**Kathryn Hendy-Ekers** - Welcome to the professional learning videos for VCE Media. This is one of a sequence of videos, available on the VC professional learning page. This video, will provide the information about Administration for School-based assessment and Authentication. It should be viewed in conjunction with other videos, about the School-assessed Task. Including 'Developing the School-assessed Task'. 'Assessing the School-assessed Task for Unit 3 and Unit 4', and 'Developing School-assessed coursework'.

I am the Curriculum Manager for VCE Media and Design. And with me, I have Renee Paxton. Who is the State Reviewer for VCE Media. Welcome Renee.

**Renee Paxton** - Thanks Kathy.

**Kathryn Hendy-Ekers** - As we move through this video, I will just explain, about some of the Administration details, for the School-assessed Task and School-based assessment. So the first page that you should be aware of, is the VCE Media study design page. Where all the information for VCE Media is housed. Including the study design. Also information about School-based assessment. And the School-based assessment Administration guide, examination, specifications, and support material. So there is a link, on the screen there that you can click on. You'll get a copy of the PowerPoint, on the VCE professional learning page. Please have a look at that. And that will help you through.

There is also the Advice for Teachers for VCE Media. So that has lots of administrative, and general assessment advice. Including developing a programme, teaching and learning activities for the task, samples for approaching and developing a School-assessment task for the coursework. The performance descriptors for VCE coursework. So not the School-assessed Task, that's in the Administration information, which is mandated. These are the recommended performance descriptors. And we do go through on those, in the 'Developing a School-assessed coursework task' video. There are also employability skills.

Also, additional information about the Media study design. And all VCE studies is given throughout the year through the VCAA Bulletin and Notices to Schools. You can see the VCAA Bulletin there, there's a screenshot, where there are 'News and Events', under that tab. All the bulletins, which are published in the first week of each month, from February through to November, are housed. So you can actually click through past bulletins, if you are looking for specific information. You can also subscribe to the bulletin, to get updates, updates directly. The other information, is the Notices to Schools. That's on the Administration page. These notices are sent out weekly, to relevant, about relevant studies to the Principal, or the VCE coordinator to pass on to the teacher. So for example.

Recently in 2021, we sent out a notification, about media productions for Unit 3 Outcome 1. So you will go to the tab. Click on that and listen. You'll see all the copies of past notices there. So they generally come through your principal, or VCE coordinator. Also to the Administration Dates and Assessment Schedule, are published on this page under 'Key Dates'. It is really important at the start of each year. You check those administration dates. And check them with your VCE coordinator. So the school is aware , of when scores are due to the VCAA. If you phone the Curriculum Manager they will direct you back to school. Because it is about School-based assessment.

So the schedule and dates are in this tab here. So they are available from February of each year. There is also the Administration handbook. Which is quite handy to download and use. And it has information about, requirements for School-based assessment, across all VCE studies. It has a schedule of studies. It has information about breaches. And lost stolen, damaged. So very handy to work through, and develop some school policies, about School-assessed Tasks. And School-assessed coursework for Media, with your VCE coordinator.

So you, it's updated each year in sections. It's not re-published. So you can see, this is the publication from 2021 and 2020. Where additional information was given. But that is on that page. There under Administration, VCE and VCAL Administration handbook. It might be useful for you to go through, this presentation and stop it at the relevant slides. And also check, the PowerPoint presentation, and transcription that's published with this. So you have an understanding of where things can be found. So also to, for specific studies like Media.

Some key administration dates are published, again under Administration key dates. And there is the assessment schedule. So that will give you all, when the criteria scores are due in, when the return of folios should occur. So all that information for the school in it should be developed, in collaboration with your school leader. Importantly, for School-assessed Tasks, you have the administration information for School-based assessment. So it is updated and published each year. So things that are in that document, including the Scope of the task, the Nature of the task, the assessment criteria, evidence and descriptors, authentication information, Authentication Record Form, and the assessment sheet are all updated each year. And as I said, at the start, they are published on the VCE Media study design page, In February for you to download. It is a Word document. So you can download it and use that with your students.

We're just going to go into some detail now, about the School-based assessment. And particularly the School-assessed Task. Mainly to do with Authentication. So as you can see on the screenshot here on the right, you can see that, there is the School-assessed Task information in the Authentication. You must comply, by regulation with the authentication requirements. So there is an Authentication Record Form you can use, with your students, and with the school, that needs to be filled out throughout the year. So teachers are reminded, that the authentication procedures are required to be followed. And we do look at that information in School-based audit. And we also request it for the Season of Excellence. It has been quite handy.

