



SAMPLE ASSESSMENT TASKS

MEDIA PRODUCTION AND ANALYSIS
GENERAL YEAR 11

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Sample assessment task

Media Production and Analysis – General Year 11

Task 7 – Unit 2 – Point of View

Assessment type: Production

Due date: Term 3, Week 6

Conditions

Period allowed for completion of Task 7

Week 2 Preproduction – individual scripting or storyboarding

Week 3 Preproduction – group planning, completion of production schedule, modifications to chosen script/storyboard chosen

Weeks 4–6 Current affairs segment story production, video capture, sequencing and editing

Task weighting: 20% of unit

Production of a current affairs segment exploring an issue or event appropriate to a teenage audience (40 marks)

Task description

Plan, design, script, edit and produce a current affair segment exploring an **issue or event** appropriate to a teenage audience.

This task has individual and group components.

Task requirements

- The segment must be between 3–5 minutes in length.
- Complete class workshops for current affair script writing and/or storyboarding.
- Consider your teenage target audience carefully, considering their values and expectations.
- Apply codes and conventions of current affairs programs to construct your intended purpose and to appeal to the target audience.

Task process

Individually

Create the script for a current affair segment exploring an **issue or event** that is appropriate to a teenage audience. Submit to your teacher for assessment. Ensure the following is considered:

- devise a narrative for your segment, select information and plan the detail to suit the target audience, style and purpose of your current affairs segment
- use the appropriate narrative conventions (i.e. the 5Ws – who, what, when, where and why) for a current affairs segment
- use the appropriate language conventions (i.e. use of past tense, emotive words and phrases, descriptive words to add detail) for a current affairs segment
- include in each segment at least one example of:
 - voice-over and video footage of the reporter
 - an eye-witness account/interview.

(10 marks)

Production groups

Decide which script/storyboard will be produced. Complete and submit plans, production schedule and modifications to script or storyboard and submit to the teacher to be signed off before commencing production. Produce the segment by the due date. It will include the following:

- demonstration of appropriate manipulation of codes and conventions in pre-production, production and post-production stages
- application of team skills, including specific role responsibilities (e.g. director, producer, camera operator, editor, sound design/editor, graphics, reporter or a combination of these roles) and setting timelines (10 marks)
- application of a clear production process – applying technical skills and processes. (10 marks)

Individually

Regularly update your production journal during production to reflect your personal contribution to the production process and application of team skills. It must include examples of the following:

- active listening
- making decisions
- goal setting
- time management
- fulfilment of individual production responsibilities.

Your teacher will provide focus questions, templates and other worksheets to assist in this reflection and record keeping. (10 marks)

Constraints

- Ensure appropriate copyright and talent release forms are completed and keep all documentation.
- Ensure that the current affairs segment production complies with school policies and ethics and includes no offensive images.

Final submission requirements for the individual student	Due dates
<input type="checkbox"/> Current affairs segment script	
<input type="checkbox"/> Production journal, including reflections on: the application of team skills (including active listening, making decisions, goal setting, time management and fulfilment of individual production responsibilities)	
Final submission requirements for the group	Due dates
<input type="checkbox"/> Concept draft/plans, chosen storyboard or script (including modifications) and production schedules	
<input type="checkbox"/> DVD (or other teacher approved format) of your current affairs segment production	
<input type="checkbox"/> Talent releases	
<input type="checkbox"/> Copyright permissions or acknowledgements	

