

NAME:

YEAR 11 MEDIA UNIT 1

OUTCOME 1: TASK 1&2

The following tasks will contribute to your assessment for Outcome 1:

TASK 1- Forrest Gump in class participation/responses

Task 2 - Practical Task: Print Task

Representation SAC - Open Book

Due Week 7

In class Week 6

**All tasks must be completed to gain an S for Outcome 1*

TASK 1&2 – Forrest Gump & Print Product

Unit 1: Media forms, representations and Australian stories

AREA OF STUDY 1 – MEDIA REPRESENTATIONS OUTCOME 1:

Key skills:

- explain the nature and form of representations within media products and forms from different periods of time, locations and contexts
- analyse the media codes and conventions used to construct media products and meanings in different media forms from different periods of time, locations and contexts
- compare the construction of representations within and across media products and forms from different periods of time, locations and contexts
- discuss how audiences engage with and consume, read and produce representations in media products and forms

- discuss the social and institutional factors influencing the distribution of and relationships between audiences and media representations
- use appropriate **media language** in the analysis and discussion of media representation..

Create a print ad for a **selected time period, society and specific audience** that promotes a positive representation of one of the stereotypes discussed (**Gender, Disability, Race, Class**).

On completion of this assessment you should be able to explain how media representations in a large range of media productions and forms and different time periods, locations and contexts are constructed, distributed, engaged with, consumed and read by audiences.

YOUR TASK:

PRINT AD OPTIONS:

- Billboard
- Magazine ad or cover
- Newspaper ad
- Social media still image
- Film poster / CD or DVD Cover

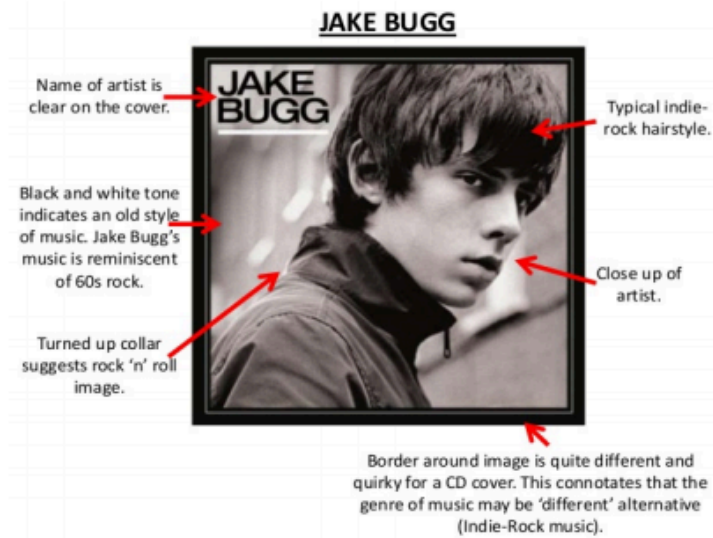
All PRINT campaigns should consider the conventions of print. You must think about the following before creating your print production.

Layout / Colour / Use of white space / Font / Text / Images / Size / Colour / Composition / Paper stock / Location / Social Values and Ideologies / Time period / Audience

Code & Conventions of PRINT

- Layout & Use of White Space

- Colour
- Images – Size & Position
- Text
- Font choice
- Composition
- Paper Stock
- Location & Distribution
- Quantity



***Please note, this is still being adapted from the past SD, keeping in mind that not all aspects need to be formally assessed.**

I'm keen to simplify this further - Erin

PART 1 & 2:

