

Developing School-assessed coursework tasks

VCE Media

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 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 will be

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

Assessments must be valid

Does the assessment enable judgments to be made about demonstration of outcomes and levels of achievement fairly, in a balanced way without adverse effects on or for the education system?

ASK, is the task...

- fair and reasonable?
- specified in the study design as one of the designated task types?
- conducted under fair conditions?
- conducted under substantially the same conditions for all students in the cohort

PLUS are there clear instructions included?

Assessments must be equitable

- **Do the assessment instruments ensure that no students are either privileged or disadvantaged, nor are any students excluded based on gender, culture, linguistic background, physical disability, socioeconomic status or geographical location.**
- **Is the task conducted under same/similar conditions to provide consistent information about student performance?**

ASK, is the task

- accessible to all students?
- privileging a certain type of student?
- comparable in scope and demand if a choice of task is offered within?

Assessments must be balanced

- **Tasks should be designed to provide a range of opportunities for students to demonstrate in different contexts and modes and demonstrate different levels of achievement.**

ASK

- Are a variety of task types used?
- Are a variety of conditions used?
- Do the tasks allow students to demonstrate different levels of achievement?
- Are suitable criteria, descriptors, rubrics or marking schemes used?
- How broadly are the key knowledge, key skills and outcomes being covered / assessed?

Assessments must be efficient

- **The minimum number of assessments must be set to enable a robust judgment about the progress and learning of each student. This number of assessments is set in the VCE study design. Each assessment instrument must balance the demands of precision with those of efficiency. Assessment should not generate workload and/or stress that unduly diminishes the performance of a student under fair and reasonable conditions.**

ASK:

- Have minimum number of assessments been set?
- Does the assessment generate undue student stress?
- Are students being under assessed or over assessed on the outcome?

VCAA Presentations – School-based Assessment

Videos available on the VCAA webpages explaining the VCE Assessment Principles.

<https://www.vcaa.vic.edu.au/assessment/vce-assessment/School-basedAssessment/Pages/School-based-Assessment-Teacher-videos.aspx>

School-based assessment

- In Units 3 and 4, specified tasks and task types are set out in the study design
- Teachers and schools are **encouraged to develop their own assessment tasks** based on the **VCE assessment principles**

Individual VCE subject teachers

- **select** from designated assessment task types specified in study design
- **develop and administer** a school-based assessment program considering the needs of the student cohort
- **monitor** student work and progress within the cohort
- provide **feedback** about School-based assessment to individual students to
 - assist in determination of Satisfactory / Non satisfactory completion of outcome
 - determine individual student achievement levels for School Based Assessment

School-based assessment

- Students must be pre informed about:
 - Assessment timelines
 - Conditions the assessment will be conducted under
 - Resources permitted within the assessment
 - Include conditions and resources permitted on task coversheet.

“School policies and procedures, including conditions and rules under which School-based assessment will take place, must be communicated to students and parents at the beginning of academic year, or when student enrolls in VCE.”

School-based assessment

School assessed task (SAT)

- which are set by the VCAA to assess specific sets of practical skills and knowledge.
- teachers assess the student's level of achievement on the basis of a rating against criteria specified by the VCAA.
- schools provide a score for each criterion.

School assessed coursework (SAC)

- which consists of a set of assessment tasks that assesses each student's level of achievement in Units 3 and 4 outcomes as specified in the study design.
- schools provide a score for each component of coursework specified in the study design.

The VCAA aggregates these scores into a single total score for each student, which is then statistically moderated against the examination scores in the study. (VCE & VCAL handbook)

