VCE Media: Administrative information for School-based Assessment in 2025

Units 3 and 4

School-assessed Task

The School-assessed Task (SAT) contributes 40 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 in achieving 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 9-16. This assessment is subject to the VCAA statistical moderation process.

The 2025 Media assessment sheet on [page 17](#Page17) is to be used by teachers to record scores. The completed assessment sheet must be made available on request by the VCAA.

The mandated assessment criteria are published annually on the Media study page of the VCAA website and notification of their publication is given in the February *VCAA Bulletin*.

Details of authentication requirements and administrative arrangements for School-assessed Tasks are published annually in the [*VCE Administrative Handbook 2025*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx).

The Authentication record form on page 18 is to be used to record information for each student and must be made available on request by the VCAA.

The SAT has three components. They relate to:

Unit 3 Outcomes 2 and 3

Unit 4 Outcome 1.

Teachers should be aware of the dates for submission of scores into VASS in July and November. These dates are published in the [2025 Important Administrative Dates](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/Admin-dates.aspx) and Assessment Schedule published annually on the VCAA website

Unit 3

Media production development

Outcome 2

On completion of this unit the student should be able to research and document aspects of a media form, codes, narrative conventions, style, genre, story and plot to inform the plan for a media production.

Nature of task

As listed on p. 35 of the VCE Media study design

* A research portfolio and accompanying documentation examining ideas, concepts and aspects of the selected media form.
* Production exercises with accompanying documentation that demonstrate a range of skills in the use of media technologies and production processes relevant to the student’s concepts, intentions and the selected media form.

Scope of task

**Research portfolio**

A research portfolio that will include:

* Investigation into narrative conventions, genre, style, story and plot of the works of practitioners to inform the students’ production.
* Investigation into codes and conventions used by media producers to convey meaning and engage audiences.
* Exploration of audience characteristics including how audiences engage with and read media codes and conventions in works in the selected media form. Analysis and evaluation of how these references will assist the student in developing their own individual style.
* Exploration of the use of technologies, equipment, materials and processes in forms relevant to the student’s proposed media product that investigates techniques and develops skills in their proposed media form.
* The exploration and research should include visual and written documentation and annotations.

**Production experiments**

Each production exercise should demonstrate practical skills and include documentation that contributes to the assessment of Unit 3, Outcome 2. The documentation should use appropriate media language and terminology including:

* Intention
* Demonstrated research of exploration and development of skills in a selected media form
* Recording and documentation of the exploration of skills using equipment, technologies and processes appropriate to a selected media form.
* Evaluation of the exploration and development of skills in a selected media form
* Use of media language in documentation and evaluation.

Unit 3

Pre-production planning

Outcome 3

On completion of this unit the student should be able to develop and document a media pre-production plan demonstrating the student’s concepts and intentions in a selected media form for a specified audience.

Nature of task

As listed on p. 35 of the VCE Media Study Design

A media pre-production plan based on the concepts, intentions and the selected media form identified in Unit 3, Outcome 2.

The pre-production plan in visual and written form, incorporates a clear fictional, non-fictional or fictional/non-fictional narrative for a specified audience in a selected media form as outlined below. The pre-production plan is developed for one of the following media forms:

* a video or film production of 3–10 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 radio or audio production of a minimum of 8 minutes in length, including title and credit sequences
* a digital or analogue photographic presentation, sequence or series of a minimum of 10 original sourced images shot, processed and edited by the student
* a digital or traditional print production of a minimum of 8 pages, produced and edited by the student.
* a digital and/or an online production that demonstrates comparable complexity consistent with the other media forms
* a convergent or hybridised media production that incorporates aspects of a range of media forms and is consistent with product durations and the descriptors listed.

Scope of task

A media pre-production plan for a specific media product, including:

* documentation of written planning detailing audience, engagement, narrative, genre, style and intention
* written and visual representations of the proposed production
* documentation of production and post-production roles, tasks and timelines.
* use of media language relevant to the planning and production of a media product in a selected media form

The table on pages 4 -6 includes the requirements for a media pre- production design in the relevant media form.

The media pre- production plan must be commenced and completed in Unit 3.

The completion of the media product in Unit 4 involves systematically working through the pre-production plan. Written and visual representations 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.

All aspects of the written and visual planning documentation, visual and written representations and production documentation should clearly establish and communicate the timeline of the proposed production and should be completed progressively throughout the development of the production plan.

