**Kathryn Hendy-Ekers** - Welcome to the professional learning videos for VCE Media. This is one of a sequence of videos on the VCE Professional Learning page. This video will provide information about developing School-assessed coursework. There are additional videos available on the page for developing the School-assessed Task, assessing the School-assessed Task and administration information and authentication for School-based assessment.

My name is Kathryn Hendy-Ekers, and I'm the Curriculum Manager for Visual Arts and Media. With me, I have Renee Paxton, who is the State Reviewer for VCE Media. Welcome, Renee.

**Renee Paxton** - Thanks Kathy.

**Kathryn Hendy-Ekers** - First, we're going to talk about the VCE assessment principles, which are what we address when we do go through the School-based audit, and looking at schools who have submitted their material for audit. So the assessment is the integral part of teaching and learning at senior secondary level. It identifies the opportunities for further learning. It describes student achievement. It articulate and maintains the standards of the VCE, and it provides the board for the basis of the VCE certificate. So they also, all VCE assessment tasks demonstrate the achievement of an outcome, or set of outcomes, and they provide the judgement and reporting of the student's level of achievement for School-based assessment, for Unit 3 and Unit 4.

There are four VCE assessment principles that govern coursework task and the School-assessed Task. VCE assessment will be valid, fair and reasonable, equitable, balanced, and efficient. So we'll just explain how that applies to VCE coursework for Media. So firstly, about a valid assessment task. So in your school, particularly with School-assessed coursework tasks, or SACs, as most schools call them. You must work with your VCE coordinator in the school and follow their principles for School-assessed coursework. So it must be a task that is fair and reasonable.

It's outlined in the study design as one of the designated types, so we will show you that from the study design page for Media, for Unit 3 and Unit 4 in a moment. It should be conducted under fair conditions for all students, and it should be the same conditions for all students in the cohort. So if you have several classes of Media in year 12 or Units 3 and 4, making sure that all students are having their assessment done under the same conditions. Also too, if you're in a partnership, that should be established at the start of the year, or the previous year in the partnership. So the students from both schools are treated as one cohort and treated fairly. There should be clear instructions about the task for the student at the start of the year, and we do request that information in audit. Assessment must be equitable. So it should be accessible to all students.

 It shouldn't privilege a certain type of student, and it should be comparable in scope and demand, if a choice of tasks is offered. So if you are doing something where you are offering alternative tasks for students, particularly too, often when students are absent for tasks and you need to set an alternative task, just making sure it is the same in scope and demand, and it avoids any authentication issues. So when you are designing a task, particularly look at the gender of your students. So particularly when you are selecting your media products for study, or the issues in regulation and advocacy in the media. Also looking at their cultural backgrounds, their linguistic background, particularly if they are EAL students, and also where they're located. So you want to select media products and topics and content that really do engage your students.

Assessments must be balanced, so they should provide a range of opportunities for students. So particularly, you may want to offer different types of tasks within your assessment. You might set a very, different conditions. So one of them may be an oral presentation. I know in Media, quite a few schools do do their Unit 3 Outcome 1 and Unit 4 Outcome 2 SAC tasks as media productions. So, but just being aware, you're not over assessing the student. So looking at the conditions and allowing the students to demonstrate their level of achievement. You need to have criteria descriptors or rubrics.

So we do publish performance descriptors for School-assessed coursework tasks. They're different from the criteria published for the School-assessed Task, which is mandated, but you need to use those descriptors to develop your rubrics and your marking scheme. And most importantly, you need to acknowledge and cover all the key knowledge and key skills of the outcome. So we will show you later on in the presentation how you can map the key knowledge in key skills. And it is very important you use those, along with the Cross study specifications in Media, because they are used in the end of year examination, and published in the examination specifications.

So you will see that when the panel sets the paper, they are using all the words and action verbs, particularly in the key knowledge at key skills. Efficient, assessment must be efficient. So you must set the minimum number of assessments. So for VCE Media, for both coursework tasks, it is one assessment, but you can set more. You can break that assessment down into smaller tasks, if you would like. Making sure that if you do do that, you're not creating undue stress for the students. Just remember they do have a School-assessed Task, a production, which is weighted at 40% of their study score, which is a large component. So you shouldn't be over assessing on the coursework tasks.

So just ensuring the students are not being under assessed or over assessed on the outcome. So there is additional information from experienced teachers on the VCE professional learning page. So with your School-based assessment, for Units 3 and 4, you must use the specified tasks and task types set out in the study design. So you are encouraged to develop your own assessment tasks based on the VCE assessment principles, and that's where you do need to work with your VCE leader. So as a teacher, you need to select from the designated task types, develop and administer the school based assessment programmes. So it's not just about the task at the end, but it's how you scaffold through that task and how you break it down. And you must monitor the student work and progress within the cohort leading up to the task. So you also need to provide feedback about the School-based assessment, the coursework tasks to the students.