Marking key for sample assessment task 7 – Unit 2

Description	Marks
Individual script of a current affairs segment for the target audience	
Script demonstrates informed manipulation of current affairs narrative conventions to engage the target audience	9–10
Script demonstrates appropriate manipulation of current affairs narrative conventions to engage the target audience	7–8
Script demonstrates satisfactory application of current affairs narrative conventions to engage the target audience	5–6
Script demonstrates an inconsistent application of current affairs narrative conventions to attempt to engage the target audience	3–4
Script demonstrates limited application of current affairs narrative conventions	1–2
	/10
Individual production journal	
Reflections demonstrate informed planning, individual contribution to teamwork and problem-solving strategies	9–10
Reflections demonstrate appropriate planning, individual contribution to teamwork and problem-solving strategies	7–8
Reflections demonstrate satisfactory planning, individual contribution to teamwork and problem-solving strategies	5–6
Reflections demonstrate inconsistent or ineffective planning, teamwork and problem-solving strategies	3–4
Reflections demonstrate limited planning, teamwork and problem-solving strategies	1–2
	/10
Team skills, role responsibilities and setting timelines	
Demonstrates informed setting of production timelines, performance in a production role and team skills during production	9–10
Demonstrates appropriate setting of production timelines, performance in a production role and team skills during production	7–8
Demonstrates satisfactory setting of production timelines, performance in a production role and team skills during production	5–6
Shows inconsistent setting of production timelines, performance in a production role and team skills during production	3–4
Shows limited setting of production timelines, performance in a production role and team skills during production	1–2
	/10
Technical skills and processes	
Demonstrates an informed application of technical skills and processes	9–10
Demonstrates an appropriate application of technical skills and processes	7–8
Demonstrates satisfactory application of technical skills and processes	5–6
Shows inconsistent application of technical skills and processes	3–4
Shows limited application of technical skills and processes	1–2
	/10
Total	/40

Sample assessment task

Media Production and Analysis

Task 9 – Unit 2 – Point of View

Assessment type: Response

Due date: Term 4, Week 4

Conditions

Period allowed for completion of Task 9

Week 10 (T3) and Week 1 (T4) – Analysing and researching radio programs

Week 2–3 – Shaping and writing draft response

Week 4 – Completion of response in own time and submit for assessment

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

Response to radio broadcast in the context of Production

(18 marks)

Task description

1. Analyse commercial and non-commercial samples of radio programs in class, such as:
 - programs from different timeslots
 - local and national examples
 - different program genres
 - podcast and broadcast examples.
2. Compare and contrast **two** types of radio programs and discuss in relation to:
 - the program’s production context (i.e. commercial or non-commercial, local or national) and intended audience
 - marketing strategies used to promote the programs and how they relate to the intended audience
 - how the producers consider the needs, interests and values of the intended audience when constructing point of view within the programs
 - controls and constraints appropriate to:
 - community expectations of the radio programs
 - limitations in radio production.
3. Deconstruct, discuss and annotate the sample essay provided to identify what is required to complete the task.
4. Complete research into the radio programs to use for your response.
5. Shape the findings from your research into the essay template given in class for your response.
6. Write an essay in response to the dot points listed in point two, using your researched examples. It is expected that the response be a minimum of 1000 words.

While time has been provided in class, it is expected that part of the task will be completed in your own time. The response must include detailed references and examples from media work. Include references used in a bibliography.

What needs to be submitted for assessment	Due dates
<input type="checkbox"/> Research notes and drafts	
<input type="checkbox"/> Essay (1000 words) response with bibliography	

Useful resources for radio:

- Local <http://www.6eba.com.au/1/AboutUs.php>
- Radio Lollipop PMH <http://radiolollipop.org>
- Non-commercial <http://www.abc.net.au/radio>
- Commercial stations <http://www.novafm.com.au/station/nova937>
<http://www.929.com.au/>
- Talkback <http://www.6pr.com.au/>
<http://www.2ue.com.au/>
<http://www.3aw.com.au/>

Marking key for sample assessment task 9 – Unit 2 – Point of View

5% weighting converted from score out of 18

Description	Marks
Production context and intended audience/s	/5
Analyses the production context and intended audience/s for the radio programs	5
Explains the production context and intended audience/s for the radio programs	4
Describes generally the production context and intended audience/s for the radio programs	3
Identifies the production context and/or intended audience/s for the radio programs	2
Limited or superficial comments on the production context and/or intended audience/s for the radio programs	1
Marketing strategies and intended audience/s	/5
Analyses the marketing strategies used and relationship with the intended audience	5
Explains the marketing strategies used and connection with the intended audience	4
Describes generally the marketing strategies used for the intended audience	3
Identifies the marketing strategies used with limited reference to the intended audience	2
Limited or superficial comments marketing strategies and the intended audience	1
Controls and constraints	/5
Analyses controls and constraints in radio production	5
Explains controls and constraints in radio production	4
Describes controls and constraints in radio production	3
Identifies controls and constraints in radio production	2
Limited or superficial comments on controls and constraints in radio production	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
Total percentage	5%