Annotations may involve:

* Numbering
* dating and/or commenting on specific stages of work from the initial concept to its completed
* explanation of ideas, concepts and solutions
* changes and iterations of drafts.

Pre-production Plan guide

The following tables are a **recommendation** **only** of examples to be included in the Pre-production plan.

|  |  |
| --- | --- |
| Media Form: Film | Media Form: Animation |
| * Intention statement * Narrative statement * Audience statement * Style and genre * Opportunities and constraints * Documentation – Copyright clearances, talent release forms, location release forms, call sheets * Techniques of engagement * Distribution – where it will be screened * Script * Storyboard * Shot list * Lighting * Colour correction and grading * Music and sound effects * Titles and credits * Character descriptions and actors * Production and Post-production schedule(s) and timeline * Costume and makeup * Props * Set design * Location * Crew list – production roles and duties * Equipment/Software choices and justifications (including the use of any AI tools) * Specialist technique requirements | * Intention statement * Narrative statement * Audience statement * Style and genre * Opportunities and constraints * Documentation – Copyright clearances, talent release forms, location release forms, call sheets * Techniques of engagement * Distribution – where it will be screened * Script * Storyboard * Animatic * Shot list * Shading/Colouring * Music and Sound effects * Titles and credits * Character descriptions and sketches * Casting choices (vocals) * Location (if required) * Set design * Lighting * Production and Post-production schedule(s) and timeline * Crew list – production roles and duties * Equipment/Software choices and justifications (including the use of any AI tools) * Specialist technique requirements |

Pre-production Plan guide

|  |  |
| --- | --- |
| Media Form: Photography | Media Form: Print |
| * Intention statement * Narrative statement * Audience statement * Style and genre * Opportunities and constraints * Documentation – Copyright clearances, talent release forms, location release forms, call sheets * Techniques of engagement * Distribution – where the product will be exhibited or presented * Didactic * Outline of content * Articles or text (if relevant) * Mock-ups of images * Composition techniques * Aperture, shutter speed, ISO details * Props * Costume and makeup * Locations or setting * Editing techniques * Method of exhibition/layout mock-up * Paper stock and printing * Subject descriptions or models * Production and Post-production schedule(s) and timeline * Crew list – production roles and duties * Visual design/sketches * Equipment/software choices and justifications (including the use of any AI tools) * Specialist technical requirements, including instructions to printer for printing | * Intention statement * Narrative statement * Audience statement * Style and genre * Opportunities and constraints * Documentation – Copyright clearances, talent release forms, location release forms, call sheets * Techniques of engagement * Distribution – where the product will be available * Outline of content * Articles or text * Photo mock-ups and page layouts * Typography * Paper stock, printing and binding * Presentation and binding mock-ups * Character descriptions (graphic novels) * Props (if required) * Costume and make up (if required) * Locations or setting (if required) * Production schedule and timeline * Crew list – production roles and duties * Visual design/sketches * Casting/interview choices (if using actors or models) * Equipment/software choices and justifications, (including the use of any AI tools) * Specialist technique requirements, including instructions to printer for printing. |

Pre-production Plan guide

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| Media Form: Audio | Media Form: Convergent or hybridized |
| * Intention statement * Narrative statement * Audience statement * Style and genre * Opportunities and constraints * Documentation – Copyright clearances, talent release forms, location release forms, call sheets * Techniques of engagement * Media codes and conventions (audio) * Distribution – where the product will be available or presented * Sound design * Audio script * Scene list * Dialogue/narration or interview questions * List of music and sound effects * Audio titles and credits * Actors/Characters/interviews * Locations or setting * Editing/layering and/or sequencing details * Production and Post-Production schedule(s) and timeline * Crew list, production roles and duties * Equipment/software choices and justifications * Specialist technique requirements | * Intention statement * Narrative statement * Audience statement * Style and genre * Opportunities and constraints * Documentation – Copyright clearances, talent release forms, location release forms, call sheets * Techniques of engagement * Media codes and conventions (for selected media forms) * Distribution – where the product will be available or presented or screened * Sound and visual design * Storyboard or presentation * Audio script (if applicable) * Music and sound effects * Audio and visual titles and credits * Actors/models or characters * Locations or setting * Visual compositions * Mock-up of presentation or sequencing of product * Editing/layering and/or sequencing details * Production and Post-production schedule(s) and timeline * Crew list, production roles and duties * Equipment/software choices and justifications * Specialist technical requirements |

Scoring of criteria for the School-assessed Task

Before scoring the task for Unit 3 and Unit 4, the school should determine if the student has met the requirements of the task to receive an S or an N. The task is then scored by the school. If a student does not submit any of the SAT, a score of N/A should be entered for the School-assessed Task. A score of ‘zero’ is deemed a score for each criterion. A zero is only awarded if the work has not met the minimum requirements of the criterion.

