

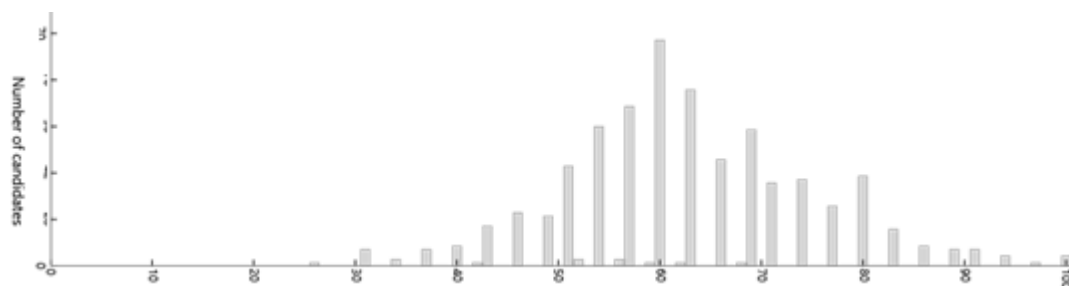


Summary report of the 2021 ATAR course examination report: Media Production and Analysis

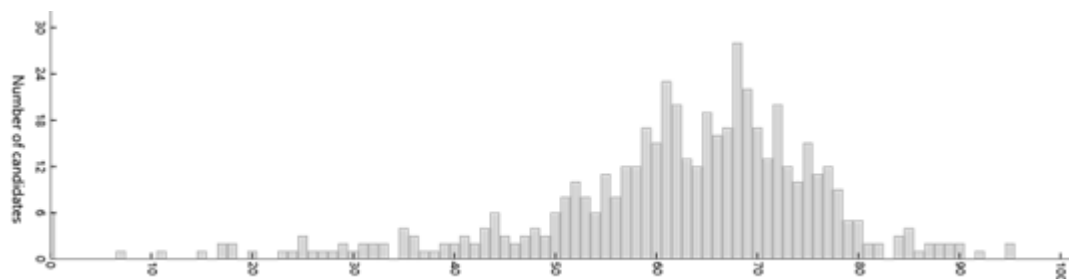
Year	Number who sat all examination components	Number of absentees from all examination components
2021	508	5
2020	457	4
2019	558	5
2018	665	6

The number of candidates sitting and the number attempting each section of the examination can differ as a result of non-attempts across sections of the examination.

Examination score distribution–Practical



Examination score distribution–Written



Summary

In the practical examination most candidates produced an art film or a documentary. Art films were the most popular submission. Most art films were in a particular style or genre and documentaries were produced in the expository mode. The quality of productions this year in general was high.

The questions in the written examination covered the syllabus and allowed for the candidates to unpack the questions. Candidates overall understood the questions and wrote appropriate responses. The stimulus was equally responded to. Most candidates performed very well in Section One. The questions and answers were succinct and clear with candidates demonstrating relevant understanding. However, some candidates did not refer to the stimulus in their responses for Section One. Some candidates struggled to address both concepts in their Section Two responses, leading candidates to possibly attempting to use pre-planned essays to fit a particular question and therefore not responding well to the questions posed. Some candidates only addressed one of the concepts in the Section Two

Advice for teachers

- Study relevant media texts with the students in class.
- Practise examination style questions, responses, and essays in-class under examination conditions.
- Encourage students to integrate texts into different responses.
- Study texts with purpose to syllabus.
- Study the syllabus content points with relevant contextual examples.
- Break questions down for students and support these with relevant media works.

Comments on specific sections and questions

Practical examination

Audiovisual (35 Marks)

Most candidates worked across art film and documentaries. Candidates were less experimental with documentary modes, with a preference demonstrated toward the expository mode. Many candidates still selected inappropriate themes for their works, whilst producing works that were informed by established genres, styles, auteur directors.

Some productions appropriately considered mise-en-scene and went to great lengths to get it right (either by travelling to specific locations or through meticulous attention to foreground, mid-ground and background detail, including the acquisition (and at times, creation) of props and costumes. Many candidates attempted to colour grade or colour correct their footage. Some productions demonstrated outstanding cinematography. The use of digital special effects was mostly appropriate and not superfluous.

Some productions this year were outstanding. With more and more candidates having access to technology such as 4K cameras, stabilisers, drones and professional level editing software on their personal computers. Many candidates had a complete grasp and understanding of all aspects of narrative, storytelling, and aesthetics, as well as the technological know-how to film and edit these visually appealing and engaging short films. There were numerous productions that utilised several industry-quality microphones, with the sound quality improving each year. Although candidates were able to access capable and suitable filming and editing equipment, there was notable disparity in terms of picture quality. Some candidates used a range of cameras and lenses for a single production, while others used a phone or an entry level handy cam. The use of such devices had not resulted in noticeable differences, and usually such technology had been implemented in new and engaging ways. However, the increased quality was often counter balanced by a candidate's understanding of composition, lighting, focal lengths and camera movement. More and more candidates were using lighting kits/set-ups. There seemed to be more creativity and personal expression with candidates using technology like drones and GoPros. Overall, cinematography had improved significantly.

Some candidates demonstrated an experimentation or manipulation of cinematic or editing techniques separating their work from others. Innovative and purposeful camera movements, lighting techniques and original audio soundtracks highlighted a point of difference, which was rewarded considerably. It was encouraging to see candidates continued to explore unique and visually interesting locations. Unique locations added layers of professionalism and intrigue.

Overall, the candidates seemed to have a decent understanding of the course content and how to apply that to their productions. Some productions dealt with inappropriate themes for

school age students. Candidate's ability to present compelling narratives has improved. Although there were still many films with cliché storytelling tropes and narrative structures, there were more films that presented narratives that were engaging.

The one-page practical production statement submitted by candidates was well written, with candidates aiming to clarify their roles and choices without trying to fill the page from edge to edge. Statements were more to the point and generally gave a broader overview of the production than last year.

Written examination

Section One: Short answer (33 Marks)

As with previous years, many of the responses were very similar. Candidates were generally well prepared for this section. Most candidates performed very well in Section One. The questions and answers were succinct and clear with candidates demonstrating relevant understanding. However, some candidates did not refer back to the stimulus in their responses.

Section Two: Extended answer (40 Marks)

Some candidates struggled to address both concepts in their Section Two responses. Candidates possibly attempted to use pre-planned essays to fit a particular question and therefore did not respond well to the questions posed. Section Two provided ample opportunity for candidates to demonstrate their understanding of the syllabus.