Task 1: Forrest Gump	Very High 9-10	High 7-8	Med 5-6	Low 3-4	Very Low 1	Not Shown 0
Class participation & engagement with Forrest Gump discussion	Excellent participation & documentation of class discussion within folio. Insightful and critical in thoughts and discussions. Referred to specific examples from movie/other media forms within discussion.	Good level of participation & documentation of class discussion within folio. Insightful and critical in thoughts and discussions.	Good level of participation & documentation of class discussion within folio.	Some participation & documentation of class discussion within folio.	Limited participation & documentation of class discussion within folio.	
Task 2: Print	Very High 5	High 4	Med 3	Low 2	Very Low 1	Not Shown 0
Specific chosen time/context/audience	Very strong indication of time, context and audience of chosen stereotype	Very good indication of time, context and audience of chosen stereotype	Good indication of time, context and audience of chosen stereotype	Some indication of time, context and audience of chosen stereotype - could have been more clear.	Little indication of time, context and audience of chosen stereotype - needed to be more explicit.	
Communication of positive representation of chosen stereotype (Gender, Disability, Race, Class).	Very strong representation was clearly thought out and communicates a positive representation of chosen stereotype clearly.	Very good representation was clearly thought out and communicates a positive representation of chosen stereotype clearly.	Good representation was adequately thought out and communicates a positive representation of chosen stereotype.	Some representation but may not be clear in communicating a positive representation of chosen stereotype.	The stereotype being represented was not clear and very little evidence was given to support ideas.	.
Print Codes & Conventions	Very strong use of Print Codes & Conventions	Very good use of Print Codes & Conventions	Good use of Print Codes & Conventions	Some use of Print Codes & Conventions but more could have been addressed	Little use of Print Codes & Conventions but more could have been addressed - needed to be more explicit.	
Quality of documentation in folio	Excellent folio documentation including images and annotations that include discussion of time, context, audience and relate back to the stereotype being depicted..	A high level of folio documentation including images and annotations.	Good folio documentation including images and annotations.	Some folio documentation including images and annotations. Annotations are basic and don't include key information.	Limited folio documentation including images and annotations. Annotations are basic and don't include key information.	

Quality of production	Excellent skill and technical competence in creating a print production.	A high level of print production created.	Good quality of print production created.	Some quality of print production created. More care could have been taken.	Limited quality of print production created. Basic work and poor technical competence.	
Evaluation/write up of Print production	Detailed and insightful Good evaluation of print production. Has reflected on what, how, selections/omissions, codes & conventions & engagement of Target Audience in detail, including images of final print production..	Very Good evaluation of print production. Has reflected on what, how, selections/omissions, codes & conventions & engagement of Target Audience.	Good evaluation of print production. Has reflected on what, how, selections/omissions, codes & conventions & engagement of Target Audience.	Basic evaluation of print production..	Limited evaluation of print production.	

TOTAL: __/40 ____% GRADE: _____
Teacher Comments:

Task 3: SAC

VCE MEDIA

SCHOOL-ASSESSED COURSEWORK

**Adapted from the Unit 3 AOS1 Performance Descriptor document*

VCE Media Unit 1 AOS1 Media Representations

Task 3: SAC

Performance Descriptors

Unit 1 Outcome 1 - On completion of this unit the student should be able to explain the construction of media representations in different products, forms and contexts, including how audiences engage with, consume and read these representations.

Adapted from Unit 3 AOS 1 Performance Descriptors:

Unit 3 Outcome 1

Analyse the construction of media narratives; discuss audience engagement, consumption and reading of narratives; and analyse the relationship between narratives and the contexts in which they are produced.

		DESCRIPTOR: typical performance in each range				
U1 AOS1 Key Skills:	0 - not shown	1-2 Limited/ Very Low Beginning	3-4 Low/ Consolidating	5-6 satisfactory/ Medium/ Established	7-8 good/ High/ Proficient	9-10 Excellent/ Very High/ Mastery
<p>Criterion1:</p> <p>explain the nature and form of representations within media products and forms from different periods of time, locations and contexts</p> <p>discuss the construction of representations in media narratives and how they reflect or challenge views and values of a specific context</p> <p>explain the relationship between media narratives and the contexts in which they were produced</p>		<p>Limited description of the nature and form of representations within media products and forms from different periods of time, locations and contexts</p> <p>Identifies how the construction of a media narrative can reflect or challenge the views and values of its context.</p> <p>Identifies the relationship between a media narrative and the context in which it was produced.</p>	<p>Some description of the nature and form of representations within media products and forms from different periods of time, locations and contexts</p> <p>Outlines how the construction of a media narrative can reflect or challenge the views and values of its context.</p> <p>Outlines the relationship between a media narrative and the context in which it was produced.</p>	<p>Appropriate explanation of the nature and form of representations within media products and forms from different periods of time, locations and contexts</p> <p>Defines how the construction of a media narrative can reflect or challenge the views and values of its context.</p> <p>Describes the relationship between a media narrative and the context in which it was produced.</p>	<p>Detailed description of the nature and form of representations within media products and forms from different periods of time, locations and contexts</p> <p>Describes how the construction of a media narrative can reflect or challenge the views and values of its context.</p> <p>Analyses the relationship between a media narrative and the context in which it was produced.</p>	<p>Sophisticated description of the nature and form of representations within media products and forms from different periods of time, locations and contexts</p> <p>Discusses how the construction of a media narrative can reflect or challenge the views and values of its context.</p> <p>Explains the relationship between a media narrative and the context in which it was produced.</p>