Unit 4

Media production

Outcome 1

On completion of this unit the student should be able to produce, refine, resolve and distribute to a specified audience a media product designed in Unit 3.

Nature of task

As listed on p. 35 of the VCE Media study design

A media product for a specified audience developed from the pre-production plan produced in Unit 3.

Scope of task

Product and product duration and/or length:

* a video or film production of 3–10 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 radio or audio production of a minimum of 8 minutes in length, including title and credit sequences
* a digital or analogue photographic presentation, sequence or series of a minimum of 10 original sourced images shot, processed and edited by the student
* a digital or traditional print production of a minimum of 8 pages, produced and edited by the student.
* a digital and/or an online production that demonstrates comparable complexity consistent with the other media forms
* a convergent or hybridised media production that incorporates aspects of a range of media forms and is consistent with product durations and the descriptors listed.

The production should be undertaken individually and communicate the student’s ideas and concepts. However, the creation of the production may require the collaboration of others to realise the student’s intentions. Any assistance including advice and/or support in the production stage from professionals, such as camera and lighting operators and/or actors, use of software programs and AI tools, and external production processes for print or photography, should be documented in the production documentation noting creative decisions by the student justifying their use.

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. Production notes may be completed as changes on the pre-production in the form of annotations. These changes form part of the student’s permanent annotations to show a change of direction.

To gain insight whether the media product communicates the planned intent of production design, the student must seek feedback from others. From the feedback students undertake personal reflection and further refine and resolve their product. This can include:

* Realisation of the pre-production plan
* Documentation of the operation of equipment, materials and technologies used in the production
* Reflection and feedback used to refine and resolve the media product.
* Documentation of the development, refinement and resolution of the media product.

The documentation can be included in the media production design or completed in a production diary.

Use of pre-existing materials

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 pre-production plan citing the source of the material with reference to recordings, websites or assets. Therefore, students need to be aware of the implications of including such material in their work. Use of pre-existing material should be considered when the student work is assessed by the school and documented on the Authentication Record Form

Scoring of criteria for the School-assessed Task

Before scoring the task for Unit 3 and Unit 4, the school should determine if the student has met the requirements of the task to receive an S or an N. The task is then scored by the school. If a student does not submit any of the SAT, a score of N/A should be entered for the School-assessed Task. A score of ‘zero’ is deemed a score for each criterion. A zero is only awarded if the work has not met the minimum requirements of the criterion.

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| **VCE Media 2025: School-assessed Task Assessment Sheet** | | | | | | |
| **Assessment Criteria** | **Indicators** | **Levels of Performance** | | | | |
| **Development**  **Unit 3 Outcome 2**  **Criterion 1**  Research and analyse media forms and products to develop and inform a media production. | * Research of media forms and products to inform a production including the research of codes, narrative conventions, style, genre, story and plot used by media creators across media forms * Analysis of the use of codes and conventions to convey meaning and engage audiences in media products * Exploration and development of ideas for a media production in visual and written documentation using media language | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| Identifies media forms and products.  Identifies ideas for a media production | Outlines media forms and products to inform a production in a specified media form.  Outlines ideas for a media production. | Describes media forms and products, to inform a production.  Explores ideas for a media production. | Explains media forms and products to inform a production.  Explores ideas for a media production in a specified media form documenting feedback on how a specified audience reads and is engaged. | Analyses media forms and products to inform a production.  Explores and develops ideas for a media production in a specified media form documenting feedback on how a specific audience reads and is engaged. |
| 1 q 2 q | 3 q 4 q | 5 q 6 q | 7 q 8 q | 9 q 10 q |

