

2014 Administrative information for school-based assessment

VCE Media

Units 3 and 4

School-assessed Task

The School-assessed Task contributes 37 per cent to the study score and is commenced in Unit 3 and completed in Unit 4. Teachers will provide to the Victorian Curriculum and Assessment Authority (VCAA) a score against each criterion that represents an assessment of the student's level of performance for Unit 3 Outcomes 2 and 3, and Unit 4 Outcome 1. The recorded scores must be based on the teacher's assessment of the student's performance according to the criteria on pages 6–12. This assessment is subject to the VCAA statistical moderation process.

The 2013 Media assessment sheet on page 13 is to be used by teachers to record scores. The completed assessment sheet for each student's School-assessed Task must be available on request by the VCAA. The assessment criteria and performance descriptors are published annually on the Media study page and notice of their publication is given in the February VCAA Bulletin.

Details of authentication requirements and administrative arrangements for School-assessed Tasks are published in the current year's *VCE and VCAL Administrative Handbook*.

The School-assessed Task has three components. They relate to:

- Unit 3 Outcome 2
- Unit 3 Outcome 3
- Unit 4 Outcome 1.

Unit 3

Media production skills

Outcome 2

Use a range of technical equipment, applications and media processes and evaluate the capacity of these to present ideas, achieve effects and explore aesthetic qualities in media forms.

Nature of task

Two media production exercises that are each supported with a statement of intention and an evaluation. Exercises must demonstrate the use of a range of technical equipment, applications and media processes. Evaluations must identify the capacity of technical equipment, applications and processes used to present ideas, achieve effects and explore aesthetic qualities in media forms.

Scope of task

Students will undertake **two** production exercises. The exercises should be designed to allow students the opportunity to demonstrate knowledge and skills in such areas as media design planning processes, competence in using technical equipment and applications and the exploration of aesthetic and structural qualities of media products. Students will not undertake a complete production. The exercises should be designed to allow students to demonstrate Area of Study 2 knowledge and skills.

Production exercises **should include:**

- exploration/s of production design techniques and practices appropriate to media product/s
- investigation/s of the capacities of technical equipment, applications and/or media processes appropriate to a media product
- evidence of the operation of technical equipment, use of applications and/or application of media processes to develop skills in areas identified in the production design plan specifications
- exploration/s of aesthetic and structural qualities and characteristics of media products.

Production exercises would normally be undertaken in the medium in which students plan to undertake their media production; however, this is not necessarily the case. As a result of completing his or her production exercises a student may choose to work in another medium. In this case the student may not have time to develop production skills in the new medium and may be disadvantaged; he or she should be advised of this.

Production exercises should be clearly differentiated from the teaching and learning phase of this area of study and from the media design plan (Unit 3 Outcome 3) and media production (Unit 4 Outcome 1). Production exercises should be clearly differentiated from each other. Production exercises should be numbered 'Production exercise 1' and 'Production exercise 2' respectively.

Production exercises together with accompanying documentation should be retained by the school and assessed as part of the School-assessed Task. They are subject to audit. The documentation should include media language and terminology.

Each exercise should include the following documentation which contributes to the assessment of this outcome.

1. Intention

A Statement of Intention that describes the purpose of the exercise: aesthetics and/or structural capacities and/or characteristics of a media product to be explored; technical equipment to be operated; applications used and/or media processes to be applied to develop particular skills to present specific ideas to achieve particular effects and/or explore aesthetic qualities. Students must complete the Statement of Intention prior to commencing the media exercises. Without a completed Statement of Intention the student may not satisfactorily complete the Unit.

2. Evaluation

An explanation of how the completed exercise realises the stated intention/s of the exercise. The explanation should outline the extent to which the intention/s were realised. The production exercises may be thematically linked, content related or alternatively unconnected in their themes or content.

Note that the focus of each exercise should be clearly differentiated. The length and/or duration of each production exercise should allow students to demonstrate skills relevant to the stated intention of the exercise. Extended or extensive media productions should not be completed as part of the production exercises. Without the Evaluation the student may not satisfactorily complete the Unit.

