

VCE Media

School-based Assessment Audit
information



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.



Overview

- General advice on the audit
- The process of School-based audit
- Administration
- School-assessed Coursework
- School-assessed Task
- Authentication

General advice on the audit

Schools providing the VCE must deliver the course to the standards established by the VCAA, ensure the integrity of student assessments and ensure compliance with the requirements of the VCAA for the relevant assessment program. For school-based assessment the standards and requirements are stated in the assessment specifications set out in the relevant VCE study design and the VCE assessment principles.

All VCE studies have a school-assessed component: School-assessed Coursework (SAC) or School-assessed Tasks (SAT) or a combination of both.

Why audit schools?

- The purpose is to check that the standards and requirements set out in study designs are being followed and that assessment is being carried out in line with the VCE assessment principles.
- Schools providing the VCE must deliver the course to the standards established by the VCAA, ensure the integrity of student assessments and ensure compliance with the requirements of the VCAA for the relevant assessment program.
- All schools are audited annually for at least one VCE study and all VCE studies are subject to the School-based Assessment Audit. An increased number of schools are audited for VCE studies in the first year of implementation of a reaccredited VCE study design.

VCE Assessment Principles

Assessment is an integral part of teaching and learning that at the senior secondary level:

- identifies opportunities for further learning
- describes student achievement
- articulates and maintains standards
- provides the basis for the award of a certificate.

VCE Assessment Principles

As part of VCE studies, assessment tasks enable:

- the demonstration of the **achievement of an outcome** or set of outcomes
- judgment and reporting of a **level of achievement** for school-based assessments at Units 3 and 4.

VCE Assessment Principles

VCE assessment should be

- valid (fair and reasonable)
- equitable
- balanced and
- efficient.

Unit 3 and 4 Questionnaire

- The first stage consists of a study-specific audit questionnaire which is completed online by teachers on behalf of the school.
- The responses provided by the school to the audit questionnaire enable the VCAA to determine if school-based assessment is following the specifications and requirements set out in the accredited VCE study design and the VCE assessment principles.

Unit 3 and 4 Questionnaire

For each submission received to the audit questionnaire, the VCAA determines one of the following outcomes:

- The evidence submitted shows that VCAA assessment standards and requirements have been met.
- There is not yet enough evidence to show that VCAA assessment standards and requirements are being met.
- The evidence submitted determines that VCAA assessment standards and requirements have not been met.



Unit 3 and 4 Further evidence

- Depending on the outcome of the audit questionnaire, schools may be required to submit further evidence.
- The further evidence requested may be on any aspect of the assessment, including tasks, assessment information provided to students, conditions of assessment, marking schemes or criteria, assessment timeline or moderation processes.
- Samples of student work will only be requested if serious concern is raised.
- The submission of further evidence is completed electronically.



Unit 3 and 4 Further evidence outcomes

For each further evidence submission, the VCAA determines one of the following outcomes:

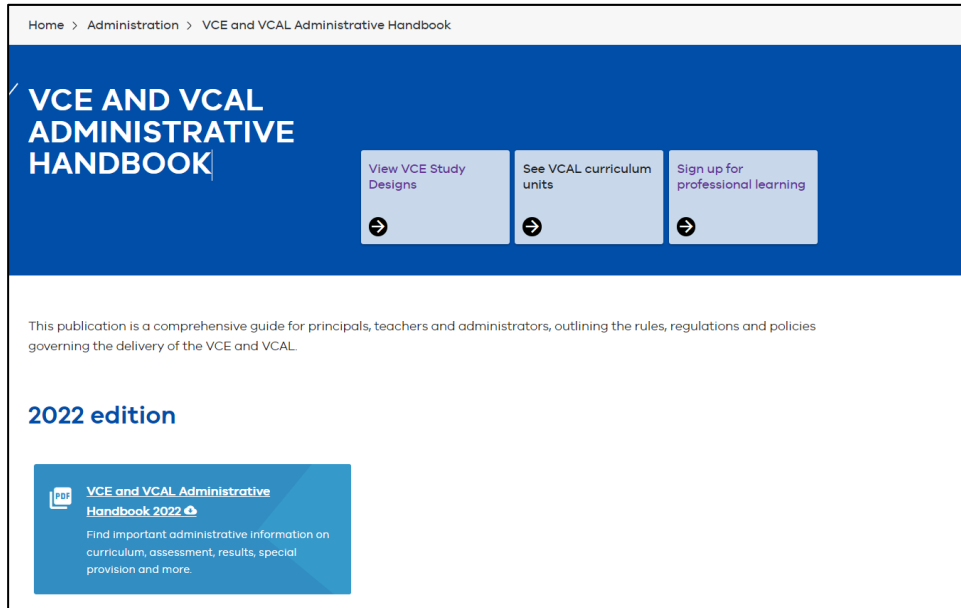
- The evidence submitted shows that VCAA assessment standards and requirements have been met.
- The evidence submitted determines that VCAA assessment standards and requirements have not been met.

