

Technology and Creative Arts Academy

UNIT OUTLINE

Year: 11 / 12

Accreditation: T / A / M

Timetable Period: Semester 2, 2020

Classroom Teacher: Clinton Codey

Executive Teacher: Clinton Codey

Course Title: Media

Course Code: 0137 (T) / 0140 (A) / 0141 (M)

Semester Unit: Popular Culture

Unit Value - Code: 1 - 04748 (T) / 04763 (A) / 04779 (M)

Term Unit (a): Popular Culture (a)

Unit Value - Code: 0.5 - 04749 (T) / 04765 (A) / 04780 (M)

Term Unit (b): Popular Culture (b)

Unit Value - Code: 0.5 - 04750 (T) / 04766 (A) / 04781 (M)

Overview

The focus of this unit is to examine the concept of culture, ideology, systems of representation and the role of media in a cultural context. Students will undertake a study of popular culture, its links with media organisations and the nature of specific popular culture sectors such as the music industry, cyber culture, augmented reality, emerging technologies and mass marketing. It focuses on theory (communication, history, issues) and skill development for the creation of media products in a variety of mediums and a range of genres and target audiences. Students will evaluate their creative process through pre-production, production and post-production.

Specific Unit Goals:

A	T	M
<ul style="list-style-type: none"> analyse the elements of social construction of pop culture 	<ul style="list-style-type: none"> critically analyse the relationship between social construction and pop culture forms and their significance 	<ul style="list-style-type: none"> identify elements of pop culture
<ul style="list-style-type: none"> identify forms of pop culture 	<ul style="list-style-type: none"> critically analyse pop culture forms in a variety of contexts 	<ul style="list-style-type: none"> describe features of pop culture
<ul style="list-style-type: none"> analyse different forms of pop culture in a variety of contexts 	<ul style="list-style-type: none"> evaluate interpretations of pop culture 	
<ul style="list-style-type: none"> analyse the cultural, historical and social context of pop culture forms 	<ul style="list-style-type: none"> analyse the cultural, historical and social context, values of pop culture 	
<ul style="list-style-type: none"> analyse a specific pop culture 	<ul style="list-style-type: none"> evaluate differing pop culture and how they represent identity and culture 	
<ul style="list-style-type: none"> create a media product 	<ul style="list-style-type: none"> create a media product 	<ul style="list-style-type: none"> create a media product
<ul style="list-style-type: none"> analyse and reflect on the media production process 	<ul style="list-style-type: none"> evaluate and reflect on the media production process 	<ul style="list-style-type: none"> reflect on the media production process

Content Summary:

A	T	M
<ul style="list-style-type: none"> development of popular culture e.g. Folk culture to pop culture, high low culture, the advent of mass culture and distribution channels models of popular culture e.g. imperialism, feminism, skills and processes involved in the production of a cultural product how popular culture is produced how popular culture shapes values in society. E.g. national and cultural icons debates about screen violence, consumerism, capitalism sub cultures popular culture events and objects create, produce and market a cultural product specific to the genre, or establishment of new genres documentation and management of all production processes from pre – production to post production 	<ul style="list-style-type: none"> development of popular culture socio-economic political historical processes by which popular culture is formed. E.g. Folk culture to pop culture, high low culture, the advent of mass culture and distribution channels application of communication models. e.g. The Frankfurt School/ cultural/imperialism/ feminism/ postmodernism skills and processes involved in the production of a cultural product including the role of audience how popular culture is produced and distributed through differing media channels how popular culture shapes values in society. E.g. national and cultural icons representations of culture across decades/countries debates about screen violence, consumerism, capitalism sub cultures popular culture events and objects create, produce and market a cultural product specific to the genre, or establishment of new genres documentation and management of all production processes from pre – production to post production 	<ul style="list-style-type: none"> processes of popular culture formation processes used in creating cultural products, e.g. an online game, YouTube video etc investigate an aspect of popular culture from its production, distribution and marketing. e.g. a YouTube sensation, game, or video franchise create and/or market a cultural product specific to the genre. E.g. a zine, or instructional YouTube video

Cost of Materials:

\$20 – Materials fee. Students are to ensure that they have appropriate materials and resources for the course. The payment of the contribution will provide students with materials aimed at assisting them in achieving the best possible results for this unit where practicable.

Assessment:

TASK	DUE DATE	WEIGHTING	TASK TYPE
Essay / Report	27/8/20 (Week 6)	20%	Responding
Prac 1	17/9/20 (Week 9)	30%	Making
Prac 2	12/11/20 (Week 15)	30%	Making
Test	Exam Week	20%	Responding

Specific Entry & Exit Requirements for Term Units

It is possible to enter this course at term 2 after negotiation with classroom teacher.