Production exercises that could be undertaken include:

- a storyboard, plan, script, rough, navigation plan, flowchart or treatment that establishes ideas and/or concepts
- an exercise in editing, for example editing a sequence of shots and/or sound to achieve a required intention for a particular audience or combining music and sound effects to establish a location
- an exercise in recording sound, for example resolving a given sound problem with available equipment
- an exercise in lighting, for example lighting in space for a specific intention, which is recorded
- arranging the composition within a frame to achieve a particular style, which is filmed or photographed
- organising the layout of a page using typography and/or images
- processing of negatives or film in the darkroom to suit a specific intention
- planning a multimedia presentation or product with reference to design plan specifications
- an exercise which compares the use of filters to convey a specific intention or style
- an exercise that demonstrates the advantages and disadvantages of two or more techniques or processes.
- planning, photographing or recording an activity (such as moving from one place to another) within a set number of shot types and/or camera angles.

Unit 3

Media Production Design

Outcome 3

Prepare and document a media production design plan in a selected media form for a specified audience.

Nature of task

A media production design plan prepared for one of the media forms identified in Unit 3 Area of Study 3 Media production design. The plan should be related to a media product to be completed in Unit 4 and include specifications as identified in Unit 3 Area of Study 3 Media Production Design.

Scope of task

A production design plan for a specific media product, including:

- written planning documentation detailing audience and intention and including, for example, treatment, script, interview questions
- visual representations, for example rough, storyboard, navigation plan, flowchart, mock-up.

The media production design plan should be commenced and completed in Unit 3.

The written planning document and visual representations should clearly establish the audience and intention of the media production to be undertaken in Unit 4 and make reference to the appropriate specifications.

The completion of the media product in Unit 4 involves systematically working through (with modifications where necessary) the production design plan. The written planning document and visual representations in combination should clearly establish the idea and concept of the media production to be undertaken. The planning document includes the research and evaluation of possibilities for a media production. The student should also demonstrate a knowledge of pre-production codes and conventions appropriate to the intended media product and purpose.

Forms for this documentation may include the following, as appropriate:

- script with accompanying visual representations such as drawings and/or photographs
- treatment with supporting visual representations such as drawings and/or photographs
- storyboard with annotations relevant to the specifications
- rough with a commentary that outlines production considerations
- treatment and a navigation plan with annotations relevant to the specifications
- script and flow chart with annotations relevant to the specifications
- script, flow chart and mock-up with annotations relevant to the specifications
- script, rough and navigation plan with annotations relevant to the specifications
- script and storyboard with annotations relevant to the specifications.

The idea and concept of the media production in the written planning document and visual representations should be clearly established and communicated in the order of its intended realisation.

This should be done progressively throughout the documentation and may involve:

- numbering, dating and/or commenting on specific stages of work from the initial concept to its completion
- annotation and explanation of ideas, concepts and solutions.

The media production design plan should be:

- for one of the media forms identified in Unit 3 Area of Study 3 'Media production design' as identified on page 23 of the *VCE Media Study Design*
- for a media product to be completed in Unit 4.

Authentication

Advice regarding Authentication and Assessment of the VCE Media School-assessed Task is published on the Media study page on the VCAA website.

Teachers need to be aware that:

- They must sight and monitor the development and documentation of the Production Design Plan. They are required to fill out the authentication form providing the student with written feedback on their progress at each observation.

- The study design requires students to document how any assistance will be organised and directed by the student. For example, the implementation of the production design plan may require a production crew to realise the student's intentions. This will occur under the sole direction of the student and must be documented in the Production Design Plan.
- The media production design plan demonstrates how students will apply knowledge and maintain creative control of the technical processes they plan for their media production. This must be acknowledged in the Production Design Plan.

During the planning stage students must be aware that the written documentation and visual representations required as part of the design plan for the basis for authentication of their work. This could be, for example, drawings for animations, a log of images that have been appropriated, a detailed shot list, documentation of briefing notes provided to film crew and/or actors or details of the printing process they will use. All notes should be dated and clearly documented.

