VCE Media
Assessing the School-assessed Task
Unit 4

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

Acknowledgement of Country

The VCAA respectfully acknowledges the Traditional Owners of Country throughout Victoria and pays respect to the ongoing living cultures of First Peoples.

VCE Media: Administrative information for School-based Assessment

VCE Media: Administrative information for School-based Assessment in 2021

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 7–16. This assessment is subject to the VCAA statistical moderation process.

The 2021 Media assessment sheet on page 25 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 and VCAL Administrative Handbook 2021*.

The Authentication record form on pages 19–23 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 June and November. These dates are published in the 2021 Important Administrative Dates and Assessment Schedule published annually on the VCAA website: vcaa.vic.edu.au/pages/schooladmin/admindates/index.aspx

School-assessed Task Outcomes

Unit 3 Outcome 2

On completion of this unit the student should be able to research aspects of a media form and experiment with media technologies and media production processes to inform and document the design of a media production.

Unit 3 Outcome 3

On completion of this unit the student should be able to develop and document a media production design in a selected media form for a specified audience.

Unit 4 Outcome 1

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

Unit 3 and 4 School Assessed Task

The School assessed task contributes 40 percent to the study score and is commenced in Unit 3 and completed in Unit 4.

The SAT has three components

- Unit 3 Outcome 2 (Criteria 1 and 2)
- Unit 3 Outcome 3 (Criteria 3 and 4)
- Unit 4 Outcome 1 (Criteria 5 – 10)

Unit 4: Outcome 1- Nature of task Media Production

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

Nature of task

- A media product developed from the media production design produced in Unit 3.

Unit 4: Outcome 1- Scope of Task
Media Production

- The production is be undertaken individually and communicate the student's ideas and concepts from Unit 3. Any collaboration must be documented in the the media production design.

- Production notes should be taken to support effective completion of the product, record changes made during the process and assist in authentication.

- Feedback and reflection is required for students to gain insight whether the media product communicates the planned intent of production design. Students will undertake reflection to assist in the refining of their work.

Unit 4: Outcome 1- Scope of Task Media Production

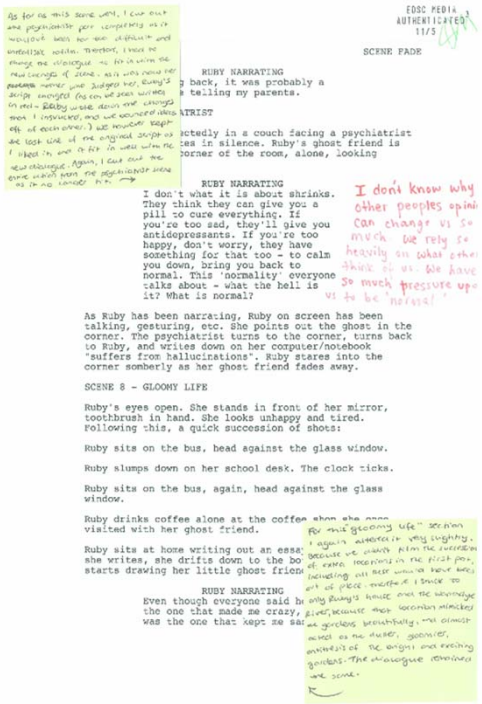
- Changes are made in the original Media Production Design by documenting annotations and brief notes on changes to the original plans.

- The realisation of the production design should be evident in the annotations. Variations should be clearly differentiated from the original production design.

Criterion 5

VCE Media: School-assessed Task Assessment Sheet 2021						
Assessment Criteria	**Levels of Performance**					
	Not shown	**1–2 (very low)**	**3–4 (low)**	**5–6 (medium)**	**7–8 (high)**	**9–10 (very high)**
Unit 4 **Outcome 1** 5. Management and co-ordination of production and post-production in a media product		Uses production and/or post-production processes.	Documents production and/or post-production processes.	Documents production and post-production to develop a media product.	Documents production and post-production, amendments show the development of a media product.	Documents production and post-production, amendments show the development and refinement of a media product.
	0 ❑	1 ❑ 2 ❑	3 ❑ 4 ❑	5 ❑ 6 ❑	7 ❑ 8 ❑	9 ❑ 10 ❑
Evidence	**MEDIA PRODUCTION PROCESS: PRODUCTION – POST-PRODUCTION** • Management reflects relevant production and post-production process – Time management – Management of equipment – Organisation of roles and responsibilities. • Documentation of the development, amendment, refinement and realisation of a media product made in the production design as annotations.					