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| **VCE Media 2025 : School-assessed Task Assessment Sheet** | | | | | | |
| **Assessment Criteria** | **Indicators** | **Levels of Performance** | | | | |
| **Development**  **Unit 3 Outcome 2**  **Criterion 2**  Explore and document skills using media equipment, technologies, and processes in a selected media form for a proposed product. | * At least two production experiments * Documentation of the exploration and development of skills in a selected media form. * Accompanying documentation that includes use of media language | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| Use of equipment, technologies and processes in two production experiments in a selected media form.  Documentation of production experiments. | Use of equipment, technologies and processes to demonstrate skills in a selected media form.  Outlines skills used in production experiments. | Use of equipment, technologies and processes in a selected media form.  Describes the development of skills in the production experiments. | Applies knowledge of the use of equipment, technologies and processes in a selected media form.  Analyses the development of skills and the relationship to an intended media product. | Applies specialised knowledge of the use of equipment, technologies and processes in a selected media form.  Evaluates the development of skills and the relationship to an intended media product. |
| 1 q 2 q | 3 q 4 q | 5 q 6 q | 7 q 8 q | 9 q 10 q |

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| **VCE Media 2025 : School-assessed Task Assessment Sheet** | | | | | | |
| **Assessment Criteria** | **Indicators** | **Levels of Performance** | | | | |
| **Pre-production**  **Unit 3 Outcome 3**  **Criterion 3**  Develop and document the intention, audience and narrative of a proposed production in a selected media form. | * Statement of the intention and audience for a proposed production. * Documentation of the narrative of a proposed production. * Use of media language in the documentation of the proposed production. | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| Identify the intention, audience and narrative for a proposed production | Outline the intention, audience and narrative for a proposed production. | Describe the intention, audience and narrative for a proposed production | Discuss the intention, audience and narrative for a proposed production | Explain the intention, audience and narrative for a proposed production |
| 1 q 2 q | 3 q 4 q | 5 q 6 q | 7 q 8 q | 9 q 10 q |

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| **VCE Media 2025 : School-assessed Task Assessment Sheet** | | | | | | |
| **Assessment Criteria** | **Indicators** | **Levels of Performance** | | | | |
| **Pre-production**  **Unit 3 Outcome 3**  **Criterion 4**  Plan and document a proposed production in a selected media form. | * Production and post-production roles, tasks and timelines documented in written and visual material * Codes, conventions, technologies and production processes appropriate to the selected media form, audience, narrative and production documented in written and visual material. * Use of media language relevant to the planning and production of a media product in a selected media form. | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| Documentation of production and post-production roles, duties and timelines in written and visual material.  Documentation of codes, conventions, technologies and production processes | Outline of production and post-production roles, duties and timelines using written and visual material.  Outline of codes, conventions, technologies and production processes appropriate to a selected media form. | Description of production and post-production roles, duties and timelines linked to the intention of the proposed production in written and visual material.  Description of codes, conventions, technologies and processes appropriate to intention, narrative in a selected media form. | Detailed production and post-production roles, duties, and timelines that link the intention of the proposed production in written and visual material.  Selection of codes, conventions, technologies and processes relevant to the intention, narrative and audience through links to the research and experimentation. | Detailed and specific production and post-production roles, duties and timelines that link the intention, narrative and audience of the proposed production in written and visual material.  Selection of codes, conventions, technologies and processes relevant and appropriate to the intention, narrative and audience through links to the research and experimentation. |
| 1 q 2 q | 3 q 4 q | 5 q 6 q | 7 q 8 q | 9 q 10 q |

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| **VCE Media 2025: School-assessed Task Assessment Sheet** | | | | | | |
| **Assessment Criteria** | **Indicators** | **Levels of Performance** | | | | |
| **Production & Post-production**  **Unit 4 Outcome 1**  **Criterion 5**  Use of equipment, materials and technologies in the production of a media product. | * Uses equipment, materials and technologies appropriate to the media form * Uses equipment, materials and technologies that link to the intentions of the production plan. | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| Uses equipment, materials and technologies | Operate equipment, materials and technologies | Operate equipment, materials, and technologies appropriate to a selected media form. | Operate materials, equipment and technologies appropriate to the intention, narrative and audience. | Operate materials, equipment and technologies to resolve the intention, narrative and audience. |
| 1 q 2 q | 3 q 4 q | 5 q 6 q | 7 q 8 q | 9 q 10 q |