Unit 4

Media process

Outcome 1

Produce a media product for an identified audience from the media production design plan prepared in Unit 3.

Nature of task

A media product including audio, visual and/or text components as appropriate.

Scope of task

Product and product duration and/or length:

- video or film sequence 3–10 minutes in length, including title and credit sequences
- a radio or audio production of a minimum of 8 minutes in length, including title and credit sequences
- an animated production of no more than 10 minutes in length, including title and credit sequences
- a photographic presentation, sequence or series of images that incorporates a minimum of 10 original source images that must be processed and printed by the student
- print production of a minimum of 8 pages or layouts printed by the student
- a digital and/or online production that demonstrates comparable complexity and provides user accessibility consistent with other media forms listed
- a convergent media production that incorporates aspects of a range of media forms and is consistent with product durations and/or descriptors listed.

Authentication

Advice regarding Authentication and Assessment of the VCE Media School-assessed Task is published on the Media study page on the VCAA website.

The production of the media product should be undertaken individually and communicate the student's ideas and concepts. However, the implementation of the production design plan may, in some audio and audio-visual productions, require the collaboration of others to realise the student's intentions as developed in the media production design plan. Any assistance including advice and/or support in the production stage from professionals; such as camera and lighting operators and or actors should be documented in the production plan. Production notes should support effective completion of the product, record changes made during the process that demonstrate the development of the student's appropriate skills and knowledge to support management and creative direction. Group production work and group media production design plans are not appropriate.

The production ranges for the different media forms indicate the production length considered appropriate to undertake while meeting the criteria for the award of grades. The upper limit of the range is the maximum that will be considered for assessment.

While students may incorporate pre-existing material in media productions, the use of such material may detract from the student's capacity to develop an individual and/or distinctive product and may not allow a student the opportunity to fully demonstrate management and organisational skills. Any use of pre-existing material should be documented in the production design plan citing the source of the material with reference to recordings or websites. Therefore, students need to be aware of the implications of including such material in their work.

Schools and teachers should be familiar with the relevant conditions and restrictions of the *Copyright Act 1968* (Cwth) in relation to the use of professionally produced music, sounds and images in student productions. Variations to the plan made during its implementation should be documented and attached to the media production design plan as submitted for Outcome 3 in Unit 3.

Students undertaking a photographic, digital or print production must ensure that all material is photographed and/or scanned, manipulated and printed by the student on the equipment available to them at school and that therefore teachers can attest to its authenticity.

Documentation may include brief notes on the plan, including liner notes on the plan itself, post-it note attachments and/or brief point-form annotations. The realisation of the production design plan should be evident in the annotations. Variations should be clearly differentiated from the original plan.

**MEDIA
SCHOOL-ASSESSED TASK**

ASSESSMENT CRITERIA

Assessor:	Student no.:
Student:	