Examples: production notes and annotations



EDSC MEDIA AUTHENTICATED 11/5

SCENE FADE

RUBY NARRATING
...back, it was probably a ...telling my parents.

...ATRIST
...ctedly in a couch facing a psychiatrist ...es in silence. Ruby's ghost friend is ...orner of the room, alone, looking

RUBY NARRATING
I don't what it is about shrinks. They think they can give you a pill to cure everything. If you're too sad, they'll give you antidepressants. If you're too happy, don't worry, they have something for that too - to calm you down, bring you back to normal. This 'normality' everyone talks about - what the hell is it? What is normal?

I don't know why other peoples opini... can change us so much. We rely so heavily on what other... think of us. We have so much pressure up... us to be 'normal'

As Ruby has been narrating, Ruby on screen has been talking, gesturing, etc. She points out the ghost in the corner. The psychiatrist turns to the corner, turns back to Ruby, and writes down on her computer/notebook "suffers from hallucinations". Ruby stares into the corner somberly as her ghost friend fades away.

SCENE 8 - GLOOMY LIFE

Ruby's eyes open. She stands in front of her mirror, toothbrush in hand. She looks unhappy and tired. Following this, a quick succession of shots:

Ruby sits on the bus, head against the glass window.

Ruby slumps down on her school desk. The clock ticks.

Ruby sits on the bus, again, head against the glass window.

Ruby drinks coffee alone at the coffee shop she once visited with her ghost friend.

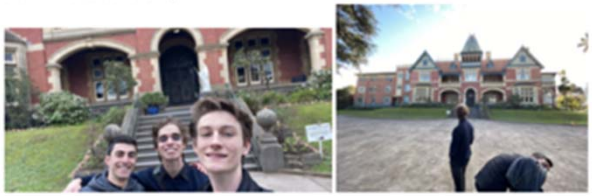
Ruby sits at home writing out an essa... she writes, she drifts down to the bo... starts drawing her little ghost frien...

RUBY NARRATING
Even though everyone said h... the one that made me crazy, ... was the one that kept me sa...

For this "gloomy life" scene I again annotated it very lengthy. Because we didn't film the inclusion of extra recording in the first pla... including all new voice over. Therefore I stuck to only Ruby's house and the doorstep ... gardens predominantly, and almost acted as the duller, gloomier, emptiness of the original one existing ... gardens. The monologue continues ... scene.

30/6 (Tuesday) 11:45am-6pm

Marco[redacted] told me he couldn't come today because his croissants didn't turn out the way he wanted for his media product. So we were down a cinematographer and Ben didn't need to come in because he didn't have any scenes. When Finn and Anthony arrived, we put Anthony's makeup on and left for the large mansion. When we arrived, we waited for Fr. Tony. When he arrived he told us to do what we had to with all the exterior space that we wanted. We set out to capture all the scenes that were listed in my storyboard along with numerous ones that weren't which I will have to sift through when I get the chance. Around 1:40pm we had another chat with Fr. Tony and one of his friends who also lived there as they told us about themselves being Old Boys from [redacted] At 1:50pm we began shooting the acting scenes around the mansion along with the synchronized one that I was really worried about. I had Finn help with cinematography to replace Marco so I also had him act for Marco's cameo appearance. We shot this scene multiple times along with the one that followed. We were finished with the mansion around 2:10pm. We got back with my parents having already made lovely sandwiches for us. During this time, we tried to put the recorded footage on my laptop which we were only able to put 202 photos/videos on (which wasn't all of them). We then got stuck into filming all the scenes in the dining room around 3pm where we stayed mostly faithful to the storyboards other than a few camera angles. There were a few stopping and starting moments but overall, we were able to get much more done than we did in the previous day. Around 2:50pm we finished all that was needed for the dining room so we sat down and ate what was remaining of yesterday's cake. Anthony and Finn left around 3:15pm



(Left: Cast and Crew about to leave. Right: Setting up for Fritz Wiene meeting the salesman)