VASS Report

Schools will receive a report through VASS on the outcome of the audit. This report includes details such as:

- The outcome of the audit
- The VCE assessment principles not addressed
- Actions required by the school
- Comments provided by the Audit Panel

Questionnaire: Administration




Home > Administration > VCE and VCAL Administrative Handbook

VCE AND VCAL ADMINISTRATIVE HANDBOOK

[View VCE Study Designs](#) [See VCAL curriculum units](#) [Sign up for professional learning](#)

This publication is a comprehensive guide for principals, teachers and administrators, outlining the rules, regulations and policies governing the delivery of the VCE and VCAL.

2022 edition

 [VCE and VCAL Administrative Handbook 2022](#)

Find important administrative information on curriculum, assessment, results, special provision and more.

- School policies for School-based assessment
- Lost, stolen and damaged procedures
- Moderation and supervision of school-based assessment

[Pages - VCE and VCAL Administrative Handbook \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)

Questionnaire: Timelines

Home > Administration > Key dates

ADMINISTRATIVE DATES AND ASSESSMENT SCHEDULE

[2022 important administrative dates](#)

The [2022 administrative dates](#) are also available in [iCalendar format](#) (Updated September 2022).

[2022 assessment schedule](#)

Information in the [2022 assessment schedule](#) should be used in conjunction with the 2022 administrative dates.

- Dates for submission of SAT tasks
- Dates for SAC tasks
- Key observation dates
- Return of SAT and SAC work to students

[Pages - Administrative dates and assessment schedule \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)

Study Design page

Home > Curriculum > VCE curriculum > VCE Study Designs


MEDIA

Show student work in the VCE Season of Excellence

Accreditation period 2018-2023

The accreditation period for Media has been extended and expires 31 December 2023.

Study Design

 [VCE Media Study Design \(pdf - 255kb\)](#)
Details on areas of study, outcomes and assessment for Media Units 1-4: 2018-2023.

[VCE Media Study Design amendment](#)

School-based assessment

[VCE Media: Administrative Information for School-based Assessment in 2022](#)

• [Authentication record form: VCE Media 2022](#)

- Study Design
- Administrative information for School-based Assessment
- Examination links
- Support material

[Pages - Media \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)


Documents to use

Accreditation Period
2018–2023



Victorian Certificate of Education



MEDIA

STUDY DESIGN



www.vcaa.vic.edu.au

VCE Media: Administrative information for School-based Assessment in 2023

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 10–16. This assessment is subject to the VCAA statistical moderation process.

The assessor should be able to analyse how narratives are constructed and distributed, and how they engage, are consumed and are read by the intended audience and present day audiences.

The 2023 Media assessment sheet on page 32 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 VCAA Administrative Handbook 2023](#).