CRITERIA	LEVELS OF PERFORMANCE						
	Not shown	1-2 (very low)	3-4 (low)	5-6 (medium)	7-8 (high)	9-10 (very high)	
1. Use of media equipment, applications and/or processes to present ideas and/or achieve particular effects in a media form.	0 <input type="checkbox"/>	Technically limited production exercises that show little exploration of media production specifications to present ideas and/or achieve particular effects. A low level of skill in the operation of media equipment, applications and/or media processes. Very limited understanding of the possibilities and/or limitations of a range of technical equipment, applications and/or media processes. A very low level of understanding of the aesthetic and/or structural qualities of the media products explored and/or investigated. Documentation includes a very limited statement of intention and evaluation accompanying each exercise. Very limited knowledge developed in the media process showing a connection to the intention. Limited media language and terminology is employed in the intention and evaluation of both exercises.	Technically adequate production exercises that explore media production specifications to present ideas and/or achieve particular effects. Some skills in the operation of media equipment, applications and/or media processes. Limited understanding of the possibilities and/or limitations of a range of technical equipment, applications and/or media processes. A low level of understanding of the aesthetic and/or structural qualities of the media products explored and/or investigated. Documentation includes a limited statement of intention and evaluation accompanying each exercise. Limited knowledge developed in the media process showing a connection to the intention. Some media language and terminology is employed in the intention and evaluation of both exercises.	Technically competent production exercises that adequately explore media production specifications to present ideas and/or achieve particular effects. Competent skills in the operation of media equipment, applications and/or media processes. Satisfactory understanding of the possibilities and/or limitations of a range of technical equipment, applications and/or media processes. An appropriate understanding of the aesthetic and/or structural qualities of the media products explored and/or investigated. Documentation includes a statement of intention and evaluation accompanying each exercise. Sound knowledge developed in the media process showing an appropriate connection to the intention. Relevant media language and terminology is employed in the intention and evaluation of both exercises.	Technically proficient production exercises that effectively explore media production specifications to clearly present ideas and/or achieve particular effects. Well-developed skills in the operation of media equipment, applications and/or media processes. Thorough understanding of the possibilities and/or limitations of a range of technical equipment, applications and/or media processes. A thorough understanding of the aesthetic and/or structural qualities of the media products explored and/or investigated. Documentation includes a clear statement of intention and a thorough evaluation accompanying each exercise. Thorough knowledge developed in the media process showing a clear connection to the intention. Highly appropriate media language and terminology is employed in the intention and evaluation of both exercises.	Technically accomplished production exercises that skilfully explore media production specifications to skilfully present ideas and/or achieve particular effects. Highly developed skills in the operation of media equipment, applications and/or media processes. Comprehensive understanding of the possibilities and/or limitations of relevant technical equipment, applications and/or media processes. A highly developed understanding of the aesthetic and/or structural qualities of the media products explored and/or investigated. Insightful documentation includes a focused statement of intention and an informed evaluation accompanying each exercise. Sophisticated knowledge developed in the media process showing a considered connection to the intention. Precise and highly relevant media language and terminology is employed throughout the documentation of both exercises.	9 <input type="checkbox"/> 10 <input type="checkbox"/>

MEDIA SCHOOL-ASSESSED TASK

ASSESSMENT CRITERIA

Assessor:

Student:

Student no.:

CRITERIA	LEVELS OF PERFORMANCE										
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)					
2. <i>Development and preparation of a media production design plan in a selected media form for a specified audience.</i>	0 <input type="checkbox"/>	1 <input type="checkbox"/> A limited sense of purpose and organisation for the specified audience(s) is evident in written planning documentation and visual representations. Demonstration of very limited knowledge of preproduction codes and conventions appropriate to the intended media product form and purpose. Limited research with little evaluation of possibilities for a media production informs the media production design plan. The proposal presents aspects of a media production design plan that may not be fully realised.	2 <input type="checkbox"/> Some sense of purpose and organisation for the specified audience(s) is evident in written planning documentation and visual representations. Demonstration of limited knowledge of preproduction codes and conventions appropriate to the intended media product form and purpose. Some research and an evaluation of possibilities for a media production informs the media production design plan. The proposal presents a basic media production design plan that can be realised.	3 <input type="checkbox"/> A clear sense of purpose and organisation for the specified audience(s) is evident in written planning documentation and visual representations. Demonstration of sound knowledge of preproduction codes and conventions appropriate to the intended media product form and purpose. Appropriate research and an evaluation of possibilities for a media production informs the media production design plan. An appropriate proposal presents a clearly formulated media production design plan that can be fully realised.	4 <input type="checkbox"/> A well-developed sense of purpose and organisation for the specified audience(s) is evident in planning documentation and visual representations. Demonstration of a high level of knowledge of preproduction codes and conventions appropriate to the intended media product form and purpose. A high level of research and evaluation of possibilities for a media production is thoughtful and informs the media production design plan. A sound and thorough proposal presents a comprehensive media production design plan that can be realised.	5 <input type="checkbox"/> A highly developed concept for a production in a selected media form for a specified audience(s) is evident in comprehensive written planning documentation and visual representations. Demonstration of extensive knowledge of preproduction codes and conventions appropriate to the intended media product form and purpose. Comprehensive research and evaluation of possibilities for a media production is insightful and informs the media production design plan. A highly coherent proposal presents a comprehensive and integrated media production design plan that demonstrates a sophisticated production that can be realised.	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>