who

- Consider the cohort of students

what

- Consider the Outcome being assessed

when

- Consider the timing of the task

where

- Consider the conditions of assessment

why

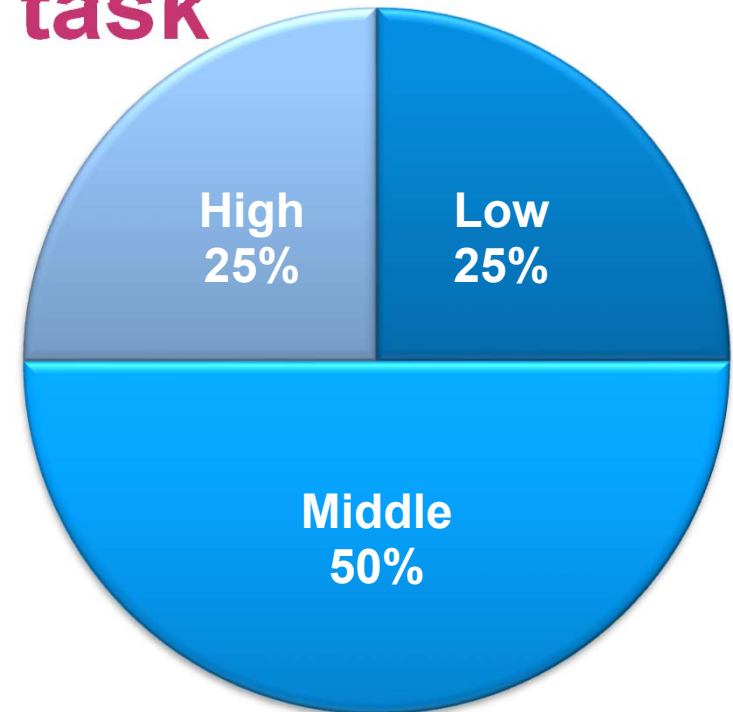
- Consider the purpose of the task

how

- Consider the task type

Developing a school-based assessment task

- Minimise reading time
- Place stimulus material and other written information close to the item
- Make sure that a stimulus, if included, must actually be used to answer the questions
- Place easier items earlier in the task where possible
- Include a range of questions (use a taxonomy, SOLO, Blooms etc. to ensure a spread of questions)
- Make sure the typical student can finish the SAC in the time available



Commercially produced tasks

- May be used but **MUST** be adapted.
 - School-assessed coursework tasks need to be **UNIQUE to each individual school**
- Always check that the task type is appropriate and that the key knowledge, key skills and outcome are being assessed accordingly.
- It is the responsibility of the school and teacher to:
 - check that a commercially produced task is **compliant** with VCAA requirements.
 - ensure **authentication** of student work.

Area of Study 1

Narrative and ideology

Narratives are fundamental to the relationship between the media and its audiences. Ideologies in society frame the nature, form and structure of narratives. Audiences and the media together frame the nature, form and development of discourses in society through the construction, distribution, reception and consumption of narratives that implicitly or explicitly comment on, reflect on, develop, reject or ignore ideologies.

Media narratives are the product of creative and institutional practices that represent ideas through media codes and conventions. The use of media codes and conventions influences audience engagement, consumption and reading of narratives. Other influential factors include the social, cultural, ideological and institutional contexts relating to the period of time and location in which the media narrative was produced, the purpose of the media narrative, the genre, style, content, particulars of distribution and consumption and reception.

Students examine fictional and/or non-fictional narratives in the form of film and/or television and/or radio and/or audio product (that may be broadcast or streamed) and/or photographic and/or print products. For the purposes of this area of study, the media product selected for study will comprise of one of the following:

- at least two feature length film products of one hour or more in length or the equivalent length in television, streamed, radio or audio products
- two photographic series of at least six images each
- two print productions of at least 15 pages each.

Fictional and/or non-fictional narratives may be studied. At least one media product must have been released in the five years prior to the commencement of the year of study.

Outcome 1

On completion of this unit the student 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.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

- the characteristics and construction of media narratives in selected media forms
- how audiences from different periods of time engage with, consume and read media narratives
- the relationship between and the function of media codes and conventions to convey meaning in selected media forms
- the relationship between media narratives and the ideological and institutional contexts in which they are produced, distributed, consumed and read
- the way ideologies shape media narratives
- the relationship between media narratives and audiences
- appropriate media language.

Key skills

- explain the characteristics and construction of media narratives in selected media forms
- discuss how media narratives are constructed, consumed and read by audiences from different periods of time
- analyse the relationship between and the function of media codes and conventions to convey meaning in selected media forms
- analyse the relationship between media narratives and the ideological and institutional contexts of production, distribution, consumption and reception
- discuss how ideologies shape media narratives
- discuss the relationship between media narratives and audiences
- discuss audience engagement with, consumption and reading of media narratives
- use appropriate media language.

