**Kathryn Hendy-Ekers -** This presentation is for VCE Media for Assessing the School-assessed Task for the VCE Media Study Design 2024 to 2028. My name is Kathryn Hendy-Ekers and I'm the Curriculum Manager for Visual Communication Design, Media, and Visual Arts.

To start with, you'll be looking at these key documents when you are setting up your assessment for the School-assessed Task. On the Media Study Design page, you'll see a copy of the Study Design at the top and the support materials relating to planning, teaching, and learning, and assessment. The document you will be looking at is the assessment document. When you click on the assessment support material, you have a dropdown box with general assessment advice, including the VCE assessment principles, which are valid and reasonable, equitable, balanced, and efficient. And you must ensure that your assessment tasks and your presentation of the School-assessed Tasks to your students meets all those requirements.

Also too, there is information in the VCE and VCAL Administrative handbook on School-based Assessment, and you should read that. There is information on the glossary of Command terms, and there's additional information, as we've seen, on the VCE Media examination webpage. The right hand side of the screen has the accordion of dropdown boxes with information relating to authentication, approaches to an assessment task and the School-assessed Task, a listing of the performance descriptors to use for Unit 3 Outcome 1 and Unit 4 Outcome 2. And then finally, the School-based Assessment Advice, for 2024 in this case, and the Authentication record form.

So, the assessment advice has all the information that you require for each task. Here is a screenshot of the Administrative information for VCE Media for this year. So, the School-based Assessment Advice has the Scope and Nature of the task, the assessment criteria, descriptors and evidence, authentication material, and the scoring sheet. Please be aware of the Glossary of command terms that are now used across all assessment material, including assessment tasks, criterion and descriptors, performance descriptors, the Study Design, and of course, the end of year examination. The glossary provides a definition of those key command terms. Next, we are looking at the Scope and Nature of the task when we go right down into the School-based Assessment Administration document. So, it outlines for each outcome the Nature of the task and the Scope of the task. So, the Nature of the task comes directly from the Study Design and it describes what the task is. Then the Scope of assessment for the task is described in the Scope.

So, there are some examples there from Unit 3 Outcome 2 for Media. So, it's the first task in the School-assessed Task. Here's an example of the assessment criterion. So, for VCE Media for this year, for 2024, there are eight criterion. So, you'll see that the assessment criterion is identified, there has been a change, there are Indicators of student performance as Assessment criteria that you will assess against. And then there is the Performance descriptors that will describe the level of student achievement in those indicators. And below, there is a list of the key skills from the outcome to assist you when you are looking and identifying what parts of the task come from the Study Design. Finally, there is an Assessment sheet at the end that you can score your assessment on and provide that to your students as a numerical score. There is opportunity to give them written feedback, but many schools give students additional written feedback. On the right hand side of the screen, you can see the Authentication record form.

So, as I've said, there is authentication material in the School-assessed Task Advice. And then this form has each criterion listed with some indicators for you to work through with your students when you do observations, so we'll scaffold you through the authentication process. It's very important that you use this process and that your student and you initial and date and sign at the time of authentication, not in post submission of the task. So, the Unit 3 Outcome 2 task is the start of the School-assessed Task. So, the outcome is listed on the screen there, that the student should research and document aspects of a media form, codes, narrative conventions, style, genre, story, and plot to inform the plan for a media production. Many of these terms are outlined in the Study specifications, so it is very important that you familiarise your students with those terms moving into Units 3 and 4, the School-assessed Task, and particularly the examination.

So, the students do a research portfolio looking at ideas, concepts, and aspects of the media form, and also complete two production experiments, developing their skills in Media technologies and production processes. Just to remind you, here's the Media production process that the students work through in the task. So, we have development, pre-production, production, post-production, and distribution, and those stages are defined in the Study specifications for Unit 3. But you can also see that in the School-assessed Task, each criterion is linked to one stage of the production process and is indicated on the criterion form. So, the first one we are looking at is Unit 3 Outcome 2, Criterion 1, associated with development, where students must research and analyse a Media form and products to develop and inform their Media production. So, you'll see I've used these highlighted circles just to talk about key points in each of the screens. So, the first one is looking at that research of a media forms and products to inform a production.

So, the codes, narrative, convention, style, genre, story, and plot used by media creators are there, and an analysis of the use of codes and conventions to convey meaning and engage audiences in media products. So, if you have a look at the Medium there, you can see the taxonomy of command terms. So, for Medium, the student should have been able to describe the media form product to inform the production. At the higher level, they would be analysing the media form and products to inform the production.

The second key area I just want to highlight is the exploration and development of ideas for a media production in visual and written documentation using media language. So, at the high level, the students are exploring ideas for the media production in that specified form, they're documenting their feedback on how a specified audience reads and is engaged by that media product. So, it's really important that you do dwell down into some of these terms used in the descriptors to ensure your students are fulfilling everything required at the particular level that they will be assessed at. Moving on to Unit 3 Outcome 2, still in development, this is where students explore and document skills using media equipment, technologies, and processes in a selected media form for a proposed product. So again, they're looking at two production experiments.

So, you can see the performance descriptor says use of equipment, technologies, and processes in a selected media form. So, the higher level, they're actually applying it. So, there is a greater understanding at those higher levels. Making sure that they are documenting the exploration and development of skills in a selected media form, using media language. So, you can see the development, evaluates the development of skills and the relationship to an intended media product. So that's at the very high level. And importantly, that use of media language is reflected in all of the descriptors, and you'll see how I've indicated that here. Going into Unit 3, the second part of the School-assessed Task, which is the production plan. So, for this outcome, the students will develop and document a Media pre-production plan, demonstrating their concepts and intentions in a selected media form for a specified audience.

