



Sample assessment task	
Year level	10
Learning area	The Arts
Subject	Media Arts
Title of task	Documentary
Task details	
Description of task	<p>Making</p> <p>Produce a documentary film on a fictional star/celebrity who is a popular culture icon. The documentary needs to persuade the audience to take on an identifiable viewpoint, either positive or negative, in regards to that star/celebrity.</p>
Type of assessment	Summative
Purpose of assessment	To determine if students can select appropriate narrative conventions of the documentary genre and create a clearly established point of view/viewpoint through selection of codes to position the audience
Assessment strategy	<ul style="list-style-type: none"> • Audio-visual production • Written reflection
Evidence to be collected	<ul style="list-style-type: none"> • Storyboard • Audio-visual production
Suggested time	22 hours
Content description	
Content from the Western Australian Curriculum	<p>Media languages</p> <p>Introduction to key terminology and technologies related to selected context and focus</p> <p>Codes and conventions for constructing meaning in the selected media type, genre and/or style studied</p> <p>Alternative points of view for different audiences in the context of the media type, genre and/or style studied</p> <p>Media works that manipulate narrative conventions in the context of the media type, genre and/or style studied</p> <p>Representation</p> <p>Representation of ideas, issues and/or people in the media now, and/or in the past, and the values they represent or challenge (consideration of stereotypes)</p> <p>Production</p> <p>Controls, constraints and audience values impacting upon the production context of media work</p> <p>Skills and processes</p> <p>Media production skills to integrate and shape codes and conventions in media work for a specific purpose, meaning and style</p> <p>Independent awareness of safe production practices when using technologies and resources</p> <p>Team skills and specific role responsibilities</p> <p>Personal and group timelines and application of problem-solving skills</p> <p>Clear self-production processes using appropriate technical skills, scripts, storyboards and layouts</p> <p>Analysing and reflecting on intentions</p> <p>The impact of their own and others' media work for the intended audience, purpose and context</p>

	<p>Media work from contemporary and past times to explore differing viewpoints in Australian media work and/or international media work</p> <p>Media conventions, social and cultural beliefs and values, local and/or global, that underpin representations and shape purposes and processes in media work</p> <p>Values presented or challenged by celebrities, stars and/or heroes</p> <p>Audience</p> <p>Impact of intended audience on the producer's selections in choosing codes and conventions, styles, narrative, genre, representations, stereotypes, differing points of view and values</p> <p>Intended audience profiles of specific media work</p>
Task preparation	
Prior learning	Students have previously studied: documentary styles, conventions, narrative structure and techniques; analysed how pop icons represent defining characteristics of a given society or era; analysed how representations embody cultural or societal values and experimented with the manipulation of codes to establish point of view and persuade audiences.
Assessment differentiation	<p>Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.</p>
Assessment task	
Assessment conditions	<p>Students will complete this task within 22 hours of class time:</p> <ul style="list-style-type: none"> • 6 hours planning and pre-production • 6 hours filming • 8 hours editing • 2 hours presentation, critiquing and reflection
Resources	<ul style="list-style-type: none"> • cameras and editing systems • appropriate planning/storyboard/scripting template - see template

Task

Produce a documentary film on a fictional star/celebrity who is a popular culture icon. The documentary needs to persuade the audience to take on an identifiable viewpoint (negative or positive) in regards to that star/celebrity.

Time plan

Students will complete this task within 22 hours of class time.

Group work

This is a group work task; however, the written reflection is to be completed individually.

Checklist of key concepts to demonstrate through the production process:

- selection of appropriate documentary **style and narrative conventions**
- creation of a **point of view for an intended audience through selection of codes**
- consideration of **ethical responsibilities** in relation to choice of **subject, point of view and audience**
- consideration of ideas about society and the **social/cultural values** that your popular culture icon reflects
- ability to work within teacher-imposed **constraints**, including directed timelines and locations
- media **production skills** to integrate **codes and conventions** in media work for a specific purpose, audience and meaning
- use of clear self-production processes, including scripts and storyboards
- awareness of **safe production practices** when working with media equipment
- **team skills**, including undertaking specific roles and responsibilities, setting and meeting personal and group timelines and problem solving.

Making

As a class, complete the following tasks:

- revise the representation of popular icons studied
- identify dominant societal values of today
- identify key features of these pop culture icons/stars and celebrities, and how they reflect or challenge dominant societal values
- brainstorm possible fictional stars/celebrities and their characteristics
- consider possible intended audiences
- consider possible ethical and other controls and constraints
- discuss ways to use media technologies safely .

