Year 11 General Media Production and Analysis - Unit 2

Point of View
<table>
<thead>
<tr>
<th>Week</th>
<th>Learning activities</th>
<th>Checkpoint</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1    | Course introduction, discuss assessment types and weightings  
File requirements, explain and discuss school policy requirements  
Introduce context of Point of View/Representation of Teens  
Key terminology:  
- Point of view  
- Selection of detail  
- Omission  
- Version of reality  
Introduce journal keeping by asking students to begin their own media vocabulary page as new words are introduced and used  
Introduce production codes and conventions  
Activities include:  
Tell a story of a party event to your neighbour, then tell the teacher. What would you tell your parents, four year old sibling, or the principal or the local priest about the same incident. Discuss the selection of detail in each point of view:  
- What has been selected, omitted and emphasised?  
- How does the audience affect the content/point of view?  
Show a series of photos from a wide range of sources and ask for their personal point of view:  
- What might others think and why? For example, parents and students point of view of photo of Graffiti/Gothics/Marilyn Manson/soldier  
- Why may they have a different point of view?  
Discuss audience and values  
Teach photography codes and conventions:  
- Does a photo present a true version of reality?  
- Can a photograph be manipulated to present a particular point of view?  
Using the digital camera, students choose a subject and photograph it ten times, each time trying to create a different version of reality. Discuss the photographic codes, both technical and symbolic and examine their effect on point of view | Journal reflections on individual, partner, group and class discussions | |
|      | Representation and Values  
Show a series of photos (for example, the queen, politicians, pop stars) and ask students to identify the point of view constructed. What values have been foregrounded? Whose values are they?  
Just as old photos and films tell us what society used to be like, so too will our current media texts tell future generations about our society in 2008. Find a representation of teens from a current teen magazine and summarise what a teenager 30 years from now will know about teenagers | Class notes, journal, focus questions and group discussions | |
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</table>
|      | Cultural context – your own values and social practices, family, friends and community  
  - What does this representation reflect on what future generations might learn about our cultural context?  
- Representation of Teens  
Considering the needs, interests and values of familiar audiences when constructing point of view  
Look at a series of images of teens: (Models, pop stars, royals)  
  - What do teens value?  
  - How do the images uphold these values?  
  - What effect do these images have on teen audiences?  
  - Encourage students to think of their own values, social practices, family, friends and community  
  - Discuss stereotyping | Class notes, journal, focus questions and group discussions | |
| 2    | As resources, have a collection of magazines and comics for students to use for the following activities  
Discuss magazine form including:  
  - Target audience  
  - Purpose  
  - Style  
  - Content  
  - Layout  
  - Viewing context  
  - Production context (media ownership, budget, time, technology)  
  - Text – anchors, meaning  
  - Words and bias  
  - Conventions of studio photography and paparazzi photos  
Look at the written component of several comics, magazine articles and look for words that create bias  
Select several magazines that target different target audiences, including some special interest magazines:  
  - Identify the types of products and services that are advertised  
  - Interpret the codes (symbolic, technical and written) used to create a point of view  
  - Examine the representation of teens  
  - Compare your findings with the feature articles’ image of teens  
  - Compare your findings with the advertisements’ (products and services) image of teens  
  - How do the above contribute to point of view? | Class notes and research notes, journal | |

**Introduce Task 6 Response**  
Students will have one period to discuss and examine stimulus material and one period to complete the in class test.