So, there's a written and visual plan. It can be for a fictional, non-fictional, or fictional/non-fictional narrative, and it would be for one of the media forms listed on page 35 of the Media Study Design. We have put in the advice some pre-production plan requirements for each media form listed in the Study Design. So, it's not a definitive list, but it will help teachers with their planning of what students could put in the pre-production plan. So, moving into Criterion 3, relating to Outcome 3, which is the pre-production. So, they develop and document the intention, audience, and narrative of a proposed production in a selected media form.

So, this pre-production planning is split up into two criteria. We had the statement of intention and audience for that proposed production. Then we have the intention audience and narrative for that proposed production, so clearly demonstrating it. So, you can see at the very high, it's explained. Then use of media language in the documentation of the proposed production. So again, you can see that at the high we've got, again, the annotation should be occurring at those levels of the media language. For Criterion 4, again, still in the pre-production plan that students plan and document a proposed production in a selected media form. So, they're looking at roles, tasks, and timelines documented in written and visual material. So, these are indicators that the students must demonstrate.

So, you can see here we have the description of the production and post-production roles, tasks, and timelines linked to the intention of the proposed production in written and visual material. Focusing on the codes and conventions, technologies and production processes appropriate to the selective media form, audience, narrative, and production documented in written and visual material. So, you can see here at the very high, there's evidence of that. So, selection of codes and conventions, and processes relevant and appropriate. So, it's really investigating how these descriptors are worded to understand how you would apply them in assessment and explain them to your students. So, there are additional content in each of these descriptors that students must achieve. And finally, again, the use of media language throughout that planning in pre-production.

So, these criterion, these descriptors, you can see all involve that use of media language. Moving into the final outcome associated with this School-assessed Task, which is the production, refinement, and resolution of that media product and distribution to a specified audience. So please really go through these outcomes and review your existing material, because there have been additions specific to the new Study Design. So, students must show production in a media form, the documentation of processes, also the documentation of use of equipment, materials, and technologies. They must show evaluation and feedback, and of course, more importantly, realisation of the production plan. But there are various ways that they need to demonstrate this.

So, Criterion 5 is the use of equipment, and materials, and technologies in the production of a media product. So probably one of the trickiest criterion to assess at the level of how that student understands the use of that material. So those materials and technologies relevant to the media form they've selected. So, they really do need to have a look at the conventions of their media form to understand how the technologies, and materials, and equipment work. So, you can see that the descriptors, it's specific to the media form, the materials, equipment, and technologies are appropriate. So, they're also using the technical codes. And then finally, they link to the intentions of the production plan. So, there are some added detail there.

So, you can see that last descriptor encompasses all those three key concepts, the operation of materials and equipment, the use of technical codes, and also the use of technologies that realise the production plan. Criterion 6, again, is production and post-production. And this is documentation of that development, refinement, and resolution of the media product. So, students do that in a variety of ways. They can do it digitally, they can do it orally, they can do it on the existing production plan. So, they must document that development, refinement, and realisation. So, you can see at the very high, they've evaluated the refinement and realisation of the media product, referencing the intentions described in the production plan. So that documentation must demonstrate that.

Then we've got, document the use of media codes, and conventions, and technologies, and processes used to construct the narrative, convey meaning, and engage in audience in a selected form. So again, you can see the evaluation of codes and conventions are used to construct the narrative and convey that meaning. And then finally, use of media language to evaluate media representations in the development, refinement, and realisation of a media product. So again, that is the use of media language in those two areas. So, this is definitely a focus on documentation. This criteria is also slightly adjusted, it's Criterion 7 where the use of reflection and feedback to refine and resolve this media product. So again, it does imply some documentation and understanding of media language.

So, the students need to demonstrate an evidence of feedback from different audiences they've used to refine and resolve their media product. So, you can see at the high, they've analysed and documented the feedback and reflection to refine and resolve the media product, considering their intentions in the production plan, so there is a link back. Then the application of media codes and conventions to construct the narrative, and engage audiences, and convey meaning. Again, you can see that at the very high here, that students apply those media codes and conventions in their feedback and reflection. And they've referred specifically to their intention, narrative, and audience, and the meaning of their proposed production. So, this is all reflecting.

So, they can do the documentation and the reflection as they move through the media production in Unit 4. The reflection does not have to be done at the end. And again, importantly, the use of media language. So, you can see there that in both those areas, media language is important. Then the final criteria is the media product that realises the media production plan. So, it's very important that you had that media production plan when you were viewing that final product, so you get an understanding of how that works. So, a media product that realises the intention and audience of the media production plan, the production and post-production processes have been used to realise that production.

So, you can see here at the very high that both those aspects have been used and they've linked to the research also outlined in the Media production plan. So, there is that additional level there for a very high. Then the second point, the use of media codes and conventions to construct and convey meaning to an audience in the selected media form and product. So again, you can see at that very high, they must use the media codes and conventions specific to their media form that are linked to their research, and they convey meaning to a specified audience in the production plan. So, some key changes there that you do need to be aware of.

Finally, this is my details, if you would like to contact me with any further queries regarding VCE Media. Thank you.

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