Assessment Criteria for Assessment and Reporting of Student Achievement

The following assessment criteria are a focus for assessment and reporting in this unit. Criteria are the essential qualities that teachers look for in student work. These criteria must be used by teachers to assess student's performance, however not all of them need to be used on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Students Will Be Assessed on The Degree to Which They Demonstrate:

- Making
- Responding

Attendance and Participation

It is expected that students will attend and participate in all scheduled classes/contact time/structured learning activities for the units in which they are enrolled, unless there is due cause and adequate documentary evidence is provided. Any student whose attendance falls below 90% of the scheduled classes/contact time or 90% participation in structured learning activities in a unit, without having due cause with adequate documentary evidence will be deemed to have voided the unit. However, the principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

Completion of Assessment Items

Students are expected to substantially complete and submit all assessment items. Exemption from an item and/or alternative assessment without penalty is available to students providing adequate documentary evidence. In order to meet the minimum assessment requirements of a unit, a student must substantially complete and submit at least 70% of the total assessment. However, the principal has the right to exercise discretion in the award of a grade or score in special circumstances where satisfactory documentation is supplied.

Late Submission of Assessment Items

Students are encouraged to submit work on time as this is a valuable organisational skill. Students are also encouraged to complete work even if it is late as there are educational benefits in so doing. The following policy is to ensure equity for all students:

- All assessment tasks are expected to be submitted by the specified due date
- Where marks are awarded for assessment tasks, a late penalty will apply unless an extension is granted. The penalty for late submission is 5% of possible marks per calendar day late, including weekends and public holidays, until a notional zero is reached. If an item is more than 7 days late, it receives the notional zero. Submission on weekends or public holidays is not acceptable. Calculation of a notional zero is based on items submitted on time or with an approved extension (Refer to Notional Zeros)
- Where marks are not awarded, and a grade only is given for an assessment task, teachers will take into account the extent to which students have demonstrated their ability to complete and submit the task by the due date (taking into account any extensions granted) in awarding the grade
- Unless there are exceptional circumstances, students must apply for an extension to the specified due date in advance, providing due cause and adequate documentary evidence for late submission
- It may not be possible to grade or score work submitted late after marked work in a unit has been returned to other students
- The principal has the right to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation has been provided.

Notional Zeros

Where students fail to hand in assessment items for which marks are awarded, they will be awarded a notional zero for that assessment item. The notional zero will be a score, which lies between 0.1 of a standard deviation below the lowest genuine score for that item and zero. Note: if the lowest genuine score is zero, the notional zero is zero.

Cheating and Dishonest Practice

The integrity of the College's assessment system relies upon all involved acting in accordance with the highest standards of honesty and fairness. Plagiarism is the copying, paraphrasing or summarising of work, in any form, without acknowledgement of sources, and presenting this as a student's own work. Examples of plagiarism could include, but are not limited to:

- submitting all or part of another person's work with/without that person's knowledge
- submitting all or part of a paper from a source text without proper acknowledgement
- copying part of another person's work from a source text, supplying proper documentation, but leaving out quotation marks
- submitting materials which paraphrase or summarise another person's work or ideas without appropriate documentation
- submitting a digital image, sound, design, photograph or animation, altered or unaltered, without proper acknowledgement of the source.

Right to Appeal

The ACT system operates a hierarchy of reviews and appeals:

- Student seeks review from teacher regarding assessment task mark/grade, unit score, unit grade, course score
- Student seeks review from head of department, if required following review by teacher
- Student appeals to her/his college principal for a review of college assessment relating to assessment task grade/mark, unit grade, unit score, course score, penalty imposed for breach of discipline in relation to assessment
- Student, who has been through the college appeal process, may appeal to the Board against the college procedures by which the appeal decision was reached.