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| **VCE Media 2025 : School-assessed Task Assessment Sheet** | | | | | | |
| **Assessment Criteria** | **Indicators** | **Levels of Performance** | | | | |
| **Production and Post-production**  **Unit 4 Outcome 1**  **Criterion 6**  Document the development, refinement and resolution of a media product. | * Document the development, refinement and realisation of the media product using written and visual documentation. * Document the use of media codes and conventions, technologies and processes used to construct a narrative, convey meaning and engage an audience in a selected media form * Use media language to evaluate media representations in the development, refinement and realisation of a media product. | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| Documentation of the development, refinement and realisation of the media product  Identification of media codes and conventions | Description of the development, refinement and realisation of the media product  Description of the use of media codes and conventions in the production is described. | Description of the development, refinement and realisation of the media product throughout production and post-production  Description of the use of codes and conventions to construct a narrative and convey meaning to a specified audience throughout production and post-production. | Description of the development, refinement and realisation of the media product referencing the production plan throughout production and post-production  Evaluation of codes and conventions used to construct a narrative and convey meaning to a specified audience throughout production and post-production. | Evaluation of the development, refinement and realisation of the media product referencing the intentions described in the production plan throughout production and post-production.  Evaluation of the use of selected codes and conventions to convey the intentions described in the production plan, to construct a narrative and convey meaning to a specified audience throughout production and post-production. |
| 1 q 2 q | 3 q 4 q | 5 q 6 q | 7 q 8 q | 9 q 10 q |

| **VCE Media 2025 : School-assessed Task Assessment Sheet** | | | | | | |
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| **Assessment Criteria** | **Indicators** | **Levels of Performance** | | | | |
| **Post-production**  **Unit 4 Outcome 1**  **Criterion 7**  Use of reflection and feedback to refine and resolve a media product | * Evidence of a variety of feedback from different audiences used to refine and resolve the media product * Evidence of reflection used to refine and resolve a media product * Apply media codes and conventions used to construct a narrative, engage audiences and convey meaning in the media product * Use of media language to evaluate media representations | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| Documentation of feedback and reflection  Identification of media codes and conventions | Documentation of feedback and reflection to refine and resolve aspects of the media product.  Consideration of media codes and conventions in the feedback and reflection | Documentation of feedback and reflection to refine and resolve the media product.  Application of media codes and conventions in the feedback and reflection used to refine and resolve the media product. | Analysis and documentation of feedback and reflection to refine and resolve the media product considering the intention and the production plan.  Application of relevant media codes and conventions in feedback and reflection considering the narrative, audience and meaning of the proposed production. | Evaluation and documentation of feedback and reflection to refine and resolve the media product considering the intention and the production plan.  Application of relevant and appropriate media codes and conventions in the feedback and reflection referring specifically to the intention, narrative, audience and meaning of the proposed production. |
| 1 q 2 q | 3 q 4 q | 5 q 6 q | 7 q 8 q | 9 q 10 q |

| **VCE Media 2025 : School-assessed Task Assessment Sheet** | | | | | | |
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| **Assessment Criteria** | **Indicators** | **Levels of Performance** | | | | |
| **Production and Distribution**  **Unit 4 Outcome 1**  **Criterion 8**  Produce a media product that realises the media production plan | * A media product that realises the intention and audience of the media production plan. * Use of production and post-production processes in a specified media form to realise a media production. * Use of media codes and conventions to construct and convey meaning to an audience in a selected media form and product. | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| The product is based on the production plan.  Production and post-production processes are used to realise a media production.  Application of media codes and conventions | The media product realises aspects of the media production plan using production and post-production processes.  Application of media codes and conventions to convey meaning. | The media product realises the media production plan using production and post-production processes.  Application of media codes and conventions to construct and convey meaning to a specified audience. | The media product realises the media production plan using selected production and post-production processes that were outlined in the media production plan.  Selection of media codes and conventions specific to the media form construct and convey meaning to a specified audience. | The media product realises the media production plan using selected production and post-production processes that were linked to the research and outlined in the media production plan.  Selected media codes and conventions specific to the media form are linked to the research and convey meaning to a specified audience outlined in the media production plan. |
| 1 q 2 q | 3 q 4 q | 5 q 6 q | 7 q 8 q | 9 q 10 q |

