Film Television and New Media (2005)
Sample assessment instrument

Production task
July 2010
Purposes of assessment

The purposes of assessment are to:

- promote, assist and improve student learning
- inform programs of teaching and learning
- provide information for those people — students, parents, teachers — who need to know about the progress and achievements of individual students to help them achieve to the best of their abilities
- provide information for the issuing of certificates of achievement
- provide information to those people who need to know how well groups of students are achieving (school authorities, the State Minister for Education and Training and the Arts, the Federal Minister for Education).

It is common practice to label assessment as being formative, diagnostic or summative, according to the major purpose of the assessment.

The major purpose of formative assessment is to help students attain higher levels of performance. The major purpose of diagnostic assessment is to determine the nature of students’ learning, and then provide the appropriate feedback or intervention. The major purpose of summative assessment is to indicate the achievement status or standards achieved by students at a particular point in their schooling. It is geared towards reporting and certification.

Syllabus requirements

Teachers should ensure that assessment instruments are consistent with the requirements, techniques and conditions of the Film Television and New Media syllabus and the implementation year 2005.

Assessment instruments

High-quality assessment instruments:

- have construct validity (the instruments actually assess what they were designed to assess)
- have face validity (they appear to assess what you believe they are intended to assess)
- give students clear and definite instructions
- are written in language suited to the reading capabilities of the students for whom the instruments are intended
- are clearly presented through appropriate choice of layout, cues, visual design, format and choice of words
- are used under clear, definite and specified conditions that are appropriate for all the students whose achievements are being assessed
- have clear criteria for making judgments about achievements (these criteria are shared with students before they are assessed)
- are used under conditions that allow optimal participation for all
- are inclusive of students’ diverse backgrounds
- allow students to demonstrate the breadth and depth of their achievements
- only involve the reproduction of gender, socioeconomic, ethnic or other cultural factors if careful consideration has determined that such reproduction is necessary.

2 Assessment instruments are the actual tools used by schools and the QSA to gather information about student achievement, for example, recorded observation of a game of volleyball, write-up of a field trip to the local water catchment and storage area, a test of number facts, the Senior External Examination in Chinese, the 2006 QCS Test, the 2008 Year 4 English comparable assessment task.
Film Television and New Media (2005)

Sample assessment instrument

Production task

Compiled by the Queensland Studies Authority

July 2010

The QSA acknowledges the contribution of the Film, Television and New Media State Review Panel in the preparation of this document.

About this assessment instrument

This sample is intended to help teachers implement the syllabus in their school setting. It provides information about:

- designing assessment that provides opportunities to demonstrate syllabus standards descriptors for the dimension of production
- formatting assessment instruments that allow students to understand and access the complete requirements of the task
- clearly communicating and making explicit the conditions of the assessment and how these conditions can be met through the use of supporting documentation.
Film, Television and New Media

Assessment instrument

Context
During the unit, we have been examining the genres and individual shows that are popular with a youth audience and the reasons for their popularity. One TV genre that is certainly popular with youth is the music video clip. Now it is time for you to create a music video that will appeal to a youth audience.

Key concepts: Representations, audiences, institutions

Task
Individually or in groups of two or three, you are to each film and edit the segment of the music video clip that you shot listed in the previous task, to create a music video clip.

Your video should use the conventions and institutional practices of music videos and suitable representations and should be suitable for a youth audience.

Your clip should be 1–2 minutes for an individual and 2–3 minutes in length for a group.

Steps to follow
1. Photocopy your shot list.
2. Make appropriate modifications to your shot list on the photocopy, based on your teacher’s feedback. Fix any errors and add any new shots needed.
3. Fill out the Shooting script, placing shot information on the script in the order in which you will film, divided by location.
4. Have your shooting script checked and signed by your teacher.
5. Organise locations, talent (actors) and necessary props and costumes. For some locations, you will need to seek permission to film there.
6. Check with your teacher and fill out the Location agreement and Release forms for your talent — these are found in your production booklet.
7. Book a camera and tripod with your teacher, then film. Make sure your talent is organised well in advance.
8. View your rushes tape and evaluate your filming using the Evaluation of rushes section of the shooting script. If you have any unsatisfactory filming, you may need to organise time to refilm. Talk to your teacher.
9. Complete an Edit script and book editing time with your teacher.
10. Edit.
**Conditions**

- Length: Individual 1–2 minutes / Group 2–3 minutes.
- Some class time for shot list revision; filming and editing done in own time (5 wks)
- 3–5 hours of editing time for your group.
- Digital tape is to remain at school after filming.
- Photocopied shot list, production booklet, and task sheet must be handed in.
- DVD is to be burnt, ready to be marked.

**Key concepts to be assessed**

<table>
<thead>
<tr>
<th>Representations</th>
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<tbody>
<tr>
<td>• Construct versions of reality that suit a particular context of production and use</td>
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<tr>
<td>• Incorporate the relevant social and cultural discourses relating to the portrayal of ideas, concepts, individuals, groups and places</td>
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<th>Audiences</th>
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<tr>
<td>• Aim to position for particular purposes</td>
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<td>• Address audiences as consumers</td>
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<td>• Draw on audiences’ prior experiences to actively engage them</td>
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<tr>
<th>Institutions</th>
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<tr>
<td>• Incorporate processes for producing and regulating moving-image media</td>
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<td>Take workplace health and safety into consideration</td>
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**Checklist**

- SHOOTING SCRIPT CHECKED BY TEACHER:
- FILMING BOOKED FOR:
- EDITING BOOKED FOR:
- DUE DATE:
## Instrument-specific criteria and standards

**Television — targeting youth**

### Individual / group production criteria sheet

<table>
<thead>
<tr>
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<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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<tbody>
<tr>
<td><strong>Production</strong></td>
<td>The student <strong>effectively applies</strong> the key concepts of representations and institutions through the <strong>effective use</strong> of <strong>music video</strong> conventions to create a segment of a film clip suitable for a <strong>youth audience</strong>, that exploits and realises the potential of production practices.</td>
<td>The student <strong>applies</strong> the key concepts of representations and institutions through the <strong>suitable use</strong> of <strong>music video</strong> conventions to create a segment of a film clip suitable for a <strong>youth audience</strong>, that realises the potential of production practices.</td>
<td>The student <strong>applies aspects</strong> of the key concepts of representations and institutions through the <strong>use</strong> of mostly suitable <strong>music video</strong> conventions to create a segment of a film clip that is mostly suitable for a <strong>youth audience</strong> and <strong>uses</strong> production practices.</td>
<td>The student <strong>loosely relates</strong> the key concepts of representations and institutions through <strong>limited use</strong> of <strong>music video</strong> conventions to create a segment of a film clip using <strong>some</strong> production practices.</td>
<td><strong>The student records moving images and/or sound.</strong></td>
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The qualitative differences between the standards are clearly indicated.

### Key:
- Qualitative differences as described at each standard
- **Instrument-specific wording**
- Wording is not used at any other standard

### Comments

### Result