In your group:

- create a fictional popular culture icon for your documentary and establish the viewpoint (positive or negative) you wish to present
- create a character profile of your chosen popular culture icon and describe the dominant societal values he/she reflects or challenges
- select an intended audience
- consider appropriate codes to use in the creation of the popular culture icon
- select an appropriate documentary style
- consider how you will use documentary conventions to reinforce the point of view (such as re-enactments, key witnesses, archival footage and interviews)
- consider mise-en-scène (locations, costuming, lighting) and written and audio codes to include to help establish your point of view
- consider the possible positions and movements of the camera, and how this can create a point of view /perspective for the audience
- allocate roles and responsibilities for group members and establish timelines
- create a script and/or storyboard
- film required information/interviews/visuals/voice overs.

- edit material into the appropriate sequence and add audio, written information, graphics and special effects, as required
- all work must be divided equally among group members
- present to the class, justifying selections made.

Responding

As a class:

- reflect on own and others' productions.

Individually:

- written response about the production and process.

Self-evaluation of the Pre-production process and completed production

1. What is the purpose of your documentary?
2. Describe your intended audience. What documentary style have you chosen to appeal to this audience?
3. What documentary conventions did you utilise and how did these selections establish a clear point of view of your popular culture icon?
4. Was your representation positive or negative? How did this representation reflect dominant societal values?
5. Give examples of selections and omissions made during the production process. How did these selections reinforce your point of view?
6. If you were to recreate your documentary, what could you and/or your group have done to make your documentary better?
7. Explain the impact of constraints that you had to face during the production process, such as ethical, time, technological and teacher imposed constraints, censorship and classification.

Sample marking key

Making	
Description	Marks
Media Languages: Codes and narrative conventions of documentary genre, point of view	
Manipulates codes and narrative conventions of documentary discerningly and purposefully to construct a clear viewpoint to effectively position intended audience.	7–8
Manipulates codes and narrative conventions of documentary effectively to construct a viewpoint to position audience.	5–6
Selects and combines codes and narrative conventions of documentary to construct meanings and position the audience.	3–4
Uses some codes and narrative conventions, in a limited manner, to construct meanings, showing some awareness of audience.	1–2
Subtotal	8
Description	Marks
Representation: Values	
Discerningly constructs a complex representation of a popular culture icon that reflects or challenges dominant societal values.	4
Constructs a strong representation a popular culture icon that reflects or challenges dominant societal values.	3
Constructs a popular culture icon that reflects or challenges dominant societal values.	2
Constructs a documentary that presents a popular culture icon with limited recognition of values.	1
Subtotal	4
Description	Marks
Skills and Processes: Pre-production	
Completes comprehensive planning and scripting for a documentary.	4
Completes detailed planning and scripting for a documentary.	3
Completes most required planning and scripting for a documentary.	2
Undertakes limited required planning and scripting for a documentary.	1
Subtotal	4
Description	Marks
Skills and Processes: Production and Post-production	
Uses refined skills and problem solving to manipulate media technologies creatively and effectively to produce a documentary.	7–8
Uses refined skills and problem solving to effectively produce a documentary.	5–6
Applies problem solving to create a documentary with mostly effective results.	3–4
Uses media technologies inconsistently in the creation of a documentary.	1–2
Subtotal	8

Description	Marks
Skills and Processes: Team Skills and Safety	
Effectively fulfils responsibilities, consistently contributes to team problem solving and independently follows safe practices.	4
Fulfils responsibilities, contributes to team problem solving and independently follows safe practices.	3
Mostly fulfils responsibilities, contributes to some team problem solving and independently follows safe practices.	2
Fulfils some responsibilities, participates minimally in team problem solving and intermittently follows safe practices.	1
Subtotal	4
Making total	28
Responding	
Description	Marks
Analysing and Reflecting	
Analyses the impact of selections made to reflect or challenge values and present a point of view to the intended audience.	7–8
Discusses the impact of selections made to reflect or challenge values and present a point of view to the intended audience.	5–6
Describes aspects of media work and explains the impact of these selections made during the documentary production to present a point of view to the audience.	3–4
Describes aspects of media work and some description of the impact of these selections made during the documentary production.	1–2
Subtotal	8
Responding total	8
Total	36



Student Name: _____

Media Arts Storyboard Template

1	2	3	4
Shot and audio notes	Shot and audio notes	Shot and audio notes	Shot and audio notes
5	6	7	8
Shot and audio notes	Shot and audio notes	Shot and audio notes	Shot and audio notes

9	10	11	12
Shot and audio notes	Shot and audio notes	Shot and audio notes	Shot and audio notes
13	14	15	16
Shot and audio notes	Shot and audio notes	Shot and audio notes	Shot and audio notes