When we're checking students' applications to see, if the relevant folio work has been submitted. And we're looking for any additional information from the student. Also too, you must be providing your students with feedback, throughout the School-assessed Task. So during production design, production and post production. So students are encouraged to research, all aspects of their productions in detail. And all work should be their own. Just to remind you are not, it is not appropriate, to provide detailed advice, or corrections or reworking of students' draughts, productions or folios. But you must plan and use observations of student work to monitor and record the student progress as part of the authentication process. This also includes appropriated or copy written material.

So we will talk about that information later in the presentation with some student examples. This is an example of a Authentication Record Form for 2022. for VCE Media, all of the authentication material. And this material for the School-assessed Task will remain the same until 2024. when a new Study design will come into operation. So you can see there is space, it's a Word document, where you can provide comments as you observe. We often say for each unit, there should be four observations. We give you a series of questions down the side here that will help you. You can type that summative feedback in. But just make sure the student reads it. You date it and initial it. And the student does the same.

So there are lots of strategies of doing that. I'm sure during remote learning. your school developed different policies of how work could be authenticated remotely. So there's lots of ways of students providing signatures, through a Google form or a learning management system. But we do need to see the dates. And the student signature on there, particularly in the Season of Excellence for Top Screen, Top Designs and Top Arts. Also too, some feedback to the student. And that's part of the VCE assessment principles and authentication on the submission of their SAT. So their performance. So I think on the next screen, I might just hand this over to Renee. She'll just talk about some examples of the School-assessed Task there.

**Renee Paxton** - Sure. So, this is a bit of a sample of some feedback you might give to a student. And a sample of a way that you can fill out this form. You can do it digitally. You can do it handwritten. It is totally fine. During remote learning, obviously a lot of people were doing it digitally. And then actually getting their students to sign that, after the fact. Which is fine. So that's what I was doing, during remote learning. But if I was there with the student in person, I actually find that sometimes doing it by hand in writing. Those comments alongside the student is quite helpful. So what I'll do, is I'll often sit down with a student and just go around the room and say, "Okay, this week we're doing authentication." And I might go around the room.

See where the student's at. I'm looking at a particular criterion. And actually going through the work that they've got there. Having a read. Having a discussion with that student. First of all, to make sure it is actually their own works. So I'm watching them do that. So that is something that I can definitely document here. And then, looking at those sort of guiding questions there. So, you know, has the student explored a range of media forms. And then essentially commenting on that. So, discussing that with the student and looking at their work. And writing some.. I keep them quite brief. I don't need to be overly detailed. But it just needs to be very specific and clear. These are not sort of generalised comments that you can sort of copy and paste for every single student.

These things need to be quite particular, and specific to each student's individual work. So, as you can see here, I've looked at, this student's thriller horror film. And I'm looking at the types of codes and conventions, they've used there. And I've said that the work is very, very clear. They've got a really strong analysis, and those kinds of things. So that also helps me, as I'm going through and grading them. I can go back to some of these initial comments and go, "That's right. This looks really fantastic." This student's done a really great job with Criterion 1. I know that they're going to perform, highly when I grade that work. And the student also knows what to expect because I've discussed that with them. So that feedback is going to happen along the way. And you can literally sit with them, with this form in front of you and talk that through with your student. I found that to be very successfully.

**Kathryn Hendy-Ekers** - Thank you, Renee. So moving on, we're going to look at the authentication of the Production Designs. So the annotated Production Design as a key reference for the assessment of the product. And this plan, together with the Authentication Record Form. As Renee said, informs teachers about their students. How their students have structured, and maintained creative control of the stages of the Media Production process. So particularly in situations, where they are working, and we know that all Media students, usually particularly in film and photography, work with others to realise their Production Design.

So during that planning stage, it is essential, you make clear to students, that there is written documentation and visual representations required as part of the Production Design. So for example, students may be required to submit original drawings for animations, keep a log of images they've been appropriated. So we will talk about that later. A detailed shot list. Document any briefing notes provided to film crew or actors. Or maybe if they're doing print, the printing details of the printing production and process. And they should be all clearly noted and dated. So we have an example here that Renee might talk through, of a sample Production Design, with some of those annotations. So do you just want to explain this Renee?