<p>Criterion2: analyse the media codes and conventions used to construct media products and meanings in different media forms from different periods of time, locations and contexts</p> <p>analyse the relationship between and the function of codes and narrative conventions to convey meaning in selected media forms</p>		<p>Limited explanation of the relationship between and the function of media codes and conventions to construct media and convey meaning.</p> <p>Identifies the function and relationship of codes and narrative conventions used to convey meaning in a selected media form</p>	<p>Little analysis of the relationship between and the function of media codes and conventions to construct media and convey meaning.</p> <p>Outlines the function and relationship of codes and narrative conventions used to convey meaning in a selected media form</p>	<p>Appropriate analysis of the relationship between and the function of media codes and conventions to construct media and convey meaning.</p> <p>Defines the relationship between and function of codes and narrative conventions used to convey meaning in a specified media form</p>	<p>Detailed analysis of the relationship between and the function of media codes and conventions to construct media and convey meaning.</p> <p>Examines the relationship between and function of codes and narrative conventions used to convey meaning in a specified media form.</p>	<p>Insightful analysis of the relationship between and the function of media codes and conventions to construct media and convey meaning.</p> <p>Analyses the relationship between and the function of codes and narrative conventions to convey meaning in selected media forms.</p>
<p>Criterion3: compare the construction of representations within and across media products and forms from different periods of time, locations and contexts</p>		<p>Very limited comparison of the construction of representations within and across media products and forms from different periods of time, locations and contexts</p>	<p>Some comparison of the construction of representations within and across media products and forms from different periods of time, locations and contexts</p>	<p>Appropriate comparison of the construction of representations within and across media products and forms from different periods of time, locations and contexts</p>	<p>Detailed comparison of the construction of representations within and across media products and forms from different periods of time, locations and contexts</p>	<p>Sophisticated comparison of the construction of representations within and across media products and forms from different periods of time, locations and contexts</p>
<p>Criterion4: discuss how audiences engage with and consume, read and produce representations in media products and forms</p> <p>discuss how media narratives are constructed,</p>		<p>Very limited of, but with limited analysis of how audiences read, consume and are engaged by different media media representations narratives from different periods of time.</p> <p>Identifies the ways audiences consume and read media narratives</p> <p>Identifies how audiences from different contexts engage with, consume and read media narratives</p>	<p>Some discussion of and some analysis of how audiences read, consume and are engaged by different media representations narratives from different periods of time.</p> <p>Outlines the ways audiences consume and read media narratives.</p>	<p>Appropriate discussion of and some analysis of how audiences read, consume and are engaged by different media representations narratives from different periods of time.</p> <p>Defines the ways audiences consume and read media narratives.</p>	<p>Detailed discussion of and analysis of how audiences read, consume and are engaged by different media media representations narratives from different periods of time.</p> <p>Describes the ways audiences consume and read media narratives</p>	<p>Sophisticated discussion of and insightful analysis of how audiences read, consume and are engaged by different media media representations narratives from different periods of time.</p> <p>Discusses the ways audiences consume</p>

consumed and read by audiences analyse the ways in which audiences from different contexts engage with, consume and read media narratives			Outlines how audiences from different contexts engage with, consume and read media narratives	Describes how audiences from different contexts engage with, consume and read media narratives	Discusses how audiences from different contexts engage with, consume and read media narratives	and read media narratives Analyses how audiences from different contexts engage with, consume and read media narratives
Criterion5: discuss the social and institutional factors influencing the distribution of and relationships between audiences and media representations		Very limited discussion of the social and institutional factors influencing the distribution of and relationships between audiences and media representations	Some discussion of the social and institutional factors influencing the distribution of and relationships between audiences and media representations	Good discussion of the social and institutional factors influencing the distribution of and relationships between audiences and media representations	Very good discussion of the social and institutional factors influencing the distribution of and relationships between audiences and media representations	Excellent discussion of the social and institutional factors influencing the distribution of and relationships between audiences and media representations
Criterion 6: use appropriate media language in the analysis and discussion of media representation. use appropriate media language *this applies to ALL tasks 1-3		Uses media language to identify narratives, contexts and audiences	Uses media language to outline narratives, contexts and audiences	Applies media language to examine narratives, contexts and audiences	Applies media language to analyse narratives, contexts and audiences	Applies media language to evaluate narratives, contexts and audiences

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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TOTAL: __/40 _____% GRADE: _____
Teacher Comments: