



# **Media Production and Analysis General Course Year 12**

## **Selected Unit 3 syllabus content for the**

### **Externally set task 2026**

This document is an extract from the *Media Production and Analysis General Course Year 12 syllabus*, featuring all of the content for Unit 3. The content that has been highlighted in the document is the content on which the Externally set task (EST) for 2026 will be based.

All students enrolled in the course are required to complete an EST. The EST is an assessment task which is set by the Authority and distributed to schools for administering to students. The EST will be administered in schools during Term 2, 2026 under standard test conditions. The EST will take 50 minutes.

The EST will be marked by teachers in each school using a marking key provided by the Authority. The EST is included in the assessment table in the syllabus as a separate assessment type with a weighting of 15% for the pair of units.

# Unit 3 – Entertainment

## Unit description

The focus for this unit is on entertainment. Within this broad focus, teachers select learning contexts interesting to students and build upon the informal understandings they have already acquired.

Students expand their understanding of media languages, learning how codes and conventions are used to construct entertainment media. They examine the process of representation and the way values are constructed in media work. Students consider how the experiences of audiences influence their responses to media and how media work is shaped by the production context and through the production process.

Students analyse, view, listen to and interact with interesting and relevant media work. They also generate ideas and learn production skills and processes as they apply their knowledge and creativity in their productions.

## Suggested contexts

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

- promotion and marketing strategies
- local and international film
- commercial, community and digital radio
- participation media
- fanzines
- animated sitcoms.

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

## Unit content

This unit includes the knowledge, understandings and skills described below.

### Media languages

#### System of communication

- terminology, technologies and characteristics of specific media
- characteristics of media work designed to entertain
- features of commercial and non-commercial media

#### Narrative, codes and conventions

- narrative and genre conventions in entertainment media
- genre recognition and audience expectations
- codes and conventions that position the audience and construct meaning

## Representation

- why the media use stereotypical representations
- the social influence of stars and celebrities in popular media

## Audience

### Audiences

- how the purpose and context of the media work influence audience response
- how values are depicted in entertainment media through genre and representations

### Subcultures

- identifying subcultures based on cultural background, experiences, interests and occupations

### Media trends

- trends in entertainment media genres
- impact of technologies on audience reach and media use

## Production

### Major institutions and independents

- comparing commercial and non-commercial entertainment media in terms of
  - budgets
  - production costs
- targeting mainstream audiences
- marketing strategies to promote media work

### Production contexts

- making links between entertainment media work and their production context
- controls and constraints in commercial and non-commercial entertainment media production
- impact of changes in technology on media work

### Skills and processes

- collecting, interpreting and communicating information within given contexts
- demonstrating safe procedures when using technologies and resources
- applying team skills, including active listening, making decisions, goal-setting, time management, production responsibilities
- applying the production process, including application of technical skills and processes, scripts and storyboards or layout design
- reflecting on production processes
- evaluating strengths and weaknesses in the production and process