Executive Teacher: Clinton Codey

Class Teachers: Clinton Codey

FURTHER INFORMATION ON RELEVANT BSSS POLICIES CAN BE FOUND HERE:

http://www.bsss.act.edu.au/_data/assets/pdf_file/0010/313777/P_and_P_Manual_2019_V5.pdf

Media Achievement Standards for Year 12 T Course

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Responding	<ul style="list-style-type: none"> critically analyses media forms, styles, genres, processes and practices and evaluates how they integrate to represent identity and culture critically analyses wide range of media products, theories, concepts, practitioners and evaluates their significance critically analyses the nature and purpose of media in personal, cultural, historical and social contexts and discusses values and attitudes evaluates interpretations of media products to present a coherent and independent response communicates complex ideas with coherent and sustained arguments with analysis of evidence, using appropriate language and accurate referencing 	<ul style="list-style-type: none"> analyses media forms, styles, genres, processes and practices and explains how they are integrated to represent identity and culture analyses a variety of media products, theories, concepts, practitioners and explains their significance analyses the nature and purpose of media in personal, cultural, historical and social contexts and explains values and attitudes compares and analyses interpretations of media products to present a reasoned and independent response communicates complex ideas and coherent arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> explains media forms, styles, genres, processes and practices and describes how they are integrated to represent identity and culture explains media products, theories, concepts, practitioners and describes their significance explains the nature and purpose of media in personal, cultural, historical and social contexts and identifies values and attitudes compares and explains interpretations of media products to develop an independent response communicates ideas and arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> describes media forms, styles, genres, processes and practices and with some reference to the representation of identity and culture describes media products, theories, concepts, practitioners and outlines their significance describes the nature and purpose of media in personal, cultural, historical and social contexts and outlines values and attitudes outlines own and others' responses to media products communicates ideas and arguments using some evidence with referencing 	<ul style="list-style-type: none"> identifies media forms, styles, genres, processes and practices with little or no reference to the representation of identity and culture identifies media products, theories, concepts and practitioners with little or no discussion of their significance identifies the purpose of media in personal, cultural, historical and social contexts with little or no discussion of values and attitudes presents a limited response to media products communicates limited ideas and information with minimal referencing
Making	<ul style="list-style-type: none"> creates media products with control and precision, displaying problem solving and refinement of technical skills creates original and professional media products that are informed by insightful understanding of theories, concepts and practices creates media products, makes astute aesthetic choices, synthesises forms, styles and conventions, processes and practices discerningly for purpose and target audience evaluates and reflects with insight on the creative process, works safely, collaboratively and independently 	<ul style="list-style-type: none"> creates media products with control, displaying effective problem solving and refinement of technical skills creates original and professional media products that are informed by detailed understanding of theories, concepts and practices creates media products, makes thoughtful aesthetic choices, adapts forms, styles and conventions, processes and practices effectively for purpose and target audience analyses and reflects in detail on the creative process, works safely, collaboratively and independently 	<ul style="list-style-type: none"> creates media products with control, displaying appropriate problem solving and technical skills creates original media products that are informed by an understanding of concepts and practices creates media products, makes considered aesthetic choices, selects forms, styles and conventions, processes and practices appropriate for purpose and target audience explains and reflects on the creative process and works safely, collaboratively and independently 	<ul style="list-style-type: none"> creates media products with minimal control, displaying some practical problem solving and technical skills creates media products with some reference to concepts and practices creates media products, makes limited aesthetic choices, uses some forms, styles and conventions, processes and practices for a particular purpose describes the creative process with some reflection and works safely and independently 	<ul style="list-style-type: none"> creates media products, displaying little or no problem solving and technical skills creates media products with little or no reference to concepts and practices creates media products, makes limited or no aesthetic choices, uses some forms and conventions for a particular purpose documents with little or no reflection on the creative process, works safely under direct instruction