Date	Progress/Notes
1st July	**Began editing the motion graphics for the Money/Growth sequence** - This involved constructing and animating numerous layers within the editing suite. The main back plate is a $100 dollar note which was duplicated in a grid to enlarge coverage. - The newspaper snippets were added in and applied with a blend filter to remove the white backdrop and only have the text remain. - The numbers that fly through were animated to increase in value, indicating the 'growth' and financial boom. - The rising graph was animated using a keyframed crop, which allowed for the rise to be created. **Editing for Newspaper Sequence also began** - Royalty free Great Barrier Reef image was animated in 3D space behind the text. - An inverted mask was animated, which produces the liquid spreading effect. - The newspaper articles are not real and were created using a text layer, in which I came up with a handful of possible articles related to my film. - These articles were animated to pass by, and this was also with animated blur, to focus on single articles at a time.
2nd July	**Recording at Sassafras** - My brother drove myself and the actor (Xavier) to the locations for shooting. The first location was Sassafras in which the forest scene was shot at. This required me to setup the Steadicam for the walkthrough shots in the forest. - For recording, I needed to ensure I could keep the Steadicam stable, whilst also being careful where I stepped. Since I had no assistants, I had to see where I was walking beforehand, rather than having someone guide me along. - At Sassafras, I also gathered some miscellaneous shots, like the sun between the foliage, and other environment shots. **Recording at West Gate Park** - After Sassafras, there was plenty of extra time, so we were able to drive to West Gate Park and gather the footage needed on this day, rather than doing it on the original day planned (3rd July). - West Gate Park did not have a pink lake due to seasonal changes, however this was not really an issue, since the footage isn't focusing on the water anyway. - The scene at West Gate Park required me to make use of the Steadicam again, and additionally I had used the tripod for the wide shot of Harley looking out to the lake and bridge in the distance. The lighting was perfect for the day, and the environment is very bleak in this area, as I was hoping.

Criterion 6

VCE Media: School-assessed Task Assessment Sheet 2021						
Assessment Criteria	**Levels of Performance**					
	Not shown	**1–2 (very low)**	**3–4 (low)**	**5–6 (medium)**	**7–8 (high)**	**9–10 (very high)**
Unit 4 **Outcome 1** 6. Operation of equipment and the use of materials and processes appropriate to the product.		Uses equipment, materials and processes.	Operates equipment, uses materials and processes in a selected media form.	Developing skill in the operation of equipment, materials and processes in a selected media form.	Developed skill in the operation of equipment, materials and processes in a selected media form.	Refined skill in the operation of equipment, materials and processes in a selected media form.
	0 ❑	1 ❑ 2 ❑	3 ❑ 4 ❑	5 ❑ 6 ❑	7 ❑ 8 ❑	9 ❑ 10 ❑
Evidence	**MEDIA PRODUCTION PROCESS: PRODUCTION – POST-PRODUCTION** • Skill in the operation of equipment, technologies and/or materials is evident in product in production and post-production.					