MEDIA SCHOOL-ASSESSED TASK

ASSESSMENT CRITERIA

Assessor:

Student:

Student no.:

CRITERIA		LEVELS OF PERFORMANCE																
		Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)											
3. Application and understanding of styles, codes and conventions appropriate to the selected media form.		0 <input type="checkbox"/>	Limited understanding and application of media styles, codes and conventions appropriate to the media form(s) selected is evident in the media production design plan and/or the completed media product. The use of media conventions demonstrates a limited understanding of the media style(s) and/or genre(s) appropriate to the product	Some understanding and basic application of media styles, codes and conventions appropriate to the media form(s) selected is evident in the media production design plan and the completed media product. The use of media conventions demonstrates some understanding of the media style(s) and/or genre(s) appropriate to the product.	Satisfactory understanding and competent application of media styles, codes and conventions appropriate to the media form(s) selected is evident in the media production design plan and the completed media product. The relevant application of media conventions demonstrates a sound understanding of the media style(s) and/or genre(s) appropriate to the product.	Detailed understanding and consistent application of media styles, codes and conventions appropriate to the media form(s) selected is evident in the media production design plan and the completed media product. The consistent and competent application of media conventions demonstrates a thoughtful understanding of the media style(s) and/or genre(s) appropriate to the product.	Comprehensive understanding and highly accomplished application of styles, codes and conventions is evident throughout the media production design plan and the completed media product. The highly accomplished and insightful application of media conventions demonstrates a sophisticated and creative understanding of the media style(s) and/or genre(s) appropriate to the product.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>

MEDIA SCHOOL-ASSESSED TASK

ASSESSMENT CRITERIA

Assessor:

Student:

Student no.:

CRITERIA		LEVELS OF PERFORMANCE						
		Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)	
<p>4. Realisation of an individual or a distinctive media product appropriate to the intention for the selected audience(s) that demonstrates appropriate style.</p>		<p>0 <input type="checkbox"/></p> <p>A product that demonstrates very limited individual or distinctive qualities and lacks consistency in structure appropriate to the selected medium, product and audience(s).</p> <p>Ideas and concepts may not be resolved and lack coherence. The structure and organisation of the media product may not meet the intention for the selected audience(s).</p>	<p>1 <input type="checkbox"/></p> <p>A product that demonstrates some individual or distinctive qualities and basic consistency across its duration that is appropriate to the selected medium, product and audience(s).</p> <p>The communication of ideas and concepts is evidenced in aspects of the structure and organisation of a media product that addresses some aspects of the intention for the selected audience(s).</p>	<p>2 <input type="checkbox"/></p> <p>A clearly developed product that is individual or distinctive and demonstrates consistency in its execution appropriate to the selected medium, product and audience(s).</p> <p>The communication of ideas and concepts is achieved through the structure and organisation of a media product that realises its intention for the selected audience(s).</p>	<p>3 <input type="checkbox"/></p> <p>A well-developed product that is individual or distinctive and demonstrates a sense of coherence throughout its execution appropriate to the selected medium, product and audience(s).</p> <p>Thoughtful communication of ideas and concepts is achieved through the structure and organisation of a media product that effectively realises its intention for the selected audience(s).</p>	<p>4 <input type="checkbox"/></p> <p>A sophisticated product that is individual or distinctive and demonstrates coherence throughout its execution that is highly appropriate to the selected media form and audience(s).</p> <p>Highly effective and skilful communication of ideas and concepts is achieved through the structure and organisation of a media product that convincingly realises its intention for the selected audience(s).</p>	<p>5 <input type="checkbox"/></p> <p>6 <input type="checkbox"/></p> <p>7 <input type="checkbox"/></p> <p>8 <input type="checkbox"/></p> <p>9 <input type="checkbox"/></p> <p>10 <input type="checkbox"/></p>	