So initially, you need to determine whether the student has satisfactorily or non satisfactory completed the outcome. So they must look at all the key knowledge and skills have been achieved. So often, you don't have to use the whole of the key knowledge and key skills in the tasks. You might want to use some to determine the student achievement. But you must, for a satisfactory or non-satisfactory, ensure that they do complete all of the key knowledge and key skills. And then you can use your task to demonstrate their individual achievement. Renee, do you just want to quickly talk through how you develop or scaffold a coursework task? So what sort of teaching activities you do leading up to the task?

**Renee Paxton** - I actually get my students to essentially work through the study design, and every time I address a new key knowledge or key skill, I will make sure that they've got that link, that they understand that. Cause I think sometimes there's a real risk of getting really, really involved in, you know, for instance, the narrative and ideology unit of study, and getting really, really involved in looking at media products, and not really linking that then to the assessment side of things. And really, when we're looking at designing an assessment task, that is coming from the study design and those key knowledge and key skills.

Students to know along the way where those links are, you know, when they do finally see those questions, they're not nearly as sort of daunting to them, and I think that's really important. And also looking at practise questions along the way, or sort of phrasing even discussions in a way that would be very similar to a question that you might find on a SAC. I think, you know, making sure that they're familiar with the language and they're familiar with this understanding of, you know, where it's analyse, or it is describe and those kinds of things along the way. So actually making sure that some of those sort of assessment style things are bleeding into your teaching in a way. I think is really important for students to understand what's coming with that. And in terms of the way that I look at creating an assessment task, and we'll have a look at that a little bit later as well. I think it's really important to make sure that you're covering everything, and that's what a lot of teachers in schools really struggle with is ensuring that all of the key knowledge and key skills are represented in that School-assessed coursework, because it's really important.

**Kathryn Hendy-Ekers** - Thanks Renee. So when you're setting your task, you must be informed, the students must be informed about the assessment timelines, the conditions the assessment will be conducted under. The resources that you are going to allow, so any of the stimulus material or notes that you might allow the students to bring in, and you include those conditions and resources on the task cover sheet. So there's some information there in pink that has come from the school based assessment administration guide, so for VCE and VCAL. So that will help you too. So there is school policies and procedures. So you need to work with your VCE coordinator to understand what the school procedures are and policies.

So just a bit of an acknowledgement of the difference between School-based assessment in VCE Media, like Art, Studio Art and Visual Communication Design. They are all what we call SAT studies. So there is a School-assessed Task, which is the main component of a School-based assessment for these studies, and School-assessed coursework. So the SAT, and we have other videos on the SAT, are set by the VCAA to assess specific skills of practical skills and knowledge. So as you know in Media, it is the production, media production, the research and production experiments. Also too, you are using the VCAA assessment criteria that are mandated.

 So you need to work with that criteria and unpack it for your students. So particularly look at our videos on developing the School-assessed Task and assessing the School-assessed Task to get that understanding of how to use that criteria. And you provide a score for each criterion for your students. School-assessed coursework is the set of assessment tasks. So in VCE Media, there's an assessment task for Unit 3 Outcome 1 and Unit 4 Outcome 2. So it has the key knowledge and key skills, and then we provide you with some performance descriptors for you to develop your own rubrics and marking schemes. And there is a total for that, and that's outlined in the study design.

So when you are developing your tasks, you're considering who your students are, what you're being assessed, when you're going to assess, where you are going to assess, the conditions. Why? So what the purpose of the task is, and how you're going to develop the task type, so which one you're going to use. So this diagram's actually quite useful. A lot of schools find this really useful. When developing a task, about your levels of questions. So this diagram shows that some of your questions or the majority of them, 50% of them should be of a middle order, then 25% higher order and 25% percent lower order. And that's the same way that we set our VCE exams.

You'll notice at the start of the examination, usually there are lower order questions, moving through to middle, and then some higher order questions at the end. So particularly in VCE Media, the questions in Part B are the higher order questions. So when I'm talking about higher order questions and lower order, it's using a taxonomy to develop those questions. So again, you need to go back to the action verbs that are used in the key knowledge and key skills, and have a look at those, because that's where the examination questions are designed, and they will also help you when you're designing your assessment tasks. So making sure too that your School-assessed coursework tasks you've designed, the students can complete it in that given time.