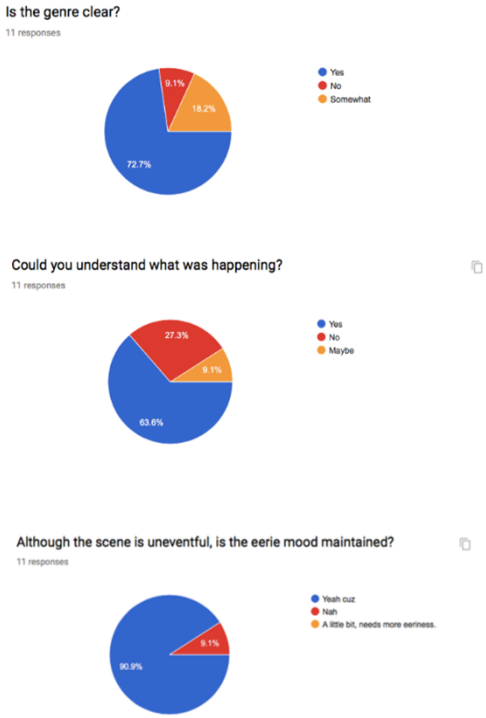
Criterion 7

VCE Media: School-assessed Task Assessment Sheet 2021						
Assessment Criteria	**Levels of Performance**					
	Not shown	**1–2 (very low)**	**3–4 (low)**	**5–6 (medium)**	**7–8 (high)**	**9–10 (very high)**
Unit 4 **Outcome 1** 7. Application of codes and conventions to engage audiences and communicate meaning		Attempts to engage audience. Attempts to communicate meaning.	Uses codes and conventions to engage an audience. Uses codes and conventions to communicate media.	Application of media codes and conventions to engage audience(s). Application of media codes and conventions to communicate meaning.	Application of relevant codes and conventions to engage audience(s). Application of relevant media codes and conventions to communicate meaning.	Application of relevant media codes and conventions to engage a specified audience(s). Application of relevant media codes and conventions to communicate an intended meaning.
	0 ❑	1 ❑ 2 ❑	3 ❑ 4 ❑	5 ❑ 6 ❑	7 ❑ 8 ❑	9 ❑ 10 ❑
Evidence	**MEDIA PRODUCTION PROCESS: PRODUCTION – POST-PRODUCTION – DISTRIBUTION** • Application of media codes and conventions to engage audience(s). • Application of media codes and conventions to communicate meaning.					

Criterion 8

VCE Media: School-assessed Task Assessment Sheet 2021						
Assessment Criteria	**Levels of Performance**					
	Not shown	**1–2 (very low)**	**3–4 (low)**	**5–6 (medium)**	**7–8 (high)**	**9–10 (very high)**
Unit 4 **Outcome 1** 8. Use of reflection, and feedback throughout production and post-production.		Feedback or reflection evident in documentation. Media language is used in the documentation.	Feedback and reflection is evident in the documentation. Media language is used in reflective documentation.	Use of feedback to inform a media product. Reflection to inform a media product. Relevant media language is used to evaluate the production and post-production of the media product.	Use of feedback to refine a media product and to engage audience. Use of reflection to refine a media product and to engage audience. Relevant media language is used in reflections that evaluate several aspects of production and post-production in the media product.	Use of feedback to refine and resolve a media product for a specified intention and to engage the audience. Use of reflection to refine and resolve a media product for a specified intention and to engage the audience. Relevant media language is used to evaluate specific aspects of production and post-production in the media product.
	0 ❑	1 ❑ 2 ❑	3 ❑ 4 ❑	5 ❑ 6 ❑	7 ❑ 8 ❑	9 ❑ 10 ❑
Evidence	**MEDIA PRODUCTION PROCESS: PRODUCTION – POST-PRODUCTION – DISTRIBUTION** • Evidence of a variety of feedback from different audiences and in different forms (for example surveys, discussion, written evaluations). • Feedback and reflection to refine and resolve a media product. • Use of relevant media language that evaluates the media product.					

Examples: production notes and annotations

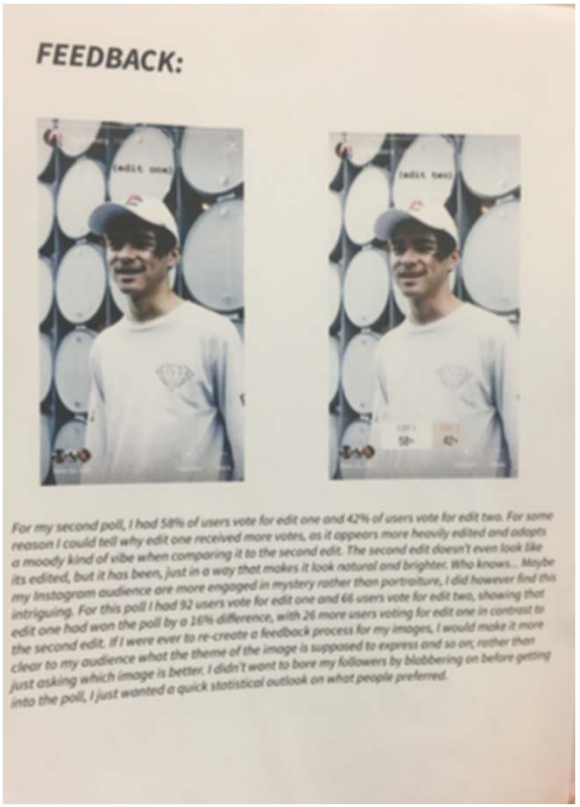


My first round of feedback occurred on 25/7/18, during a class feedback session. This consisted of plugging my laptop into the classroom projector and playing the first two scenes of my film. I chose these two scenes to introduce my film to the class because they quickly and suddenly set the tone of my film, but slowly get the plot going; slow enough to hopefully leave the viewer asking for more. I wanted feedback on these first two minutes of my film because I wasn't sure if certain shots lingered for too long, if the music was distracting, and whether it was actually an enjoyable, captivating opening to my narrative. After showing the preview to the class, I got them to fill out a Google Forms Survey I prepared a few days earlier. Below I will discuss the primary pieces of information and feedback obtained from this audience.