**Introduce Task 7: Production: front cover of a teen magazine**
<table>
<thead>
<tr>
<th>Week</th>
<th>Learning activities</th>
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<th>Assessment</th>
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</table>
| 3    | Teach practical skills necessary for digital photography including:  
|      | • Using the digital camera  
|      | • Using the computer software application to download images  
|      | • Using application draw or photoshop to create layouts  
|      | Activity: using the digital camera create a series of photos of a teenager. Create a different impression or point of view for each photo. Explain how you have manipulated the codes to create a point of view.  
|      | Consider controls and constraints:  
|      | • Discuss standards appropriate to school and audience  
|      | • Discuss limitations of production context (technology, cost, time) |            | Commence Task 7 Production |
| 4    | Work on Task 7 Production | Journal |            |
| 5    | Work on Task 7 Production |            |            |
| 7    | Work on Task 7 Production | DUE: Task 7 Production |            |
| 8    | Introduce Task 8 Investigation  
|      | Discuss with students emerging trends, for example, time spent on computers means loss of time on other media. Consider home computer technology as another production context and discuss the implications of this. Compare Instagram and Facebook to traditional autobiographies:  
|      | • Who is the target and (other) audiences? Friends and wider public  
|      | • How does the selection of information, style of presentation, specific narrative elements and codes and conventions construct point of view?  
|      | • Consider how teens classify themselves (stereotype) preferring to fit into a group, for example, simplify themselves, highlight certain attributes, hide unpopular or negative attributes.  
|      | • Examine several examples of FaceBook pages that create a particular point of view of teens.  
|      | • Consider if teens can mould themselves to fit into a subculture  
|      | Show students how to access FaceBook and Instagram  
|      | Discuss sensible use of internet sites within the school and how environment  
|      | Discuss research techniques  
|      | Websites to direct students to begin research:  
|      | http://mashable.com/2006/08/25/facebook-profile/  
<p>|      | <a href="http://k.b5z.net/i/u/6021857/i/Facebook_MySpace.ppt#264">http://k.b5z.net/i/u/6021857/i/Facebook_MySpace.ppt#264</a> |            | Commence Task 8 Investigation |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Learning activities</th>
<th>Checkpoint</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Share and view Task 7 production</td>
<td></td>
<td>Commence Task 5 Production</td>
</tr>
<tr>
<td></td>
<td>Introduce Task 5: Production Magazine cover and feature articles</td>
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<tr>
<td></td>
<td>Using a range of teen magazine articles discuss:</td>
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<tr>
<td></td>
<td>• Target audience</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Form, content, layout and style of presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Selection of information</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Written component structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Content, layout, form</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• A form of advertising</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Photographs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Share Task 8 Investigations in groups, before submitting for assessment</td>
<td><strong>DUE:</strong> Task 8 Response</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continue working on Task 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Continue working on Task 5</td>
<td></td>
<td>Class notes and discussion, visual aids</td>
</tr>
<tr>
<td></td>
<td>Drafting and layout of feature article</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Drafting and layout of feature article</td>
<td></td>
<td>Notes, drafts, discussion, visual aids <strong>DUE:</strong> Task 5 Production</td>
</tr>
<tr>
<td></td>
<td>Complete Task 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment type</td>
<td>Assessment type weightings (per Semester)</td>
<td>Task</td>
<td>Task Due</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Production</td>
<td>30%</td>
<td><strong>Task 7:</strong> Produce the front cover for a Teen magazine</td>
<td>Weeks 2 - 7</td>
</tr>
<tr>
<td></td>
<td>40%</td>
<td><strong>Task 5:</strong> Produce a biased feature article that demonstrates the positive use of FaceBook or Instagram by teenagers.</td>
<td>Weeks 9 - 12</td>
</tr>
<tr>
<td>Response</td>
<td>15%</td>
<td><strong>Task 8:</strong> Analyse teenage internet communication using FaceBook and/or Instagram</td>
<td>Weeks 8 - 10</td>
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<tr>
<td></td>
<td>15%</td>
<td><strong>Task 6:</strong> Examine magazine stimulus materials (feature article and associated advertising) supplied and answer questions in class</td>
<td>Week 2</td>
</tr>
</tbody>
</table>
Task 6: Short response
In class magazine analysis short response

**TASK 6**
Week 2. Examine magazine stimulus materials supplied and answer questions in class. This work is based on the first three weeks of the unit.

**Timeline:** This task will be completed in two (40 minute periods), one to examine the magazine stimulus materials and one period to write answers to questions within class.

**The task:**
This is an open book test. The stimulus, a magazine feature article over two pages (including any incidental advertising on those pages), will be handed out in a lesson prior to the test day. The magazine stimulus will be discussed in a whole class discussion. You will need to take notes on points that are made during this discussion.

The test will consist of several short answer questions. Approximately one paragraph per question response is required.

The questions will enable you to demonstrate your ability to respond to and discuss:
- Issues relating to the construction of teen image
- Codes that have been used to create a point of view
- Magazine layout
- Photographic codes
- Bias, selection detail
- Teen values
- Teen culture
- Target audience

Some questions may ask you to make reference to other texts or examples to further illustrate points.