Media Achievement Standards for Year 11 T Course

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Responding	<ul style="list-style-type: none"> analyses media forms, styles, genres, processes and practices and discusses the representation of identity and culture analyses media products, theories, concepts, practitioners and evaluates their significance analyses the nature and purpose of media in personal, cultural and historical contexts communicates complex ideas with coherent and sustained arguments with analysis of evidence, using appropriate language and accurate referencing 	<ul style="list-style-type: none"> analyses media forms, styles, genres, processes and practices and explains the representation of identity and culture analyses media products, theories, concepts, practitioners and explains their significance discusses the nature and purpose of media in personal, cultural and historical contexts communicates complex ideas and coherent arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> explains media forms, styles, genres, processes and practices and describes the representation of identity and culture explains media products, theories, concepts, practitioners and describes their significance explains the nature and purpose of media in personal, cultural and historical contexts communicates ideas and arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> describes media forms, styles, genres, processes and practices with some reference to the representation of identity and culture describes media products, theories, concepts, practitioners and outlines their significance describes the nature and purpose of media in personal, cultural and historical contexts communicates ideas and arguments with referencing 	<ul style="list-style-type: none"> identifies some media forms, styles, genres, processes and practices identifies media products, theories, concepts and practitioners identifies the nature and purpose of media in personal, cultural and historical contexts communicates limited ideas and information with minimal referencing
Making	<ul style="list-style-type: none"> creates media products with control and precision, displaying problem solving and refinement of technical skills creates original and professional media products that are informed by insightful understanding of theories, concepts and practices creates media products, makes astute aesthetic choices, synthesises forms, styles and conventions, processes and practices discerningly for purpose and target audience analyses and reflects with insight on the creative process, works safely, collaboratively and independently 	<ul style="list-style-type: none"> creates media products with control, displaying effective problem solving and refinement of technical skills creates original media products that are informed by detailed understanding of theories, concepts and practices creates media products, makes thoughtful aesthetic choices, adapts forms, styles and conventions, processes and practices effectively for purpose and target audience explains and reflects in detail on the creative process, works safely, collaboratively and independently 	<ul style="list-style-type: none"> creates media products with control, displaying appropriate problem solving and technical skills creates original media products that are informed by understanding of concepts and practices creates media products, makes considered aesthetic choices, selects forms, styles and conventions, processes and practices appropriate for purpose and target audience describes and reflects on the creative process and works safely, collaboratively and independently 	<ul style="list-style-type: none"> creates media products with minimal control, displaying some practical problem solving and technical skills creates media products which make some reference to concepts and practices creates media products, makes limited aesthetic choices, uses some forms, styles and conventions, processes and practices for a target audience outlines the creative process with some reflection and works safely and independently 	<ul style="list-style-type: none"> creates media products, displaying minimal problem solving and technical skills creates media products with little or no reference to concepts and practices creates media products, makes limited or no aesthetic choices, uses some forms and conventions for a target audience documents with little or no reflection on the creative process, works safely under direct instruction

Media Achievement Standards for Year 12 A Course

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Responding	<ul style="list-style-type: none"> analyses media forms, styles, genres, processes and practices and explains the representation of identity and culture analyses media products, theories, concepts and practitioners and explains their significance analyses the purpose of the media in personal, cultural and historical contexts communicates ideas with coherent arguments with evidence, using appropriate language and accurate referencing 	<ul style="list-style-type: none"> explains media forms, styles, genres, processes and practices and describes the representation of identity and culture explains media products, theories, concepts and practitioners and describes their significance explains the purpose of the media in personal, cultural and historical contexts communicates ideas and coherent arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> describes media forms, styles, genres, processes and practices and outlines the representation of identity and culture describes media products, theories, concepts and practitioners and outlines their significance describes the purpose of the media in personal, cultural and historical contexts communicates ideas and arguments with referencing 	<ul style="list-style-type: none"> identifies media forms, styles, genres, processes and practices describes media products, theories, concepts and practitioners identifies the purpose of the media in personal, cultural and historical contexts communicates ideas and arguments with minimal referencing 	<ul style="list-style-type: none"> identifies some media forms, styles, genres, processes and practices identifies some media products, theories, concepts and practitioners identifies the purpose of media with little or no reference to personal, cultural and historical contexts communicates limited ideas with minimal referencing
Making	<ul style="list-style-type: none"> creates media products with control and precision, displaying problem solving and refinement of technical skills creates original media products that are informed by a comprehensive understanding of concepts and practices creates media products, makes astute aesthetic choices, adapts forms, styles and conventions, processes and practices effectively for purpose and target audience analyses and reflects with insight on the creative process, works safely, collaboratively and independently 	<ul style="list-style-type: none"> creates media products with control, displaying effective problem solving and refinement of technical skills creates original media products that are informed by detailed understanding of concepts and practices creates media products, makes thoughtful aesthetic choices, selects forms, styles and conventions, processes and practices effectively appropriate for purpose and target audience explains and reflects in detail on the creative process, works safely, collaboratively and independently 	<ul style="list-style-type: none"> creates media products with control, displaying appropriate problem solving and technical skills creates original media products that are informed by an understanding of concepts and practices creates media products, makes considered aesthetic choices, selects forms, styles and conventions, processes and practices appropriate for purpose and target audience describes and reflects on the creative process and works safely, collaboratively and independently 	<ul style="list-style-type: none"> creates media products with minimal control, displaying some practical problem solving and technical skills creates media products which make some reference to practices creates media products, makes limited aesthetic choices, uses forms, styles and conventions, processes and practices for a target audience outlines the creative process with some reflection and works safely and independently 	<ul style="list-style-type: none"> creates media products displaying minimal problem solving and technical skills creates media products with little or no reference to practices creates media products, , makes limited or no aesthetic choices, uses some forms, styles and conventions for a target audience documents with little or no reflection on the creative process, works safely under direct instruction