School-assessed Coursework Task Unit 3

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 10 per cent to the study score.

Outcome	Marks allocated	Assessment tasks
Outcome 1 Analyse how narratives are constructed and distributed, and how they engage, are consumed and are read by the intended audience and present day audiences.	40	The student's performance on the outcome is assessed using one or more of the following: <ul style="list-style-type: none">• a written report• an essay• short responses• structured questions• an annotated visual report• an oral report• a presentation using digital technologies.
Total marks	40	

School-assessed Coursework Task Unit 4

Contribution to final assessment

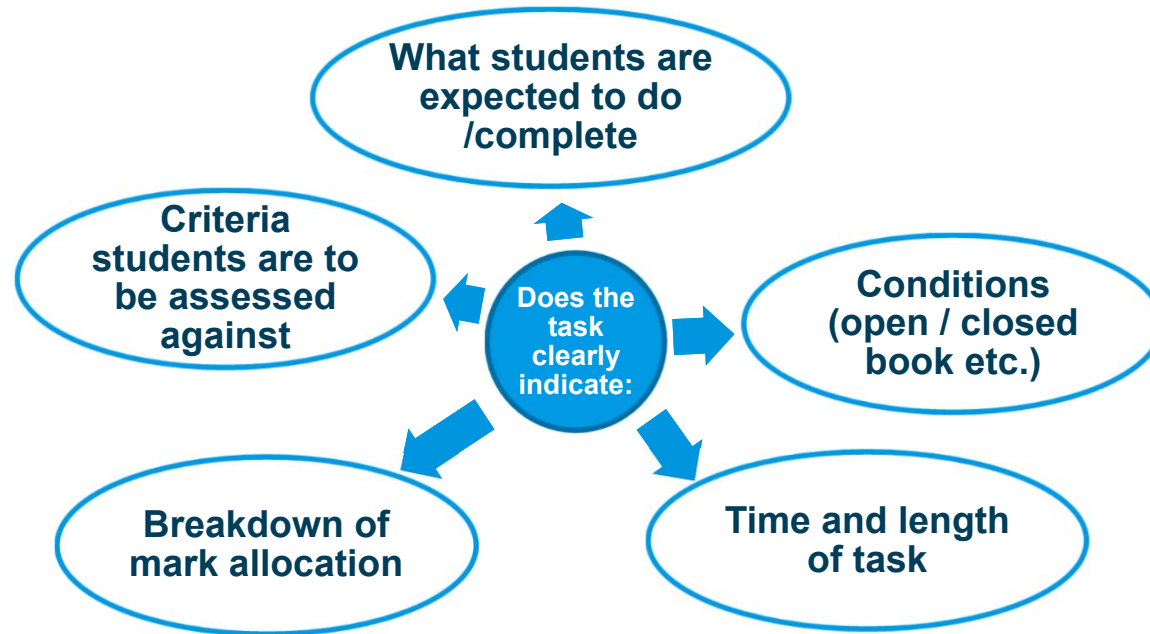
School-assessed Coursework for Unit 4 will contribute 10 per cent to the study score.

Outcome	Marks allocated	Assessment tasks
Outcome 2 Discuss issues of agency and control in the relationship between the media and its audience.	40	The student's performance on the outcome is assessed using one or more of the following: <ul style="list-style-type: none">• a written report• an essay• short responses• structured questions• an annotated visual report• an oral report.
Total marks	40	

Common issues – School-based Assessment Audits

- Commercially produced tasks- not modified or not modified enough
- Use of VCAA exam questions and trial exam papers
- Not covering all of the Key Knowledge and Key Skills
- Not utilising the VCAA recommended Performance Descriptors or no marking guide
- No cover sheet - instructions to students
- Authentication issues - take home papers
- Task type - not listed in Study Design
- Old terminology and recycled questions from previous Study Designs

Coversheet inclusions



Unit 3 Outcome 1 School-assessed coursework: cover page

Media

Unit 3: Narrative and Ideology

Reading time: 10 minutes

Writing time: 90 minutes

QUESTION AND ANSWER BOOK

Structure of book

Section/Format	Number of Questions	Number of Questions to be Answered	Number of Marks
	7	7	40
TOTAL	7	7	/ 40

Materials:

- Students are permitted to bring into the room: pens, pencils, highlighters, erasers, sharpeners and rulers.
- Students are **not** permitted to bring into the examination room: blank sheets of paper and/or white out liquid/tape.
- Question and answer book of pages.