On the day, you should arrive to class prepared to sit the test (40 minutes). This includes appropriate pens, pencils, eraser, ruler, any relevant notes (one page maximum)

**Possible question types:**
- Explain how the codes and conventions contribute to targeting the audience?
- Justify the point of view and representation of youth as portrayed in stimulus materials.
- What links are you able to establish between the text, your own experience and your response to the text?
- What values, attitudes and ideologies can you identify?
- If you were on the marketing team and were asked to think of another way to measure audience exposure, besides the sales of the magazine, what emerging technology or form/genre would you recommend for rating the articles popularity?
<table>
<thead>
<tr>
<th>What needs to be included in your folio for assessment</th>
<th>Due dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Class notes on reading and discussion of class stimulus magazines, highlighting codes and conventions. Notes to include mainstream and subculture values, lifestyle, identity and representations</td>
<td></td>
</tr>
<tr>
<td>☐ Final response completed in class</td>
<td></td>
</tr>
</tbody>
</table>
TYPE: Response
CONTEXT: Magazines
OUTCOMES: Outcome 3: Responses to Media; Outcome 4: Media in society
DURATION: 2 periods
WEIGHTING: 15% semester

NAME ______________________

TASK 6: Short Response
In class magazine analysis short response

ANALYSIS OF POINT OF VIEW AND REPRESENTATION OF TEENS IN MAGAZINES

<table>
<thead>
<tr>
<th>Score</th>
<th>Analysis</th>
</tr>
</thead>
</table>
| 11-12 | comprehensive, detailed class notes responding to stimulus including codes, conventions, form, style, audience, mainstream and subcultural values and attitudes, lifestyle and identity
|       | strong links of concepts in other studied texts |
| 9-10  | relevant and detailed class notes stimulus including codes, conventions, form, style, audience, mainstream and subcultural values and attitudes, lifestyle and identity
|       | links of concepts in other studied texts |
| 7-8   | relevant class notes responding to stimulus including codes, conventions, form, style, audience, mainstream and subcultural values and attitudes, lifestyle and identity
|       | links of some concepts in other studied texts |
| 5-6   | relevant class notes responding to stimulus including codes, conventions, form, style, audience, mainstream and subcultural values and attitudes, lifestyle and identity
|       | links of superficial concepts in other studied texts |
| 3-4   | brief notes and ideas about codes, conventions, form, style, audience, cultural values and attitudes, lifestyle and identity
|       | links are tenuous of concepts in other studied texts |
| 1-2   | inconsistent notes about codes, conventions, form, style, audience, cultural values and attitudes, lifestyle and identity
|       | no links of concepts in other studied texts |

/12 SCORE

LITERACY/MEDIA VOCABULARLY/SPEECH

<table>
<thead>
<tr>
<th>Score</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>correct use of media terminology</td>
</tr>
<tr>
<td>2</td>
<td>mostly correct use of media terminology</td>
</tr>
<tr>
<td>1</td>
<td>little use of specific media terminology AND/OR terminology is frequently incorrect</td>
</tr>
</tbody>
</table>

/3 SCORE

/15 TOTAL

Teacher comment:
Type: Production
Context: Teen Magazines
Outcomes: Outcome 1: Media Ideas; Outcome 2: Media Production
Duration: 5 weeks
Weighting: 30% semester

TASK 7: Production
Produce the front cover for a teen magazine

TASK 7
You will plan and produce the front page of a teen magazine. The front page needs to conform to typical conventions of a teen magazine whereby its primary objective is to attract and sell the magazine to a target audience. You will be assessed on your ability to translate the theory of codes into practice by producing a carefully constructed image of a teen star. You will create a point of view, using an application such as draw or photoshop and digital camera technology.

You may work in a group but each member must create their own front page. Your front page will consist of one or two images accompanied by text in an A4 format. The person in the photo can be you, so long as you have completed all the planning and direct the photographer on the day of the shoot.

Timeline:
This task will last from Week 2 to Week 7 inclusive and will include class time and homework.

The task:
Follow these steps to complete the task:
- Flick through magazines looking at the representations of stars and celebrities and taking notes of how some are positive points of view
- Look at the conventions of the front page and list or highlight onto the page or in your journal, the features that you intend to duplicate in your own work
- In your groups discuss the codes the photographers have used to create the image. Consider technical and symbolic codes. Also note what has been omitted. Deconstruct the images in detail
- Decide on your target audience
- Brainstorm celebrities you may want to emulate. What is the desired image of that person? Are they Hollywood's Golden Girl or a rebel?
- Plan the codes (technical, symbolic and written) that can create a strong image/point of view of the star. Use exaggeration to sell the magazine
- Make the decision whether to portray the star positively or negatively
- Brainstorm possible characters, settings, layouts, colour use, words, article headlines for your teen magazine that attracts your desired target audience
- In your brainstorm include notes on your design decisions
- Decide on a fictitious magazine name and suitable font
- Plan and draft, using digital photography and photoshop or draw application, a front page
- You may create a studio style photo or imitate the conventions of a Paparazzi style photo
- You will be assessed on your creative ideas, use of codes and magazine conventions
- Discuss your drafted plan with the teacher, for their approval, before commencing production
- Use one full period to practise with the digital camera, lighting, angles.