**Renee Paxton** - And this is the kind of thing, that I would be going through with my students, and using that Authentication Record Form to support that with. Essentially going through, we've put these together obviously for you, but having you look at there, you know, Production Design, and seeing. What are the things that are the strength there? So this is the research portfolio of the student. And they've actually gone through a bunch of story conventions, a bunch of genre conventions, and really broken that up really well. So what I can see here is that, we've got a really strong exploration and a strong analysis of that work. So the kinds of things that I would maybe be writing on an Authentication Record Form, like these would be things like this. You know. Clear understanding of story conventions, and how other directors and artists have been able to prepare these in their films.

So you can sort of see that, that's coming out of that work. In this particular research portfolio the student has analysed a range of different media forms. Which is really interesting to inform their film. And they have been able to identify and analyse particular concepts and aesthetics that are really going to paint that picture for their final work. So looking at some of that feedback, as we go through. And on the next side, we've got a very similar kind of work. Where we've got some students' production notes. And we can see that that links specifically, into the criterion we're talking about, and how the production has been managed. So some of the feedback that I've got there, that "it's very organised", and it's a well managed production. And there's clear evidence that this is the student's work. Things like those photos are quite handy to put in there, as well. As well as the production journal that the student has got there. So I've got evidence there, that I can assess and discuss with that student. To authenticate that work. And to ensure, that they're addressing all of the criteria of this task.

**Kathryn Hendy-Ekers** - And they're really interesting documents to read through. So we often look at these in Top Screen applications. And Top Designs, And they are really particularly, the production notes, and how the student has managed that production in production and post-production, is really useful as well. So moving on to the acknowledgement of source materials. So just to make sure that when the student is working through , you are observing and monitoring their student work. And also the development of ideas, and additional technical assistance. So this includes, documentation of copywriting material with the information of how the work has evolved from the source.

So just to remind you , it is an essential feature of the study design, that the students are developing, a creative and innovative media production. So, they must acknowledge all sources of inspiration, throughout the Production Design process. So, we have some examples in the following slides of noting specific titles and publication dates of texts, and of magazines, or URL addresses for websites, where images have been sourced. So, particularly if it's coming from a website, the title of the website and the date the website was accessed. That also helps us in the Production Design as well. So I think we have some examples here. Renee, do you just want to just speak through these two?

**Renee Paxton** - This is a really good example of a student, being able source where they've got this work from. Obviously they didn't make this film in 1920-22. And they certainly didn't make this film in 2007 either. So to actually, you know, acknowledge where this information has come from. This student is talking about the use of colour. And this has come from the research portfolio. And you'll find that students will need to source a lot from that research portfolio. So, the student has listed the name of the film, the director, the year of that film, and then also where they sourced that particular image from. That is, that's plenty, but we just need to acknowledge that this is obviously not their work. And this is a really great way to do that. Especially with a lot of images that would be probably coming straight off the internet. So being able to acknowledge that it's very important.

**Kathryn Hendy-Ekers** - - Also, just to acknowledge for Unit 3 and Unit 4, there is this section of the Authentication Record Form. It does show that you must check this off and note any of those things in this form. So the student has referenced, all imagery and sources in the folio. So you may want to where the, where the student has done, that often helps to in Top Designs and Top Screen selection. Particularly when the panel is trying to locate where sources and imagery are in films and media productions.

Also, that the student has sourced and acknowledged, the material, and copyright approval has been given for the use of third party material. So anything that has come from a third party music, images, not only in film, but in audio, in print, and in photography, that you must, probably, it would be a good idea to list that there. Just don't check it off. And say, you've acknowledged it. There should be some specific notes there for you. And we have, I know that this year, we did go back to the school, and request that the school provide that information, for Top Screen and Top Designs. So also listing any copyright or trademark material. Particularly when the work is going into Melbourne Museum or ACMI for Top Designs and Top Screen.

The student does need to acknowledge, in terms of copyright. And it would be useful, if you put that information there. So also information about copyright, is on the Season of Excellence web page. There's a great document there, that has been written in language , that is user-friendly for students. So it would be a great idea to read through those. And there are some examples of the Top Screen copyright templates that students can use for copyright. So that's been developed by the VCAA legal department, specifically for the Season of Excellence. But what we're saying, students shouldn't be concerned of aiming just for the Season of Excellence, but they do as practise, need to acknowledge the copyright. So we have some slides here, that Renee might just want to speak through about examples of copyright here.