Instructions

- Answer all questions in the spaces provided.
- All written responses must be English

**NOTE: This assessment is a school-based assessment. It is therefore a preliminary result only.
The total result for all School Assessed Coursework in the study will be statistically moderated against the GAT and the end-of-year examination results**

Name:

School-assessed Coursework (SAC) Sample approach

Assessment task type: Structured questions

- A variety of structured questions: short, medium to extended responses ranging from low, medium and high-order thinking
- The questions must allow the students to address all the key knowledge and skills for the outcome; therefore, they must be structured so students can demonstrate their knowledge of the narratives and ideologies that they have studied
- Students are prepared for this task through scaffolded learning activities and assessment tasks.

School-assessed Coursework (SAC) Sample approach

Assessment task type: Video Essay (digital technologies)

- A variety of focus areas that students need to address in their video essay. These should range in complexity.
- The focus areas must allow the students to address all the key knowledge and skills for the outcome; therefore, they must be structured so students can demonstrate their knowledge of the narratives and ideologies that they have studied.
- Students are prepared for this task through scaffolded learning activities.

School-assessed Coursework (SAC) Sample approach

Conditions under which the task will be conducted

- This task is worth 40 marks and constitutes 10 per cent of the study score for Unit 3 Media
- Students would complete the task in 100 minutes of supervised class time to ensure authentication
- No access to the questions prior to the class.

Designing the SAC Task

Outcome: On completion of the unit the student 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**.

Mandatory: Students discuss at least **two** media products, with one of those products having been made in the five years prior to the current year of study.

Question design:

- **Explain** the characteristics and construction of the media narrative in the selected media form.
- **Discuss** how media narratives are constructed, consumed and read by audiences from different periods of time.
- **Analyse** the relationship between and the function of media codes and conventions to convey meaning in selected media forms.
- **Analyse** the relationships between media narratives and audiences,
- **Discuss** how ideologies shape media narratives
- **Discuss** the relationship between the audience and the narrative
- **Discuss** audience engagement with, consumption and reading of the media narrative.

Example

- Explore political, social and institutional ideologies at the time the media product was created and/or produced. Discuss how the audience viewed the media products at that time, and explain if the media narratives met or challenged audience expectations. What was the audience reception of the media product when it was created compared to the reception of a current audience?

Two media products must be studied.

Detailed example



Representation of ideology in media narratives

In the narrative of media products ideologies can be created through the construction of characters, viewpoints, the genre and the structure of the story. Tension and/or points of interest enable the audience to be engaged and assist in constructing a narrative. The social and cultural ideologies of the time in which the media product was created, and the understanding by the audience of those ideologies assist in the audience making meaning when they view and consume a media product.

In the narratives of the media products that are studied, students:

- Identify the ideology(s) that are representative of the time in which the media product was created and produced.
- Discuss the media codes and conventions used by the media creator to construct the narrative, genre and style of the narrative. Consider how these contribute to the intended meaning of the narrative.
- Link audience attitudes and ideologies of the specific societies, i.e. the society at the time the media product was created and the current society, to explain why the media narrative is engaging to audiences.

For example:

In *Psycho* (Hitchcock, 1960) tension is constructed in the parlour scene through the manipulation of codes and conventions. This tension also reflects the 1960's American ideologies relating to gender, family and mental health.

In the Photographic series *Up In the Sky* (1997) by Tracey Moffatt, a point of interest in *Up in the Sky 1* is created through the manipulations of codes and conventions in the images. The relationship between the subjects reflects the historical and cultural Australian ideologies of an earlier period. How are these relationships read by audiences in current society?

In the online publication *The Music*, available on the [ISSUU website](#), interest is created in pages by the placement of images, headings and text grabs. The elements of the page are laid out in a particular way to grab audience attention and reflect specific viewpoints about current music and the influences of society and ideologies on style. How are these images read by different audiences? How do these ideologies differ for audiences from an earlier period of time?