In your journal, discuss how the following constraints influenced your production:
- Audience
- Personal beliefs
- Political constraints (school ethos)
• Available technologies
• Time
• Team structure

Discuss the values you have tried to incorporate into the image. How will this attract your target audience?

Discuss the codes you have used (technical, symbolic and written)

Discuss the final product. Does it meet your expectations?

Have you been able to create the product you planned? Explain why or why not? Justify any alterations or improvements you included

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<tr>
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<tbody>
<tr>
<td>☐ Notes about conceptual production development, including as appropriate (Detailed plan)</td>
<td></td>
</tr>
<tr>
<td>☐ Draft of layout options considered</td>
<td></td>
</tr>
<tr>
<td>☐ Final A4 magazine cover</td>
<td></td>
</tr>
</tbody>
</table>
TYPE: Production
CONTEXT: Magazines
OUTCOMES: Outcome 1: Media Ideas; Outcome 2: Media Production
DURATION: 5 weeks
WEIGHTING: 30% semester

NAME ________________________

TASK 7: Production
Produce the front cover for a Teen magazine

### IDEAS AND TECHNOLOGY USE

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10</td>
<td>Skilfully manipulates technologies to produce a creative layout and design of magazine cover</td>
</tr>
<tr>
<td>7-8</td>
<td>Manipulates technologies to produce a creative layout and design of magazine cover</td>
</tr>
<tr>
<td>5-6</td>
<td>Manipulates technologies in basic ways to produce a creative layout and design of magazine cover</td>
</tr>
<tr>
<td>3-4</td>
<td>Limited manipulation of technologies constrains creative layout and design of magazine cover</td>
</tr>
<tr>
<td>1-2</td>
<td>One or two areas of technology manipulated and constrains creative layout and design of magazine cover</td>
</tr>
<tr>
<td>/10</td>
<td>SCORE</td>
</tr>
</tbody>
</table>

### AUDIENCE AND MAGAZINE CONVENTIONS

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>9-10</td>
<td>Magazine cover demonstrates strong awareness of target audience and values that underpin the shaping of narrative, magazine features, content, style</td>
</tr>
<tr>
<td>7-8</td>
<td>Magazine cover demonstrates awareness of target audience and values that underpin the shaping of narrative, magazine features, content, style</td>
</tr>
<tr>
<td>5-6</td>
<td>Magazine cover demonstrates some awareness of target audience and values that underpin the shaping of narrative, magazine features, content, style</td>
</tr>
<tr>
<td>3-4</td>
<td>Magazine cover demonstrates little awareness of target audience and values that underpin the shaping of narrative, magazine features, content, style</td>
</tr>
<tr>
<td>1-2</td>
<td>Magazine cover demonstrates no awareness of target audience and values that underpin the shaping of narrative, magazine features, content, style</td>
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<tr>
<td>/10</td>
<td>SCORE</td>
</tr>
<tr>
<td>/20</td>
<td>TOTAL CONVERTED TO 20%</td>
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Teacher comment:
Type: Response
Outcomes: Outcome 3: Responses to Media; Outcome 4: Media in society
Context: Internet
Duration 2 weeks
Weighting 15% semester

TASK 8
Response: Internet communication using Facebook and/or My Space

Research the history of Facebook or Instagram. Analyse how it is used by teenagers to construct their own reality. Identify issues that could arise from its use.

Timeline: This task will last from Week 8 to Week 10 inclusive and will include class time and homework.

Task:
Use the following questions as a guide in your research. (The following webpages may help to begin your research: www.facebook, Wikipedia or http://mashable.com/2006/08/25/facebook-profile/ or MySpace).