The Authentication record form on page 22 – 30 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 2023 Important Administrative Dates and Assessment Schedule published annually on the VCAA website: www.vic.edu.au/pages/schooladmin/admindates/index.aspx

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VCE Media 2018–2023 Performance Descriptors

VCE MEDIA SCHOOL ASSESSED COURSEWORK					
Performance Descriptors					
	DESCRIPTOR: typical performance in each range				
	Very low	Low	Medium	High	Very high
Unit 3 Outcome 2	Limited explanation of the characteristics and construction media narratives	Some explanation of the characteristics and construction media narratives	Appropriate explanation of the characteristics and construction media narratives	Detailed explanation of the characteristics and construction media narratives	Sophisticated explanation of the characteristics and construction media narratives
Unit 4 Outcome 1 <i>On completion of this unit the assessor should be able to analyse how narratives are constructed and distributed, and how they engage, are consumed and are read by the intended audience and present day audiences.</i>	Limited explanation of the relationship between and the function of media codes and conventions to convey meaning.	Little analysis of the relationship between and the function of media codes and conventions to convey meaning.	Appropriate analysis of the relationship between and the function of media codes and conventions to convey meaning.	Detailed analysis of the relationship between and the function of media codes and conventions to convey meaning.	Insightful analysis of the relationship between and the function of media codes and conventions to convey meaning.
	Very limited discussion on the relationship between media narratives and audiences, with limited analysis of how audiences read, consume and are engaged by different media narratives from different periods of time.	Some discussion on the relationship between media narratives and audiences, with some analysis of how audiences read, consume and are engaged by different media narratives from different periods of time.	Appropriate discussion on the relationship between media narratives and audiences, with some analysis of how audiences read, consume and are engaged by different media narratives from different periods of time.	Detailed discussion on the relationship between media narratives and audiences, with analysis of how audiences read, consume and are engaged by different media narratives from different periods of time.	Sophisticated discussion on the relationship between media narratives and audiences, with insightful analysis of how audiences read, consume and are engaged by different media narratives from different periods of time.
	Very limited discussion of how ideologies shape media narratives and limited explanation of the relationship between media narratives and the ideological and institutional contexts of production, distribution, consumption and reception.	Some discussion of how ideologies shape media narratives and some explanation of the relationship between media narratives and the ideological and institutional contexts of production, distribution, consumption and reception.	Appropriate discussion of how ideologies shape media narratives and clear analysis of the relationship between media narratives and the ideological and institutional contexts of production, distribution, consumption and reception.	Detailed discussion of how ideologies shape media narratives and thorough analysis of the relationship between media narratives and the ideological and institutional contexts of production, distribution, consumption and reception.	Insightful discussion of how ideologies shape media narratives and comprehensive analysis of the relationship between media narratives and the ideological and institutional contexts of production, distribution, consumption and reception.

KEY to marking scale based on the Outcome contributing 40 marks

Very Low 1–8	Low 9–16	Medium 17–24	High 25–32	Very High 33–40
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School-assessed Coursework

- Number of tasks
- Format of task
- Sources used to develop the task
- Stimulus used for the task
- Questions for the task
- Instructions for the task
- Marking scheme for the task

School-assessed Coursework

- Upload the task
 - Media – Unit 3 Outcome 1
 - Media – Unit 4 Outcome 2
- Explain how you scaffold the task for the students
- Describe how the task addresses the key knowledge and key skills
- The assessment scheme or rubric used for the task. These should be developed from the VCAA performance descriptors for VCE Media.