So if you are using commercially produced tasks, so something from the professional organisation or a textbook, you must ensure that you modify that task to meet your student requirements, particularly too in terms of authentication. Some of these products, they do have the answers available to them. They're widely circulated amongst students and teachers, and that can create a few authentication issues for you, because you're not able to fairly assess students and their achievement. Also too, just check that that product is compliant. So check it through with the key knowledge and key skills, and that you can authenticate the student work.

 So they're very helpful and very supportive, but just to be mindful of compliance. The same way with VCE exams, they're for examination revision. They're not there to provide the example of a School-assessed coursework task. They're totally different. They're written exams under a time period. A coursework task does need to allow the students to really demonstrate their key knowledge and their skills in a classroom environment. Okay, so for VCE Media, the first Area of Study, the first coursework task in Unit 3 is based on narrative and ideology.

So there's the Area of Study there. There's a bit of context there. Again, that is also used in the examination, so you must read through that carefully and make sure you can define it with your students. Check it too against the cross study specifications. So the definitions in the cross study specifications will also assist you. Just be aware that, and we will talk about this, the two fictional or non-fictional narratives that the student must study for this area study. So here is the key knowledge and key skills. So you can see on the completion of this unit, the student should be able to analyse how narratives are constructed and distributed, and how they engage, consume, and are read by the intended audience and present day audiences. So there's a list of the key knowledge there.

When we get to the key skills, and you'll see in the slide in a moment, I often link these up and match them up. So looking at these words where you are formulating your questions, explain, discuss, analyse, discuss. So that's the level that you should be planning at. So you can see they're quite higher order, so you can break those down a bit. Just be aware too, when they set exams, the 'analyse' is the top of the scale. So they can ask anything down from analyse. So as we know, through a taxonomy, some of those lower orders are like identify and describe. So that's where that is higher order. Here is an example of the coursework tasks that you can choose from. So the mark for the coursework task is 40 marks.

So you can select from a written report, an essay, short responses, structured questions, an annotated visual report, an oral report or a presentation using digital technologies. For Unit 4, it's the same. This is, the outcome is discussing issues of agency and control in the relationship between the media and its audience, and again, there is a similar set of assessment tasks. So you may want to use one type of assessment task for Unit 3, and one for Unit 4. Now, Renee's just going to talk through some of the issues that we have seen with coursework tasks in audit. So I might hand it over to you, Renee.

**Renee Paxton** - Sure thing. So throughout the audit process, we do notice some common issues that some schools really struggle with. And Kathy addressed one of them before, which was the use of commercially produced products that have not been modified, or not modified enough. Really, they shouldn't be recognisable in any way. You know, obviously that's an authentication problem.

Students will pass them along to their friends at other schools, and they really should go into that with a bit of an element of surprise, to make sure that it's fair and equitable to all of the students in that class. So making sure that if you are using them as a guide, you're ensuring that they are really, really heavily modified. We're also finding that some people are just, again, verbatim.

Some schools are using the VCAA exam questions, and trial exam papers as SAT questions. Again, that's an authentication thing too. The students would have seen these all before. They are all online for free on the website, so that is not really the best place to be getting them from. But, you know, really changing the scope of that question and ensuring that modification definitely makes things a lot better. The other thing that is very common that we do see throughout the audit process is not covering the key knowledge and key skills. They need to all be covered with the School-assessed coursework. It's not the case of just selecting a few that you think are fun. They really need to all be covered, key knowledge and the key skills, they need to be all represented in those SACs.

Also, some schools have not used the performance descriptors, or they don't provide a marking guide or marking scheme. This is something that during the audit we need to see and make sure that the marking of that work is appropriate and fair to the students. Cover sheets are something that often we're seeing in submissions as well. So really, really important. Kathy spoke about this a little bit earlier as well. The students need to know what they're in for, and they need to know what is allowed to be brought to the assessment task. What they're allowed to use, what they're not allowed to use.

Again, is there a stimulus? How many questions do they have? All of those kinds of things. So those instructions to students are really very important, and also formalise this assessment task. Take home papers and take home tasks can often cause some authentication issues. We're not sure necessarily if students, if it is truly their work or not. I would say 95% of schools do a SAC, a written SAC in class, so that authentication is possible. And there are definitely some schools out there that do things that are take home. So we need to find ways that we can ensure that authentication there, and that could be, you know, that part of the work is done in front of you, and part of it is done at home, and they've signed an Authentication Record Form to ensure that.

That would make sure that everything's been covered there. Another issue that we sometimes see is the task type is not listed in the study design. So for instance, some of those assessment task types for Unit 3, Unit 4, might look similar on the outside, but they are a little bit different. For instance, a presentation using digital technologies is not one available for Unit 4, however, it is available for Unit 3. So just making sure that you've really checked the assessment task type, again to really ensure that things are fair and equitable for students. And also the old, the use of the old terminology.