- Ideology
- Construction of narrative
- Genre
- Style
- Audience
- Engagement
- Consumption
- Reading of media narratives

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Media/advice-for-teachers/Pages/Index.aspx#>

Cross study specifications

- **Media forms**
- **Media products**
- **Media technologies**
- **Media narratives**
- **Media codes**
- **Media conventions**
- **Media production process**
- **Media language**

School-assessed Coursework (SAC)

Sample approach

Designing the tasks

- The task addresses all of the key knowledge and skills with a range of structured and weighted questions or criteria or dot points to be discussed
- This should be covered throughout the unit in preparation for the SAC
- The key knowledge and skills can be unpacked using a range of examples from media products and real life events.

School-assessed Coursework (SAC)

Sample approach

Designing the task

- The questions must allow the students to address Unit 3 Outcome 3 key knowledge and key skills
- Questions should range in terms of difficulty or complexity from low-order to high-order questions (refer to Bloom's Taxonomy Teacher Planning Kit)
- Structured questions containing a range of actions such as *'Explain'*, *'Analyse'* and *'Discuss'*

LOW LEVEL THINKING SKILLS				HIGH LEVEL THINKING SKILLS							
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation						
<i>To show understanding finding in- Recall/Reproduce facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.</i>	<i>To use in a new situation. Solving problems by applying acquired knowl- edge, facts, techniques and rules in a different way.</i>	<i>To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to sup- port generalisations.</i>	<i>To change or create into some- thing new. Compiling information to- gether in a different way by combining elements in a new pattern or proposing alternative solutions.</i>	<i>To justify. Presenting and defend- ing opinions by making judgements about information, validity of ideas or quality of work based on a set of crite- ria.</i>							
Key words:	Key words:	Key words:	Key words:	Key words:	Key words:						
Choose Observe Show Copy Omit Spell Define Quote State Duplicate Read Tell Find Recall Trace How Recite What Identify Recognise When Label Record Where List Relate Which Listen Remember Who Locate Repeat Why Match Reproduce Write Memorise Retell Name Select	Ask Extend Outline Cite Generalise Predict Classify Give exam- ples Relate Compare Contrast Illustrate Rephrase Report Demonstrate Indicate Discuss Infer Review Estimate Interpret Show Explain Match Summarise Express Observe Translate	Act Employ Practice Administer Experiment Apply with Represent Associate Group Select Build Identify Show Calculate Illustrate Simulate Categorise Interpret Solve Choose Interview Summarise Classify Link Teach Connect Make use of Construct Manipulate Translate Correlation Model Use Demonstrate Organise Develop Perform Dramatise Plan	Analyse Examine Appraise Find Arrange Focus Assumption Function Breakdown Group Relation- ships Highlight Cause and In-depth effect discussion Research Choose Inference See Classify Inspect Select Differences Investigate Discriminate Isolate Dissect Motive Survey Distinction Omit Take part in Order Test for Divide Organise Theme Establish Point out Comparing	Adapt Estimate Plan Add to Experiment Predict Build Extend Produce Change Formulate Propose Choose Happen Reframe Combine Hypothesise Revise Compile Imagine Rewrite Compose Improve Simplify Construct Innovate Solve Convert Integrate Speculate Create Invent Substitute Delete Make up Suppose Design Maximise Tabulate Develop Minimise Test Devise Model Theorise Discover Modify Think Discuss Original Transform Elaborate Originate Visualise	Agree Disprove Measure Appraise Dispute Opinion Argue Effective Perceive Assess Estimate Persuade Award Evaluate Prioritise Bad Explain Prove Choose Give reasons Rate Compare Good Recommend Conclude Grade Rule on Consider How do we Select Convince know? Support Criteria Importance Test Critique Infer Useful Debate Influence Validate Decide Interpret Value Deduct Judge Why Defend Justify Mark						
Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:				
Describing Finding Identifying Listing Locating Naming Reproduction Recognising Retrieving	Definition Fact Label List Quiz Reproduction Text Workbook Worksheet	Classifying Comparing Exemplifying Explaining Label List Outline Quiz Paraphrasing Summarising	Collection Examples Explanation Label List Outline Quiz Show and tell Summary	Carrying out Executing Implementing Using	Demonstration Diary Illustrations Interview Journal Performance Presentation Sculpture Simulation	Attributing Deconstructing Integrating Organising Outlining Structuring	Abstract Chart Checklist Database Graph Mobile Report Spread sheet Survey	Constructing Designing Devising Investing Making Planning Producing	Advertisement Film Media product New game Painting Plan Project Song Story	Attributing Checking Deconstructing Integrating Organising Outlining Structuring	Abstract Chart Checklist Database Graph Mobile Report Spread sheet Survey
Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	Questions:				
Can you list three ...? Can you recall ...? Can you select ...? How did ... happen? How is ...? How would you describe ...? How would you explain ...? How would you show ...? What is ...? When did ...? When did ... happen? Where is ...? Which one ...? Who was ...? Who were the main ...? Why did ...?	Can you explain what is happening ... what is meant ...? How would you classify the type of ...? How would you compare ...?contrast ...? How would you rephrase the meaning ...? How would you summarise ...? What can you say about ...? What facts or ideas show ...? What is the main idea of ...? Which is the best answer ...? Which statements support ...? Will you state or interpret in your own words ...?	How would you use ...? What examples can you find to ...? How would you solve ... using what you have learned ...? How would you organise ... to show ...? How would you show your understanding of ...? What approach would you use to ...? How would you apply what you learned to develop ...? What other way would you plan to ...? What would result if ...? Can you make use of the facts to ...? What elements would you choose to change ...? What facts would you select to show ...? What questions would you ask in an inter- view with ...?	What are the parts or features of ...? How is ... related to ...? Why do you think ...? What is the theme ...? What motive is there ...? Can you list the parts ...? What inference can you make ...? What conclusions can you draw ...? How would you classify ...? How would you categorise ...? Can you identify the difference parts ...? What evidence can you find ...? What is the relationship between ...? Can you make a distinction between ...? What is the function of ...? What ideas justify ...?	What changes would you make to solve...? How would you improve ...? What would happen if...? Can you elaborate on the reason...? Can you propose an alternative...? Can you invent...? How would you adapt ... to create a different...? How could you change (modify) the plot (plan)...? What could be done to minimise (maximise)...? What way would you design...? Suppose you could ...what would you do...? How would you test...? Can you formulate a theory for...? Can you predict the outcome if...? How would you estimate the results for...? What facts can you compile...? Can you construct a model that would change...? Can you think of an original way for the ...?	Do you agree with the actions/outcomes...? What is your opinion of...? How would you prove/disprove...? Can you assess the value/importance of...? Would it be better if...? Why did they (the character) choose...? What would you recommend...? How would you rate the...? What would you cite to defend the ac- tions...? How would you evaluate ...? How could you determine...? What choice would you have made...? What would you select...? How would you prioritise...? What judgement would you make about...? Based on what you know, how would you explain...? What information would you use to sup- port the view...? How would you justify...? What data was used to make the conclu- sion...?						
Bloom's Taxonomy: Teacher Planning Kit											

