

# Film, Television & New Media 2025 v1.2

## IA1: Sample assessment instrument

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

|                       |             |
|-----------------------|-------------|
| <b>Student name</b>   | sample only |
| <b>Student number</b> | sample only |
| <b>Teacher</b>        | sample only |
| <b>Issued</b>         | sample only |
| <b>Due date</b>       | sample only |

## Marking summary

| Criterion                         | Marks allocated | Provisional marks |
|-----------------------------------|-----------------|-------------------|
| Applying written literacy skills  | 3               |                   |
| Analysing features                | 6               |                   |
| Evaluating audience participation | 6               |                   |
| <b>Overall</b>                    | <b>15</b>       |                   |

# Conditions

|                           |  |
|---------------------------|--|
| <b>Technique</b>          | Case study investigation   |
| <b>Unit</b>               | Unit 3: Participation  |
| <b>Topic/s</b>            | Area of study: Technologies<br>Area of study: Audiences<br>Area of study: Institutions   |
| <b>Mode / length</b>      | Written: up to 1500 words  |
| <b>Individual / group</b> | Individual   |
| <b>Other</b>              | Students can develop their responses in class time and their own time.<br>Students: <ul style="list-style-type: none"><li>• may support their responses with digital elements appropriate to the type of publication</li><li>• must have open access to resources.</li></ul> |
| <b>Resources</b>          | Open access to resources   |

# Context

*Screen Education* is an Australian magazine published by the Australian Teachers of Media, for teachers and students of media. The magazine will publish a special issue about how audiences participate in and interact with multi-platform media. Multi-platform media products encourage audiences to use a range of technologies in real time and across platforms to interact with and share an experience with content producers and other audience members.

# Task

Your task is to select a moving-image media case (classification MA15+ or lower) that allows audiences to interact with content in particular ways and for particular purposes, within defined contexts of production and use. In your investigation, you will examine how technological features and institutional factors enable and shape audience participation. Your report should analyse how the case's features encourage audience interaction, and evaluate how and why audiences take part, including the benefits and/or limitations that impact their participation, using examples to support your ideas. Your findings must be presented in a formal written report, with referencing.

**To complete this task, you must:**

- **apply** written literacy skills using relevant terminology, referencing, and language conventions
- **analyse** the features that provide opportunities for audience interaction
- **evaluate** audience participation in a moving-image media case.

# Checkpoints

- ☐ Week 2: Decide on case for investigation
- ☐ Week 4: Submit draft
- ☐ Week 5: Final submission

# Authentication strategies

- You will be provided class time for task completion.
- Your teacher will observe you completing work in class.
- Your teacher will collect and annotate a draft.
- You must acknowledge all sources.
- You must submit a declaration of authenticity.

# Scaffolding

- Consider the concept of multi-platform media when selecting a moving-image media 'case'.
- Consider the kinds of primary and secondary research data you may use, such as
  - ratings
  - reviews
  - audience interviews.

- Consider the impact of the contexts of production and use of your chosen case, including
  - technological characteristics, e.g. means of access, screen characteristics, platform functions
  - institutional characteristics, e.g. regulation, distribution, policy, organisational purpose and structure
- Consider the features that the audience interacts with while participating in your specific case by analysing
  - the nature and purpose of that experience and the features that encourage sustained engagement
  - how producers have designed content to invite participation
- Evaluate the factors that relate to the participation of audiences in your chosen case, including the benefits and/or limitations that impact their participation.
- Present the findings of your investigation in a written report in which you use primary and secondary research data as evidence to support your ideas.
- Ensure you include referencing as part of your report.
- The use of generative artificial intelligence (AI) tools to produce any part of this response is not permitted. Any content suspected to be generated or heavily influenced by AI will be subject to investigation under the academic integrity policy.

# Instrument-specific marking guide (IA1): Case study investigation response (15%)

| Applying written literacy skills  | Marks |
|---|-------|
| The student response has the following characteristics:   |       |
| <ul style="list-style-type: none"> <li>• application of written literacy skills to communicate well-articulated ideas in a sustained, logical sequencing of information, enhanced by accurate use of key terminology</li> </ul> | 3     |
| <ul style="list-style-type: none"> <li>• application of written literacy skills using relevant terminology, referencing, and language conventions</li> </ul>  | 2     |
| <ul style="list-style-type: none"> <li>• use of terminology and language conventions.</li> </ul>  | 1     |
| The student response does not satisfy any of the descriptors above.   | 0     |

| Analysing features   | Marks |
|--|-------|
| The student response has the following characteristics:  |       |
| <ul style="list-style-type: none"> <li>• analysis of features designed to               <ul style="list-style-type: none"> <li>– initiate participation</li> <li>– sustain audience engagement</li> </ul> </li> </ul>                            | 5–6   |
| <ul style="list-style-type: none"> <li>• analysis of features that               <ul style="list-style-type: none"> <li>– operate within contexts of production</li> <li>– provide opportunities for audience interaction</li> </ul> </li> </ul> | 3–4   |
| <ul style="list-style-type: none"> <li>• explanation of technologies, audiences and institutions relevant to the chosen case</li> </ul>  | 2     |
| <ul style="list-style-type: none"> <li>• identification and description of the features of the moving-image media case.</li> </ul>   | 1     |
| The student response does not satisfy any of the descriptors above.  | 0     |

| Evaluating audience participation   | Marks |
|---|-------|
| The student response has the following characteristics:   |       |
| <ul style="list-style-type: none"> <li>• evaluation of factors to reach judgments or conclusions about the chosen case,               <ul style="list-style-type: none"> <li>– including benefits and/or limitations for audience participation</li> <li>– justified through convincing evidence</li> </ul> </li> </ul> | 5–6   |
| <ul style="list-style-type: none"> <li>• evaluation of factors               <ul style="list-style-type: none"> <li>– relating to audience participation in a moving-image media case</li> <li>– supported by evidence</li> </ul> </li> </ul>   | 3–4   |
| <ul style="list-style-type: none"> <li>• evaluation of a factor relating to audience participation in a moving-image media case</li> </ul>  | 2     |
| <ul style="list-style-type: none"> <li>• identification of audience for a moving-image media case.</li> </ul>   | 1     |
| The student response does not satisfy any of the descriptors above.   | 0     |

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