MEDIA SCHOOL-ASSESSED TASK

ASSESSMENT CRITERIA

Assessor:

Student:

Student no.:

CRITERIA		LEVELS OF PERFORMANCE							
		Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)		
<p>5. Skill in the operation of equipment and use of materials and processes appropriate to the selected media form.</p>		0 <input type="checkbox"/>	<p>Very limited skill/technical competence in the use of production equipment.</p> <p>Equipment and/or facilities are used with limited understanding of their possibilities and how to operate them.</p> <p>A very limited understanding of the media form(s) is demonstrated through the use of production equipment and/or facilities.</p>	<p>Limited skill/technical competence in the use and/or operation of production equipment and/or facilities is evident in the production.</p> <p>Equipment and/or facilities are used with some understanding of their possibilities and limitations in the development and organisation of structures and representations in the media product.</p> <p>The use of production equipment and/or facilities demonstrates some understanding of the media form(s).</p>	<p>Developed skill/technical competence in the use and/or operation of a range of production equipment and/or facilities is evident in the production.</p> <p>Equipment and/or facilities are used with an appropriate understanding of their possibilities and limitations in the development and organisation of structures and representations in the media product.</p> <p>The use of production equipment and/or facilities demonstrates a satisfactory understanding of the media form(s).</p>	<p>Highly developed technical competence and skill in the use and/or operation of production equipment and/or facilities is evident in the production.</p> <p>Equipment and/or facilities are used with a sound understanding of their possibilities and limitations in the development and organisation of structures and representations in the media product.</p> <p>The use of production equipment and/or facilities demonstrates a well-developed understanding of the media form(s).</p>	<p>Accomplished technical competence and skill in the use and/or operation of production equipment and/or facilities is consistently evident in the production.</p> <p>Equipment and/or facilities are employed in an assured and controlled manner, demonstrating an informed understanding of their possibilities and limitations in the development of structures and representations in the media product.</p> <p>The use of production equipment and/or facilities demonstrates a considered understanding of the media form(s).</p>	<p>9 <input type="checkbox"/></p>	<p>10 <input type="checkbox"/></p>
		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>

MEDIA SCHOOL-ASSESSED TASK

ASSESSMENT CRITERIA

Assessor:

Student:

Student no.:

LEVELS OF PERFORMANCE						
CRITERIA	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
6. Management of the production of a media product.	0 <input type="checkbox"/>	<p>The product demonstrates very limited understanding of the management and organisation of the production process.</p> <p>Very limited evidence of management or organisational skills is presented in structures or representations in the media production.</p>	<p>The product demonstrates some understanding of the management and organisation of some stages and some roles in the production process.</p> <p>Some management and/or organisational skills are demonstrated in some structures and representations in the media production.</p>	<p>The product demonstrates an adequate understanding of the management and organisation of most stages and most roles in the production process.</p> <p>Adequate management and organisational skills are demonstrated in the structures and representations in the media production.</p>	<p>The product demonstrates an effective understanding of the management and organisation of most stages and most roles in the production process.</p> <p>Competent management and organisational skills are demonstrated in the structures and representations in the media production.</p>	<p>The product demonstrates consistent and thorough management and confident control of each stage and all roles in the production process.</p> <p>Assured management and organisational skills are demonstrated in all structures and representations in the media production.</p>
	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
				6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
						9 <input type="checkbox"/>
						10 <input type="checkbox"/>

MEDIA SCHOOL-ASSESSED TASK

ASSESSMENT CRITERIA

Assessor:

Student:

Student no:

CRITERIA	LEVELS OF PERFORMANCE										
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)					
7. <i>Realisation of the production design plan in the media product.</i>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
	Little clarity that the product is based on the production design plan and limited correlation between the design plan and the media product	Some realisation of the production design plan with some correlation between the design plan and the media product.	An adequate realisation of the production design plan demonstrating an appropriate correlation between the design plan and the media product.	An effective realisation of the production design plan demonstrating a strong correlation between the design plan and the media product.	A highly effective realisation of the production design plan demonstrating a substantial correlation between the design plan and the media product.	Limited use of the design plan is evident throughout the production and post-production stages of the media product.	Satisfactory use of the design plan is evident throughout the production and post-production stages of the media product.	Consistent use of the design plan is evident in documentation made during production and post-production.	Comprehensive use of the design plan is evident in documentation made throughout production and post-production.	Highly detailed and focused documentation in the form of production notes and annotations to the design plan supports the effective completion of the product.	Records of changes made during the production process demonstrate the development of strong skills and knowledge to support management and creative direction.
	Very limited documentation in the form of production notes and annotations to the design plan.	Limited documentation in the form of production notes and annotations to the design plan supports aspects of the completion of the product.	Adequate documentation in the form of production notes and annotations to the design plan supports the completion of the product.	Detailed documentation in the form of production notes and annotations to the design plan supports the effective completion of the product.	Highly detailed and focused documentation in the form of production notes and annotations to the design plan supports the effective completion of the product.	Records of changes to the plan are very limited and address few aspects of the development of skills, knowledge and/or creative direction.	Records of changes to the plan made during the production process demonstrate the development of skills and knowledge to support management and/or creative direction.	Records of changes made during the production process demonstrate the development of appropriate skills and knowledge to support management and creative direction.	Records of changes made during the production process demonstrate the development of strong skills and knowledge to support management and creative direction.	Records of changes made during the production process demonstrate the development of strong skills and knowledge to support management and creative direction.	Records of changes made during the production process demonstrate the development of strong skills and knowledge to support management and creative direction.

Victorian Certificate of Education Media Assessment Sheet

School-assessed Task: Production exercises, Media production design plan and Media product

This assessment sheet will assist teachers to determine their score for each student. Teachers need to make judgments on the student's performance for each criterion. Teachers will be required to choose one number from 0–10 to indicate how the student performed on each criterion with comments, as appropriate. Teachers then add the subtotals to determine the total score.

STUDENT NUMBER

ASSESSING SCHOOL NUMBER

Criteria for the award of grades

The extent to which the production exercises, media production design plan and media product demonstrate:

Production exercises

- 1 use of Media equipment, applications and/or processes to present ideas and/or achieve particular effects in a Media form

Media production design plan and media product

- 2 development and preparation of a media production design plan in a selected media form for a specified audience
- 3 application and understanding of styles, codes and conventions appropriate to the selected media form
- 4 realisation of an individual or a distinctive media product appropriate to the intention for the selected audience/s that demonstrates appropriate style
- 5 skill in the operation of equipment and use of materials and processes appropriate to the selected media form
- 6 management of the production of a media product
- 7 realisation of the production design plan in the media product

	Not Shown (0)	Very Low (1–2)	Low (3–4)	Med (5–6)	High (7–8)	Very High (9–10)
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE ON CRITERIA: TEACHER'S COMMENTS
You may wish to comment on aspects of the student's work that led to your assessment of Very High, High, Medium, Low, Very Low or Not Shown for specific criteria.

If a student does not submit the School-assessed Task at all, N/A should be entered in the total score box.

SUBTOTALS

TOTAL SCORE

Authentication Record Form VCE Media School-assessed Task

Please print clearly

This form must be completed by the class teacher. It provides a record of the monitoring of students' work in progress for authentication purposes.

Student name

Student number

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School: Teachers Name:

Component of School-assessed Task	Date observed/ submitted	Authentication issues/comments	Teacher's initials	Student's initials
Media form selected				
Observation #1 of individual work in class; work in progress, production exercises.				
Two production exercises and accompanying documentation completed.				
Observation #2: Media Production Design Plan				
Media Production Design Plan completed.				
Observation #3: Media product development.				
Media product and accompanying documentation notes completed.				
Final submission of School Assessed Task				

I declare that all resource materials and assistance have been appropriately acknowledged and that all unacknowledged work is my own.

Student signature Date

This form is to be retained by the school, sighted by the principal, and filed.

This form may be required by the VCAA as part of the School-assessment audit and review program.