We've been in this study design now for quite a few years, so it is sometimes disappointing to see old terminology from previous study designs or recycled questions. Obviously, students receive their work back and take photos, can pass it along. All of those kinds of things. We want to make sure that the students are getting a really fair approach to that assessment task, and they're being assessed really fairly. So they're some of the issues that we see in the audit.

**Kathryn Hendy-Ekers** - Thanks Renee. So as Renee explained, here is an example of a cover sheet, what should be included. So what the students are expected to do and complete. The conditions of the task. The time and length. The breakdown of marks, and the criteria that's being assessed. So the following page, this is one from one of Renee's schools, I think. So it does outline, Renee, do you just want to talk through this particular example?

**Renee Paxton** - So I think this is really simple. I just think it's important to outline the requirements of the SAC for students. It should give the students instructions of the task, what materials they're allowed to bring in. And also I add a little statement at the bottom there that a lot of schools are encouraging the teacher to do, talking about the fact that it is a School-based assessment task, and that obviously things can be significantly moderated as well. So it's really, really simple, but it's really clear. They know that they've got seven questions to answer and it's out of 40 marks. The amount of time that they've got there. Obviously the title of the area that they're being assessed on. So, you know, something really, really simple like that is needed for all SAC tasks.

**Kathryn Hendy-Ekers** - Thanks Renee. So again, if you're doing structured questions, you should have that variety, like we showed on that previous diagram of low, medium and high, allowing the students to address all the key knowledge and skills for the outcomes. So if they're, again, they must be structured, so particularly for Unit 3, so the students demonstrate their knowledge of narrative and ideology, and they can be prepared, as Renee spoke earlier on, being scaffold through for the task. If they're doing a video essay, they might need a variety of focus areas they could address in their video essay. And again, they must address all the key knowledge and skills for the outcome, and be prepared through scaffolded learning activities.

So the task is worth 40 marks, and is 10% of the study score for VCE Media. So the task in Unit 4 is also 10% as well, and generally, students complete the task in about 100 minutes. So make sure, importantly, you are not drafting the questions for the students prior to the coursework tasks. You can have scaffolded activities, but no questions similar to what's in the task, to fairly assess the student performance. Also too, for coursework, there is this Authentication Record Form that you can actually use. Slightly different from the Authentication Record Form for VCE Media for the School-assessed Task.

But this is used by most schools for their coursework task, probably particularly throughout the last 18 months during the pandemic. So you can see here that there is some assessments there. I thought I had that slide but. So just talking through, there is a link there of how you can go through to authenticate your work. So when you're designing the task, so example, this is for Media again, for the Unit 3 Outcome 1. How the student, and I've highlighted the main words, analysing the narrative. constructed and distributed, engage and consumed, and read by the intended audience and present day audiences.

So all those bolded words are really important, and then this is how the Media panel develops the exam questions. So you can see, I've bolded the words about explaining the characteristics and constructions of media narrative. Discussing. So everything is outlined, underlined that's key, so you should be developing your questions based on that.

Here's an example from the advice for teachers. So the students must study two media products. So in the Advice for Teachers, you will find a list of teaching and learning activities, and then, for example, a detailed assessment task here. So for example, it is outline there, there is a film. There's a photographic series, and there's also an online publication that the students can look at, so you might want to look at this, for example. And down the right-hand side of the screen there, I have the keywords that are used in this particular outcome. Ideology, construction of a narrative, genre, style, audience, engagement, consumption, and reading of media narratives. So all those terms, you do need to unpack with your students. So the cross study specifications are fairly important. They're listed there, so I encourage you to go back and have a look at those definitions with your students. They're in the front part of the study design.

So again, designing the task, structuring and weighting your questions, and they should be covered in the unit in the preparation for the SAC. So you could use an example from other media products or real life events, particularly in advocacy and control of media for Unit 4. Again, the higher order questions to lower order and structured questions using those words. So that's an example of a taxonomy. We often use this showing the development of the Bloom's taxonomy and how those words relate to the taxonomy. So that might be a helpful reference for you. As I've said before, for this particular outcome for Unit 3 Outcome 1, you can see I have numbered the key knowledge and the key skills and mapped them together. So each key skill relates to those key knowledge, and that's how a study design is developed. So when you come through, this is just mapping that content and getting a few descriptors there.