Media Achievement Standards for Year 11 A Course

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Responding	<ul style="list-style-type: none"> analyses media forms, styles, genres, processes and practices analyses a range of media products, theories, concepts and practitioners analyses the purpose of the media in personal, cultural and historical contexts communicates ideas with coherent arguments with evidence, using appropriate language and accurate referencing 	<ul style="list-style-type: none"> explains media forms, styles, genres, processes and practices explains a variety of media products, theories, concepts and practitioners explains the purpose of the media in personal, cultural and historical contexts communicates ideas and arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> describes media forms, styles, genres, processes and practices describes media products, theories, concepts and practitioners describes the purpose of the media in personal, cultural and historical contexts communicates ideas and arguments with referencing 	<ul style="list-style-type: none"> identifies media forms, styles, genres, processes and practices identifies media products, theories, concepts and practitioners identifies the purpose of the media in personal, cultural and historical contexts communicates ideas and arguments with minimal referencing 	<ul style="list-style-type: none"> identifies some media forms, styles, genres, processes and practices identifies some media products, theories, concepts and practitioners identifies the purpose of the media in a personal context communicates limited ideas with minimal referencing
Making	<ul style="list-style-type: none"> creates media products with control and precision, displaying problem solving and refinement of technical skills creates original media products that are informed by a comprehensive understanding of concepts and practices creates media products, makes astute aesthetic choices, adapts forms, styles and conventions, processes and practices effectively for purpose and target audience analyses and reflects with insight on the creative process, works safely, collaboratively and independently 	<ul style="list-style-type: none"> creates media products with control, displaying effective problem solving and refinement of technical skills creates original media products that are informed by detailed understanding of concepts and practices creates media products, makes thoughtful aesthetic choices, selects forms, styles and conventions, processes and practices effectively appropriate for purpose and target audience explains and reflects in detail on the creative process, works safely, collaboratively and independently 	<ul style="list-style-type: none"> creates media products with control, displaying appropriate problem solving and technical skills creates original media products that are informed by understanding of concepts and practices creates media products, makes considered aesthetic choices, selects forms, styles and conventions, processes and practices appropriate for purpose and target audience describes and reflects on the creative process and works safely, collaboratively and independently 	<ul style="list-style-type: none"> creates media products with minimal control, displaying some practical problem solving and technical skills creates media products which make some reference to practices creates media products, makes limited aesthetic choices, uses forms, styles and conventions, processes and practices for a target audience outlines the creative process with some reflection and works safely and independently 	<ul style="list-style-type: none"> creates media products, displaying minimal problem solving and technical skills creates media products, with little or no reference to practices creates media products, makes limited or no aesthetic choices, uses some forms, styles and conventions for a target audience documents with little or no reflection on the creative process, works safely under direct instruction

Media Achievement Standards for M Course

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Responding	<ul style="list-style-type: none"> describes media processes and practices describes the purpose of media in personal and cultural contexts 	<ul style="list-style-type: none"> describes media processes and practices with some assistance describes the purpose of media in personal and cultural contexts with some assistance 	<ul style="list-style-type: none"> recounts media processes and practices with occasional assistance recounts the purpose of media in personal and cultural contexts with occasional assistance 	<ul style="list-style-type: none"> identifies media processes and practices with continuous guidance identifies the purpose of media in personal and cultural contexts with continuous guidance 	<ul style="list-style-type: none"> identifies media processes and practices with direct instruction identifies the purpose of media in personal and cultural contexts with direct instruction
Making	<ul style="list-style-type: none"> creates media products that are informed by an understanding of processes and practices with independence creates media products, selects processes and practices appropriate for purpose and audience with independence produces media products with control, reflects on the creative process and works collaboratively and independently 	<ul style="list-style-type: none"> creates media products that are informed by some understanding of practices with some assistance creates media products, selects processes and practices appropriate for purpose with some assistance produces media products with some control, reflects on the creative process and works collaboratively and independently 	<ul style="list-style-type: none"> creates media products that are informed by some understanding of practices with occasional assistance creates photographic products, selects practices appropriate for purpose with occasional assistance produces media products, with some reflection on the creative process and works independently 	<ul style="list-style-type: none"> creates media products that are informed by basic understanding of practices with continuous guidance creates photographic products, selects practices appropriate for purpose with continuous guidance produces media products, with minimal reflection on the creative process 	<ul style="list-style-type: none"> creates media products that are informed by limited or no understanding of practices with direct instruction creates photographic products, selects practices appropriate for purpose with produces media products, with little or no reflection on the creative process