PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 Media Studies**

Pre-approved learning and assessment plans are for *school use only*.

* Teachers may make changes to the plan, retaining alignment with the subject outline.
* The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
* The plan does not need to be submitted to the SACE Board for approval.

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| School |  | Teacher(s) |  |

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| SACE  School Code | | |  | Year |  | Enrolment Code | | | | |  | Program Variant Code (A–W) |
| Stage | Subject Code | | | No. of Credits (10 or 20) |
|  |  |  |  | **1** | **M** | **E** | **S** | **10** |  |

**Addendum – changes made to the pre-approved learning and assessment plan**

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| Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:   * what changes have been made to the plan * the rationale for making the changes * whether these changes have been made for all students, or for individuals within the student group. |

**Endorsement**

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

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| Signature of principal or delegate |  | Date |  |

Stage 1 Media Studies (10-credits)

Assessment Overview

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

| **Assessment Type and Weighting** | **Details of assessment** | **Assessment Design Criteria** | | | | **Assessment conditions**  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- | --- |
| **KU** | **RA** | **P** | **C** |
| **Assessment Type 1: Folio**  **Weighting 40%** | Students, in groups, choose a contemporary issue related to environment, health, education, internationalism, around which they undertake research to create their own documentary plan. Research could include statistical data, historical developments, political points of view, specialist interpretations, identification of local contacts, and archival multimodal resources. Students draft interview questions and represent the elements in a timeline/storyboard. | 1 | 2 |  | 2 | Folio of multimodal resources, e.g. notes, sketches, emails, archival material. All material must be copyright free or permissions granted. |
| In pre-production groups, students create digital texts to support their final production e.g. original or adapted music and/or sound design; scanning (and maybe cropping) of archival or other photographs, film, or records to appropriate image size; creating motion effects with still images using a program such as *Photo Story* and incorporating narration and relevant sound effects; or titles, credits, special effects and background fields. The oral/digital presentation conveys evidence of knowledge, understanding and analysis of how audience influence and are influenced by, forms and content of media texts. | 2 | 1,2 |  | 1 | Multimodal (oral/digital) presentations of 5 minutes maximum. |
| **Assessment Type 2: Interaction Study**  **Weighting 20%** | Students reflect on their personal interaction with one or more feature documentaries such as *Dog town* and *Z-Boys*. They write a comprehensive analytical review, as if for publication in media arts pages/blogs, reporting their evaluation of one of the following: representation of groups and individuals; elements of form and content; intended audience and effect on that audience; or another negotiated area. | 2 | 1,2,3 |  | 2 | Written task up to a maximum 800 words. |
| **Assessment Type 3: Product**  **Weighting 40%** | Students review and further develop their production plan to design and construct a 5 minute video documentary. They identify relevant techniques to be used, complete and evaluate their product. Students provide evidence of recognition and analysis of the ways that groups and individuals are represented in media as well as collaborative production skills in use of techniques and technologies (interviewing, framing, camera work and editing) in comprehensive reproduction of conventions of the documentary media form. Students reflect on their roles in their individual evaluation. |  |  | 1,2 | 1,2 | Documentary video (5-minute maximum)  Individual students evaluate their selected role in the production process in a 2-minute oral assessment. |

***Four assessments.*** *Please refer to the Stage 1 Media Studies subject outline.*