School-assessed Coursework

Performance descriptors



VCE Visual Communication Design 2018–2023

Performance Descriptors

VCE VISUAL COMMUNICATION DESIGN SCHOOL-ASSESSED COURSEWORK					
Performance Descriptors					
	DESCRIPTOR: typical performance in each range				
	Very low	Low	Medium	High	Very high
Unit 3 Outcome 1 <i>Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications in the three design fields.</i>	Analysis of visual communications				
	Very limited analysis of the audience characteristics, purpose, context and features of existing visual communications in relation to relevant design field.	Limited analysis of the audience characteristics, purpose, context and features of existing visual communications in relation to relevant design field.	Satisfactory analysis of the audience characteristics, purpose, context and features of existing visual communications in relation to relevant design field.	Detailed and clear analysis of the audience characteristics, purpose, context and features of existing visual communications in relation to relevant design field.	Comprehensive and perceptive analysis of the audience characteristics, purpose, context and features of existing visual communications in relation to relevant design field.
	Limited discussion of how materials, methods, media, design elements and principles, convey ideas, information or contribute to the function in existing visual communications from each design field.	Limited analysis of how materials, methods, media, design elements and principles, convey ideas, information or contribute to the function in existing visual communications from each design field.	Adequate analysis of how materials, methods, media, design elements and principles, convey ideas, information or contribute to the function in existing visual communications from each design field.	Clear analysis of how materials, methods, media, design elements and principles, convey ideas, information or contribute to the function in existing visual communications from each design field.	Comprehensive analysis of how materials, methods, media, design elements and principles, convey ideas, information or contribute to the function in existing visual communications from each design field.
	Very little explanation of how visual language is used to gain attention, maintain engagement of audiences in existing visual communications.	Some explanation of how visual language is used to gain attention, maintain engagement of audiences in existing visual communications.	Satisfactory explanation of how visual language is used to gain attention, maintain engagement of audiences in existing visual communications.	Clear explanation of how visual language is used to gain attention, maintain engagement of audiences in existing visual communications.	Insightful explanation of how visual language is used to gain attention, maintain engagement of audiences in existing visual communications.
Very little evidence that details the connections between existing visual communications and design decisions. Very limited use of terminology.	Some evidence that details the connections between existing visual communications and design decisions. Limited use of terminology.	Satisfactory evidence that details the connections between existing visual communications and design decisions. Appropriate use of terminology.	Detailed evidence that details the connections between existing visual communications and design decisions. Effective use of terminology.	Highly detailed evidence that details the connections between existing visual communications and design decisions. Sophisticated use of terminology.	

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School-assessed Coursework

Study specific information

Unit 3

- Media product and ideology
- Audience engagement
- Institutional context of production
- Characteristics and construction of media narratives
- Relationships of codes and conventions in media products

Unit 4

- Dynamic and changing relationship between media and audience
- Rationale for regulating the relationship between the media and its audience in Australia.
- Ethical issues in the production, distribution, consumption and reception of media products.

School-assessed Task

- Describe the sources you have used to develop the task.
- The information provided to students about the task. This is generally in a booklet where the stages of the School-assessed Task are explained and unpacked for the student
- Describe how you unpack and explain the assessment criteria for the School-assessed Task. This is generally in language that is accessible by students

School-assessed Task

Assessment criteria

VCE Media: School-assessed Task Assessment Sheet 2023						
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 – Media production and post production 8. Use of reflection, and feedback throughout production and post-production.	Feedback or reflection evident in documentation.	Feedback and reflection is evident in the documentation.	Use of feedback to inform a media product.	Use of feedback to refine a media product and to engage audience.	Use of feedback to refine and resolve a media product for a specified intention and to engage the audience.	
	Media language is used in the documentation.	Media language is used in reflective documentation.	Reflection to inform a media product.	Use of reflection to refine a media product and to engage 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 the production and post-production of the media product.	Relevant media language is used in reflections that evaluate several aspects of production and post-production in the media product.	Relevant media language is used to evaluate specific aspects of production and post-production in the media product.	
	0 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/>	3 <input type="checkbox"/> 4 <input type="checkbox"/>	5 <input type="checkbox"/> 6 <input type="checkbox"/>	7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/>
Evidence	MEDIA PRODUCTION PROCESS: PRODUCTION – POST-PRODUCTION – DISTRIBUTION <ul style="list-style-type: none"> 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. 					

- Nature of task
- Scope of task
- Assessment criteria
 - criterion
 - evidence
 - descriptor

Study specific information

- Research aspects of a media form
- Structural and aesthetic qualities
- Methods for recording the development of a media product
- Production experiments
- The media production process
- Documentation of production design, production and post production (written and visual information)
- Use of equipment, materials and technologies in production and post production
- Use of codes and conventions in a media product
- Documentation, development and realisation of a media product (including documented feedback)
- Media language in construction and evaluation of a media product

Additional sources used to develop School-based assessment

- Commercial tasks, resources and textbooks
- Tasks and information from a previous year
- Examination questions

Authentication

- Authentication processes
- Feedback to students for School-assessed Coursework
- Feedback to students for School-assessed Tasks
- Return of materials to students.

Contact

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