources on the same global issue and influencing factors	2
Makes limited or superficial comments on point of view constructed in news sources	1
Dangers in the naturalisation of stereotypes	/5
Analyses the dangers in the naturalisation of stereotypes represented in news coverage	5
Explains the dangers in the naturalisation of stereotypes represented in news coverage	4
Describes generally the dangers in the naturalisation of stereotypes represented in news coverage	3
Identifies the dangers in the naturalisation of stereotypes represented in news coverage	2
Makes limited or superficial comments on the naturalisation of stereotypes in news coverage	1
Pressures on the presentation of issues in news coverage	/5
Analyses the pressures on the presentation of issues in news coverage, including editorial control, funding and distribution	5
Explains the pressures on the presentation of issues in news coverage, including editorial control, funding and/or distribution	4
Describes the pressures on the presentation of issues in news coverage, including editorial control, funding and/or distribution	3
Identifies the pressures on the presentation of issues in news coverage	2
Makes limited or superficial comments on the pressures in news coverage	1
Detailed reference to media work and use of media terminology	/3
Provides detailed justification through references to media work, supported with consistent and relevant media terminology	3
Provides evidence through references to appropriate media work, supported with frequent and mostly correct use of media terminology	2
Provides brief or superficial reference to media work, supported with limited to no use of media terminology	1
Total score	/18
Convert to 15% for the pair of units	/15%