Give a one paragraph history of the creation of the site. Include:
- Who owns it? Financial structure?
- Explain how the institution is funded. Sources of revenue?
- Who pays? (possible key words: Banner ads, spam) Why doesn’t the user pay?
- What affect does this have on the content?
- How are ratings analysed? (possible key words: Webby awards, Alexa)

Who uses the site?
- Who is the target audience of MySpace or FaceBook?
- Why do you think MySpace or FaceBook is popular with teenagers?
- What are ratings? Why are they important?
- How are ratings analysed?
- What aspects of the content and style of the sites are determined by the target audience? Production style, audience expectations, impact of technologies on production styles
- What constraints may an individual face when accessing MySpace or FaceBook having their page put on the web?
- What dangers or negative outcomes, could happen as a result of using the site? Find an article on the net or newspaper that describes one such negative outcome. Summarise it.

Constructing a personal account
- Discuss the process of construction of a site
- What information does a person include in the content and what is omitted?
- Does it allow them to control how they are perceived by the viewers? Are they creating their own reality?
- Choose your own site or a friend and analyse its content
- How has selection of detail created a particular point of view of the individual? For example, photographic codes, other images and text
- Identify the site in the event your teacher wishes to check your analysis

Note:
- Reference your sources appropriately including a final reference list and in-text referencing of quotes and images.
- Avoid any form of plagiarism. This means all sentences must be in your own words with quotes and images used where appropriate.
- Your initial draft must be submitted along with your final investigation in order to authenticate that all of the work submitted is your own

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<tbody>
<tr>
<td>☐ Notes and drafts</td>
<td></td>
</tr>
<tr>
<td>☐ Final research report</td>
<td></td>
</tr>
<tr>
<td>☐ Bibliography</td>
<td></td>
</tr>
</tbody>
</table>
**TYPE:** Response

**OUTCOMES:** Outcome 3: Responses to Media; Outcome 4: Media in society

**CONTEXT:** Internet

**DURATION** 2 weeks

**WEIGHTING** 15% semester

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**NAME_____________________

**TASK 8: Response:**

**CLASS NOTES**

<table>
<thead>
<tr>
<th>Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>7-8</td>
<td>relevant and detailed notes about codes, conventions, form, style, audience, mainstream and subcultural values and attitudes, lifestyle and identity</td>
</tr>
<tr>
<td>5-6</td>
<td>relevant notes about codes, conventions, form, style, audience, mainstream and subcultural values and attitudes, lifestyle and identity</td>
</tr>
<tr>
<td>3-4</td>
<td>brief notes and ideas about codes, conventions, form, style, audience, cultural values and attitudes, lifestyle and identity</td>
</tr>
<tr>
<td>1-2</td>
<td>inconsistent notes about codes, conventions, form, style, audience, cultural values and attitudes, lifestyle and identity</td>
</tr>
</tbody>
</table>

**SCORE**

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**CONTROLS/CONSTRAINTS**

<table>
<thead>
<tr>
<th>Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>7-8</td>
<td>evaluates the controls and constraints on MySpace/FaceBook with critical analysis of issues using rich examples</td>
</tr>
<tr>
<td>5-6</td>
<td>explains the controls and constraints on MySpace/FaceBook with analysis of issues affected by ethics using examples</td>
</tr>
<tr>
<td>3-4</td>
<td>some description of controls and constraints on MySpace/FaceBook, limited links to genre and audience</td>
</tr>
<tr>
<td>1-2</td>
<td>limited description of controls and constraints on MySpace/FaceBook, limited links to genre and audience</td>
</tr>
</tbody>
</table>

**SCORE**

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**SCORE**

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**TOTAL CONVERTED TO 20%**

**Teacher comment:**
TASK 5: Production
Produce a biased feature article that demonstrates the positive use of FaceBook or Instagram by teenagers.

This task requires you to draw on your knowledge of Facebook or MySpace and your knowledge of Teen Magazines and create a biased feature article that shows the positive use of either by teenagers. The pages have obviously been paid for as an advertisement promoting either of these websites. Combining the power of words and the power of carefully constructed and coded photographs in a desktop publishing application, create your own article about one of these media forms. Your work should span a double A4 centre spread of the magazine.

Timeline:
This task will last from Week 9 to Week 12 inclusive and will include class time and homework.