As the class is comprised of males within the age range I am targeting, I was pleased to see that everyone found the preview engaging; most rating their engagement 8/10. Another positive is that 13/14 found the quality of editing very good; which was something I was complemented on by a few after class. These two pieces of information signify to me that, early on in the movie at least, my editing is coming across as clean, appropriate and pleasant to watch, whilst my film is managing to entice an audience long enough and keep them entertained. The music was met with a predominantly positive reaction, and seemed to match "perfectly" in the scene I attempted to set up in the short screen time, and fortunately "worked really well".

However, the main criticism I came across by a few people, and my teacher, was that a few shots lasted for too long. Notably, the shot of the younger brother reaction to the impending accident lasted too long, and presumably lessened the impact of the surprising moment, and one person felt as though "the montage was a little too long", and recommended shortening some of the shots as they felt it would still provide the same impact.

Following this helpful class session, I screened the same two scenes to six different family members, 5 of which were outside of my target audience. Fortunately, I got very positive results from this group despite being very different to who the film is aimed at, something I was hoping would happen. All six said they were interested to see what happens next in the narrative, and each found the characters likable and easy to sympathize for. And the biggest contrast between this group and the classroom



Criterion 9

VCE Media: School-assessed Task Assessment Sheet 2021						
Assessment Criteria	**Levels of Performance**					
	Not shown	**1–2 (very low)**	**3–4 (low)**	**5–6 (medium)**	**7–8 (high)**	**9–10 (very high)**
Unit 4 **Outcome 1** 9. Realisation of a media product		The media product that realises parts of the intention.	The media product that realises parts of the intention for an audience.	The media product meets the scope of the task for an audience.	The media product realises the scope of the task and the intention for an audience.	The media product that realises the scope of the task and the intention for a specified audience.
	0 ❑	1 ❑ 2 ❑	3 ❑ 4 ❑	5 ❑ 6 ❑	7 ❑ 8 ❑	9 ❑ 10 ❑
Evidence	**MEDIA PRODUCTION PROCESS: PRODUCTION – POST-PRODUCTION – DISTRIBUTION** • Product that is consistent in its execution appropriate to the selected media form, product and audience. • Communication of ideas and concepts that realises the intention for the selected audience.					

Criterion 10

VCE Media: School-assessed Task Assessment Sheet 2021						
Assessment Criteria	**Levels of Performance**					
	Not shown	**1–2 (very low)**	**3–4 (low)**	**5–6 (medium)**	**7–8 (high)**	**9–10 (very high)**
Unit 4 **Outcome 1** 10. Realisation of the production design in the media product.		The product is based on the production design. Media language is used in the documentation of the media product.	The product realises parts of the production design. Media language is used in documentation that partially supports the realisation of the production design.	The product realises the production design. Relevant media language is used in documentation that supports the realisation of the production design.	The product realises the production design, annotations showing the development and refinement of ideas and resolution of the media product. Relevant media language is used in documentation that supports the intention and realisation of the production design.	The product realises the production design, annotations showing the development, refinement and resolution of ideas and resolution of the media product. Relevant media language is used in documentation that evaluates the intention and realisation of the production design.
	0 ❑	1 ❑ 2 ❑	3 ❑ 4 ❑	5 ❑ 6 ❑	7 ❑ 8 ❑	9 ❑ 10 ❑
Evidence	**MEDIA PRODUCTION PROCESS: PRODUCTION – POST-PRODUCTION – DISTRIBUTION** • Realisation of the production design and pre-production documentation in the development, refinement and resolution of ideas in the media product. • Evidence of changes made to the production design during production and post-production demonstrating the development, and refinement of relevant skills and knowledge in the direction of the media product. • Use of media language relevant to the construction and evaluation of the media product.					

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