So you can see the numbers of the key knowledge and key skills, if you go back to the previous slide, match up. So it might be a key idea to have a look. So therefore you've got your descriptors there already for providing your feedback and criterion. So there's an explanation of the characteristics and construction of media narratives.

The analysis of the relationship between and the function of media codes and conventions. The discussion of the relationship between media narratives and audiences, with an analysis of how audiences read, consume and engage by media narratives from different periods of time. Discussion of how ideology shaped media narratives, and then analysis of the relationship between media narratives and the ideological and institutional context of production, distribution, consumption and reception. So there is quite a lot to cover in that first outcome. So here is an example of a SAC question. Renee, do you just wanted to talk through this question and why it has the weighting of four marks?

**Renee Paxton** - Yeah, so I think this is a really simple sort of question that I see on a lot of different schools' SAC tasks for this outcome. "Referring to one of the media narratives that you studied this year, describe how two media codes are used to construct meaning for audiences." So what I really like about this is that we can really look at, I like to do the automatic mapping thing with the numbers as well, so that's quite helpful. So I can see that in here, we've got evidence of the key knowledge and the key skills. So really just checking that you've really got that. So for instance, we've got the key knowledge of the relationship between the function of media codes to convey meaning in a selective media form. And we've also got the key skill of the analysis of the relationship between the function of those codes to convey meaning in selective media forms.

You might have a similar question to this later on that talks specifically about conventions as well. This one is just about codes, and it's fine to sort of break that up for students, and you can obviously choose your own approach into that. So looking for that for four marks, I'm looking at then to obviously mention the media narrative that we've talked about, but getting them to actually describe, and to me, that description and this understanding of what the code is, how it's being used, and how it works to construct meaning. So how it's being used and how it works to construct meaning, for one, and then the same thing for the other media code, and that's where I would get my four marks from in a question like that.

**Kathryn Hendy-Ekers** - Thanks Renee. So going on to marking the task. So you saw in that previous slide, Renee had that question out of four marks. You must ensure that you're marking of the task matches the complexity of the question. So when you go through and you've devised your questions, making sure your marking structure reflects that complexity. Then you must ensure that that marking structure is related to a rubric, and that you are associating marks for particular questions with the rubric to provide a feedback to the student.

So making sure that they're on, or the key knowledge and key skills. The marks add up, and the marking scheme does assess the student's level of performance through a rubric or performance descriptors, and they're explained to the students before commencing the task. So for example, there are the VCAA performance descriptors. Now, what we encourage you to do is not take those directly. It's very, very hard to read a task in audit and understand how it's being used if the questions are not identified in a rubric and related to these descriptors. So they're useful to formulate your own rubric, and down the bottom there, you do have a scale from 1 up to 40. So your very low scores are from 1 to 8, 9 to 16, 17 to 24, 25 to 32. So when the task is ultimately at the end, you should be able to gauge for the student what the score is out of.

So use those to develop your own rubric. And some of the other School-assessed Tasks in the Performing Arts areas do have examples of rubrics in them, so you may want to look at some of those as well. Now, finally, one of the key questions we get, and it is in the Frequently asked questions, are what are the characteristics and construction of media narratives? And how they differ from the function of media codes and conventions? So this is an example of a definition of that. So that has been published on the Media Study Design page under the Frequently asked questions, and you should have a look at those because there were some specific questions that came out of the Media review four or five years ago that do clarify for teachers.

So they were written in the first year of the study. So we strongly urge you to go back and also have a look at the examination reports from previous years to provide you with some additional information when you are constructing your coursework tasks. Also too, when you're authenticating the task, this information is on the VCE study design page, it's also in the administration guidelines, about authentication in the task, particularly during remote learning, when students were working from home and they needed to authenticate tasks. So there are, as we've said, we've shown you the Authentication Record Form for School-based assessment. Also, students can declare that in a video, or through submission in an email with writing, in a learning management system, or they could actually submit through a Google Form, Microsoft Form, Survey Monkey or Compass.

So I know different schools develop different authentication methods. So just finally a checklist, inform the students about the basis of their assessment, so the conditions, the task type, and the outcome to be assessed. Make sure your marks are clearly allocated and identified. They add up to 40, in this case for Media for both tasks. The mark allocation corresponds to the question difficulty. So the task reflects and assesses the key knowledge and key skills, and feedback is provided to the students in a rubric, and also check the spelling, expression and syntax, and would it make sense to a VCE student?

So try and avoid using any sophisticated language. As we've said, that study design really needs to be unpacked with the students, and some of those words defined in user-friendly or student friendly language. Well, that's finally it for this particular video, Renee, so thank you very much for your advice and help, and we hope you watch the other videos associated with the School-assessed Task.

Thank you very much.

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