The task:
To complete this task follow these steps;
Give yourself a timeline to complete the draft of the article, the font and page design, the headline, the photographs, the final (draft) double page, proofing all work, final copy of whole work either printed or electronic
- Consider your target audience (subculture) and construct the written codes and photographs to ensure that after reading the article they will see the FaceBook or MySpace as a positive experience that is essential for the youth of today
- Your feature article should contain photos and samples of FaceBook or MySpace that are created by you and not copied from real FaceBook or MySpace entries
- Written entries should contain interviews
- Use desktop publishing software applications
- Your work can be submitted in printed or electronic form

Layout
- On post-its or small pieces of paper, write short notes on each part of your article
  For example, friend photo 1, small group of friends at a party photo 2, main article, headlines, smaller supporting information
- Move these around the page until you have a layout that you think will look effective
- Decide on a colour, layout, font or someway to symbolically tie your various components on the page together. (Look at other magazine’s approaches to feature articles)

Feature Article
- Remember to concentrate on the representation of people, events or issues. You are required to create a positive point of view of this website
- Consider selection processes such as context and knowledge of the audience (that is, what information should you include and what should be omitted?)
- Consider use of stereotyping or stars
- Decide on the main point to your article
- Carefully select words including persuasive and emotive language to reinforce the positive spin
Images
- Carefully compose the images you choose to include in your work, considering codes of photography such as depth of field, shutter speed, use of diagonals, light, texture, rule of thirds, colour

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<tr>
<th>What needs to be included in your folio for assessment</th>
<th>Due dates</th>
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</thead>
<tbody>
<tr>
<td>☐ Drafts of layout, article</td>
<td></td>
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<tr>
<td>☐ Final article completed</td>
<td></td>
</tr>
<tr>
<td>☐ Journal reflection</td>
<td></td>
</tr>
</tbody>
</table>
### TASK 5: Production

**NAME________________________**

**Type:** Production  
**Context:** Teen Magazines  
**Outcomes:** Outcome 1: Media Ideas; Outcome 2: Media Production  
**Duration:** 4 weeks  
**Weighting:** 40% semester

#### LAYOUT/PRESENTATION

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>displays a sophisticated style, highly appropriate presentation of codes/conventions with sensitive/confident use of techniques to appeal to audience</td>
<td>displays an appropriate presentation of codes/conventions with consistent/confident use of techniques to appeal to audience</td>
<td>displays a mostly adequate presentation of codes/conventions with use of some techniques to effectively appeal to audience</td>
<td>a few adequate samples of codes/conventions used with some appeal to audience</td>
<td>codes/conventions used with little appeal to audience</td>
</tr>
</tbody>
</table>

#### REFLECTION

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>makes journal entries that clearly justify/document group ideas/decisions to develop throughout the process</td>
<td>makes journal entries that document group ideas/decisions with some justification to develop throughout the process</td>
<td>makes journal entries that document some group ideas/decisions that are developed</td>
<td>sporadic journal entries</td>
<td>limited journal entries</td>
</tr>
<tr>
<td>shows insightful reflection on strengths and limitations of all major production areas and offers constructive strategies to improve technical/performance/contribution</td>
<td>reflects on strengths and limitations, makes relevant suggestions for improvement in technical/performance/contribution</td>
<td>identifies some strengths and limitations, makes some suggestions for improvement in technical/performance/contribution</td>
<td>entries show little ability to identify strengths and/or limitations and/or ways to improve technical/performance/contribution</td>
<td>minimal attempts at identifying strengths and/or limitations and/or ways to improve technical/performance/contribution</td>
</tr>
<tr>
<td>clearly identifies and evaluates how the decisions are connected to the production topic</td>
<td>identifies how the decisions are connected to the production topic</td>
<td>identifies some relevant links to the production topic</td>
<td>identifies some strengths and limitations, makes some suggestions for improvement in technical/performance/contribution</td>
<td>no attempt to link the learning to the production topic</td>
</tr>
</tbody>
</table>

#### SKILLS, TECHNIQUES AND TECHNOLOGIES

<table>
<thead>
<tr>
<th>10-9</th>
<th>8-7</th>
<th>6-5</th>
<th>4-3</th>
<th>2-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>demonstrated highly proficient technical skill with evidence of appropriate experimentation and manipulation with various processes to reflect the production topic</td>
<td>evidence of proficient application of technology and/or technique in most production processes to reflect the production topic</td>
<td>evidence of appropriate application of technology and/or technique in some areas of production to reflect the production topic</td>
<td>recreates some features of the production topic</td>
<td>limited attempt to recreate the production topic</td>
</tr>
</tbody>
</table>

**Teacher comment:**

**TOTAL /20 CONVERTED TO SCORE 40%**