**Renee Paxton** - So copyright is often quite complicated, depending on what the student is using. That template from 'The Season' page is phenomenal. It's asking for everything it needs to ask for, not only to cover you for the school, but also for The Season. So it would be really good, to encourage your students to fill out that form because it is a really great form and they have to go through this formal process as you would in an industry standard for the situation. So that letter it is really, really fantastic. And it covers you for everything that needs to be covered. The particular source, might ask for, whether it's music, whether it's imagery, or whatever it might be, might actually ask for credit to be shown at the end of the film,

Or in the magazine or something like that. So actually making sure that your, your credits are really clear and concise. And they might issue you a licence. Something that we really are trying to encourage , is we really don't want students , to spend money on any kind of licence or copyright. It's very, very important that our students are not doing that. And a lot of companies will try and charge insane amounts of money for students to use a song. So really encouraging students to use things that are local, to make their own, using things like Garage Band, or royalty free, or copyright free music is really popular.

I'm also thinking about, you know, do they have a friend who can play guitar and potentially score their film for them. Or you know, encouraging students to take their own photos if they're making a magazine. And things like that can definitely assist students with copyright of their work. On the next slide we've also got some more samples, something like this is also fine in terms of commission, especially with locations. Email or a letter is is appropriate to get from a council. For instance, if you're filming at a park, you know, not everyone likes a camera, being up in their face while they're there playing with their children. So I think it's really important to ask someone like a local council, for formal written request. So that you are making sure, that you've covered yourself and no one's going to get the trouble for filming anybody or anything like that. Ensuring that no one is in the frame, but also making sure that people are aware, that you're doing that. The last thing we want, is for police to be called on at any VCE student. So you know, it's better to actually ask for permission first, rather than getting into any trouble. And even if they don't end up using that location, they will, at least, they've covered themselves and they've asked. So do encourage that.

**Kathryn Hendy-Ekers** - And I've included here, and this might be quite useful for photography, this comes from another school, in one of the other SAT studies. But these are Model Release Forms for photography. So you might want to stop and have a look at that. So the school has put that together with some clear steps, about why they're using, where they're going to use the imagery and the permissions they are gaining. So they've acknowledged of the agreement regarding how the images will be used. And they're both been signed by the model who's going to, or the actor in this case to be used by the model and the students.

So that's another handy form to have a look at. So finally, We just wanted to talk about external assistance. So particularly in Media, I know that students are often are using equipment, And getting external support. So just the scope of what they can do. So if they plan to use another person to assist by operating the camera, while they themselves are acting or being filmed or directing, they must ensure, and you as the teacher, that support is acknowledged and that you can acknowledge and assess it as the students' own work. So you need to document that in the Authentication Record Form. And that it should also be planned to document it in the student's Design Plan.

So it just helps you. And it helps, when people are reading through, so another person, so they understand how the students develop creative control. So we have an example here that, Renee might want to speak through, or Renee do you want to just talk through this particular example here?

**Renee Paxton** - I think that, you know, there's a couple of ways that students can really document this kind of information. The student on the left here has talked about how they're actually going to be playing and acting in their own film. So they wanted it really, really clear that they got their friend to be their cinematographer.

So when the student is not acting, it's very clear here, it says that they will be lighting and directing. And under that direction, someone else will be essentially holding the camera for them. But it is under their direction. And then they've got a little bit of a, a text message there saying like, "Do you agree to that too?" They've got a bit of proof of that which is lovely. On the right-hand side which is also a really nice example, is you have multiple roles that we've got there. Listing who's doing what, and at what stage of that production.

So that's presented in a table, which I think is really nice and clear. But basically, this can be a really simple agreement like this, for something like cinematography or lighting. Or the fact that someone is going to write some music for the film or something like that. Or it could be more formal. Like that release form that we saw before. Some students like to write out contracts and release forms and things like that. I think they're fantastic. It also holds a lot of people accountable that are helping out. Which is good, but as long as this is being documented in some way. And in a really clear way in their Media Production Design. And those roles are really clearly explained, then that student is being covered in terms of that external assistance. So just making sure that that's very clearly documented in, every stage of the product.

**Kathryn Hendy-Ekers** - Well, thank you very much, Renee. I hope that has been useful for administration and authentication with some useful examples. And please watch this video with the 'Developing the School-assessed Task' video and 'Assessing the School-assessed Task' videos for Units 3 and 4. Thanks very much Renee.

**Renee Paxton** - Thanks.

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