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| **2025** | VCE Media  School-assessed Task Assessment Sheet | | | | | | | | **STUDENT NAME** | | |
| 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 No..** |  | |
| **Assessing school No.** | |  |
|  | | | | | | | | |  | | |
| **Criteria for the award of grades**  The extent to which the student demonstrates achievement in the following: | | | Not Shown (0) | Very Low  (1–2) | Low  (3–4) | Med  (5–6) | High  (7–8) | Very High  (9–10) | **Performance on Criteria: Teacher’s Comments**  You may wish to comment on aspects of the student’s work that led to your assessment. | | |
| **Unit 3, Outcome 2** | | |  |  |  |  |  |  |
| 1. Research and analyse media forms and products to develop and inform a media production. | | | **** | **** | **** | **** | **** | **** |
| 1. Explore and document skills using media equipment, technologies, and processes in a selected media form for a proposed product. | | | **** | **** | **** | **** | **** | **** |
| **Unit 3, Outcome 3** | | |  |  |  |  |  |  |
| 1. Develop and document the intention, audience and narrative of a proposed production in a selected media form. | | | **** | **** | **** | **** | **** | **** |
| 1. Plan and document a proposed production in a selected media form. | | | **** | **** | **** | **** | **** | **** |
| **Unit 4, Outcome 1** | | |  |  |  |  |  |  |
| 1. Use of equipment, materials and technologies in the production of a media product. | | | **** | **** | **** | **** | **** | **** |
| 1. Document the development, refinement and resolution of a media product. | | | **** | **** | **** | **** | **** | **** |
| 1. Use of reflection and feedback to refine and resolve a media product | | | **** | **** | **** | **** | **** | **** |
| 1. Produce a media product that realises the media production plan | | | **** | **** | **** | **** | **** | **** |
| 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 of VCE Media School-assessed Task

Teachers are reminded of the need to comply with the authentication requirements specified in the Assessment: School-based Assessment section of the [*VCE Administrative Handbook 2025*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx). This is important to ensure that ‘undue assistance [is] not … provided to students while undertaking assessment tasks’

The Media product created for the SAT Unit 4 Outcome 1 is based on the Production Plan completed in Unit 3 Outcome 3 and Media Experiments completed in Unit 3 Outcome 2.

Teachers must be aware of the following requirements for the authentication of VCE Media SATs:

1. Teachers are required to fill out the Authentication record form and provide the student with feedback on their progress at each observation.
2. The study design requires students to document how any assistance will be organised and directed by the student. However, the implementation of the production plan may require a production crew or external production company to realise the student’s intentions. This will occur under the sole direction of the student, documented in the production plan, and acknowledged in the production credits and documented on the Authentication record form.
3. Undue assistance should not occur during production design, production or post-production. Students are encouraged to research all aspects of their proposed productions in detail, but the work undertaken for their production plan and production should be their own. Teachers are reminded that it is not appropriate to provide ‘detailed advice on, corrections to, or actual reworking of students’ drafts, of productions or media production designs.
4. During the media production process teachers must plan and use observations of student work to monitor and record each student’s progress as part of the authentication process. Students must acknowledge the source of materials and information used to support the development of ideas and any additional technical assistance. This includes documentation of any appropriated or copyright material with information detailing how the work has evolved from the source.
5. It is particularly important to ensure that any use of external support and/or equipment, including the use of AI tools, is documented in the production plan (for example, if a student plans to use another person to assist by operating the camera while they themselves are acting in a scene being filmed or if they use equipment or resources sourced from outside the school). This is to ensure that any use of external support and/or equipment is appropriately limited, and that the student does not receive undue assistance. The support and/or equipment is documented in the Authentication record form. Examples of undue assistance may include advice and/or support in the production stage from a professional/trained camera operator in relation to shot framing or from an experienced actor in relation to the use of gesture in the delivery of dialogue, advice on lighting from a studio professional, use of software or AI tools in Pre-production, Production or Post-production, or from an experienced printer in relation to the use of print settings in the printing process.
6. During the planning stage teachers should make clear to students that the written documentation and visual representations required as part of the production plan form the basis for authentication of their work. For example, students may be required to submit original drawings for animations, keep a log of images that have been appropriated, submit a detailed shot list, provide details of any AI assets used in production planning, production or post-production, document any briefing notes provided to film crew and/or actors or provide details of the printing process they will use. All notes should be dated and clearly documented to enable teachers to authenticate students’ work.
7. Teachers are reminded that the authentication procedures are required to be followed for all student work in relation to this SAT. The School-based Assessment Audit includes the inspection of Authentication record forms. Authentication record forms will also be required to be forwarded for all works nominated for the Season of Excellence awards in 2025. Incomplete Authentication record forms will result in an automatic disqualification of the student work from the nomination process.
8. An essential feature of this study is the development of creative and innovative media productions. Implicit in the work practices employed by students is the development of original work that may be stimulated by the work of others. Students are required to acknowledge all sources of inspiration throughout the production design process. This can be done by noting specific titles and publication dates of texts and/or magazines and/or URL addresses for websites where images have been sourced. Information should be located at the point where images appear in the production design plan or in student notes during production and post-production.