<https://mygrowthmindset.home.blog/2019/03/14/how-do-i-love-blooms-taxonomy-let-me-count-the-ways/>

Planning a SAC: Example Unit 3 – Outcome 1

Key Knowledge	Key Skills
<ol style="list-style-type: none">1. The characteristics and construction of media narratives in selected media forms.2. How audiences from different periods of time engage with, consume and read media narratives.3. The relationship between and the function of media codes and conventions to convey meaning in selected media forms.4. The relationship between media narratives and the ideological and institutional contexts in which they are produced, distributed, consumed and read.5. The way ideologies shape media narratives.6. The relationship between media narratives and audiences7. Appropriate media language	<ol style="list-style-type: none">1. Explain the characteristics and construction of media narratives in selected media forms.2. Discuss how media narratives are constructed, consumed and read by audiences from different periods of time.3. Analyse the relationship between the function of media codes and conventions to convey meaning in selected media forms.4. Analyse the relationship between media narratives and the ideological and institutional contexts of production distribution, consumption and reception.5. Discuss how ideologies shape media narratives.6. Discuss the relationship between media narratives and audiences.7. Discuss audience engagement with, consumption and reading of media narratives.

Content vs. descriptors

	Item mapping	KK	KS
1	Explanation of the characteristics and construction of media narratives.	1, 2,7	1, 2,8
2	Analysis of the relationship between and the function of media codes and conventions to convey meaning.	3, 7	3, 8
3	Discussion on the relationship between media narratives and audiences, with an analysis of how audiences read, consume and are engaged by different media narratives from different periods of time.	2, 4, 6, 7	2, 4,6,7, 8
4	Discussion of how ideologies shape media narratives.	5,7	5,8
5	analysis of the relationship between media narratives and the ideological and institutional contexts of production, distribution, consumption and reception.	4, 2, 7	4,2, 8

SAC Question example –

Referring to one of the media narratives you studied this year, describe how two media codes are used to construct meaning for audiences.

4 Marks

Unit 3: School-assessed Coursework (SAC)

Sample approach

Marking the task

- Ensure that each structured question has an allocated mark which reflects the degree of difficulty or complexity required by the task words. These would be based on the key skills for the outcome
- Ensure that all total marks add up!
- Ensure that marking scheme used to assess a student's level of performance reflects the relevant aspects of the rubric/performance descriptors and be explained to the students before commencing the task

VCE Media 2018–2022

Performance Descriptors

VCE MEDIA					
SCHOOL-ASSESSED COURSEWORK					
Performance Descriptors					
Unit 3 Outcome 1 <i>On completion of this unit the student 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>	DESCRIPTOR: typical performance in each range				
	Very low	Low	Medium	High	Very high
	Limited explanation of the characteristics and construction of media narratives.	Some explanation of the characteristics and construction of media narratives.	Appropriate explanation of the characteristics and construction of media narratives.	Detailed explanation of the characteristics and construction of media narratives.	Sophisticated explanation of the characteristics and construction of media narratives.
	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
--------------	----------	--------------	------------	-----------------

Frequently asked questions

9. What are the ‘characteristics and construction’ of media narratives and how do these differ from the function of media codes and conventions?

The characteristics and construction of a media narrative is dependent on the media form and the characteristics of consumption. For example the technological difference in production may mean that characteristics of a film narrative with a three-act structure is different to a YouTube cooking video. The function of different print forms such as a fashion magazine versus a newspaper also influence the construction of a narrative. In photographic forms, a documentary series has a different narrative construction to that of a series of marketing photographs.

Media codes and conventions work together to engage an audience, structure the narrative and convey meaning. This is what is meant by the relationship of the audience and the media narrative.

[VCE Media Study Design page - Frequently asked Questions](#)

School-assessed Coursework (SAC) Authentication

1. Ensuring integrity and authenticity of School-based Assessments completed at home

Teachers should consider the full range of assessment task options in each study design and select the type that is most appropriate for a remote and flexible learning setting to assess student performance for the outcome. Questions and task requirements should ensure your students have a conceptual understanding of the key knowledge and can apply the key skills as opposed to simply recalling information through memorisation. Teachers should also consider the length of the time allocated and the assessment conditions that are best suited for remote and flexible learning.

Schools must also provide students with clear written details of the school's rules, the [VCAA rules](#) and the procedures and authentication requirements relating to school-based assessment. In particular, should highlight to students the rule that states *'students must not cheat or assist other students to cheat, including taking any action that gives or attempts to give them or another student an unfair advantage'*.

Schools should also ask students to fill in an [Authentication Record for School-based Assessment](#) form (available from VASS Downloads and from the VCAA website) for any school-based assessment work they complete outside of the classroom. This form requires students to sign a declaration, stating: 'I declare that all resource materials and assistance used have been acknowledged and that all unacknowledged work is my own'. There are a number of ways that the school can collect and maintain these declarations during periods of remote learning, including:

- asking students to submit the declaration with their school-based assessment work, either on the cover or the work itself, in their submission email or through a learning management system
- using an online form created using platforms such as Google Forms, Microsoft Forms, Survey Monkey or Compass Insights
- asking students to record their declaration via video or audio, which they can submit using email or through a learning management system

Checklist

Inform students re basis of assessment. (conditions task type, outcome to be assessed)

Ensure marks are clearly allocated and identified

Ensure totals add up

Ensure mark allocation corresponds to question difficulty

Ensure task reflects and assesses key knowledge and key skills

Check spelling, expression, syntax. Would it make sense to a VCE student?

Authorised and published by the
Victorian Curriculum and Assessment Authority

