



UNIT OUTLINE

Technology & Creative Arts

SEMESTER 1 2019

Course Title: Media
Unit Title: Media Foundation
Semester Unit: Media Foundation
Term Units: Media Foundation a
Media Foundation b

Course Code: 0137 (T) / 0140 (A) / 0141 (M)
Unit Code: 04744 (T) / 04760 (A) / 04776 (M)
Unit Value: 1.0
Unit Value: 0.5
Unit Value: 0.5

MATERIALS / COURSE CONTRIBUTION: \$20

Students are to ensure that they have appropriate materials and resources for the course. In order to help students achieve the learning outcomes for this unit, the payment of a course contribution is encouraged. This will provide materials aimed at assisting the achievement of the best possible results where practicable. Please be aware that the Front Office has EFTPOS facilities.

GOALS

The specific goals of this unit are for students to:

This unit should enable students to:

Table with 3 columns (A, T, M) and 1 row of learning outcomes. Column A lists 8 outcomes, column T lists 8 outcomes, and column M lists 4 outcomes.

Content

| A | T | M |
|---|---|---|
| <p>Overview</p> <ul style="list-style-type: none"> • image composition (still or moving) • representation • codes & conventions • media language/jargon • communication theory | <p>Overview</p> <ul style="list-style-type: none"> • image composition (still or moving) • representation • codes & conventions • media language/jargon • communication theory-cause and effect/ reception and constructivist/ encoding and decoding/ ethnographic approaches | <p>Overview</p> <ul style="list-style-type: none"> • image composition (still or moving) • representation • codes & conventions • media language |
| <p>Technical</p> <ul style="list-style-type: none"> • shot types & applications • camera angles • rule of thirds • depth of field • narrative, symbolic codes • editing • sound | <p>Technical</p> <ul style="list-style-type: none"> • shot types & applications • camera angles • rule of thirds • depth of field • narrative, symbolic codes • editing • sound | <p>Technical</p> <ul style="list-style-type: none"> • shot types & applications • camera angles • rule of thirds • depth of field • narrative, symbolic codes • editing • sound |
| <p>Media issues</p> <ul style="list-style-type: none"> • representation • gender • stereotypes • censorship • law • ownership • bias – encoding & decoding • cultural constructions • techniques of persuasion • target audience | <p>Media issues</p> <ul style="list-style-type: none"> • representation • gender • stereotypes • censorship • law • ownership • bias – encoding & decoding • cultural constructions • techniques of persuasion • target audience | <p>Media issues (select an area of)</p> <ul style="list-style-type: none"> • representation • gender • stereotypes • censorship • law • ownership • bias – encoding & decoding • cultural constructions • techniques of persuasion • target audience |
| <p>Production</p> <ul style="list-style-type: none"> • Use of the medium • Process to production • technical application • documentation and management of all production processes from pre – production to post production | <p>Production</p> <ul style="list-style-type: none"> • Use of the medium • Process to production • technical application • documentation and management of all production processes from pre – production to post production | <p>Production</p> <ul style="list-style-type: none"> • elements and process of production |

Note:**Written tasks**

Will be done outside of class time

Seminars

Time includes AV aids of appropriate length.

Production tasks

Due to the nature and diversity of units offered in the media course, production lengths cannot be specified. Lengths of assessment items are informed by the task, unit and weightings.

Differences between A and T course assessment

A and T course assessment should be differentiated by selection of assessment criteria, depth of knowledge and length of student response. Creative, open-ended and rich learning tasks are recommended.

Within any A or T course (Major or Minor) students must complete **40 - 60%** production work. M course students must complete **10-90%** production work.

ASSESSMENT

| TASK | DUE DATE | WEIGHTING | TASK TYPE |
|----------------|-------------------|------------------|------------------|
| Essay / Report | 21/3/19 (Week 7) | 20% | Responding |
| Prac 1 | 11/4/19 (Week 10) | 30% | Making |
| Prac 2 | 13/6/19 (Week 17) | 30% | Making |
| Test | Week 18 | 20% | Responding |

Specific Entry & Exit Requirements for Term Units

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

CONDITIONS SPECIFIED BY THE BSSS**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

ACHIEVEMENT STANDARDS

Grade descriptors provide a guide for teacher judgement of students' achievement, based on the assessment criteria, over a unit of work in this subject. Grades are organised on an A-E basis and represent standards of achievement.

Grades are awarded on the proviso that the assessment requirements have been met. When allocating grades, teachers will consider the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

The descriptors found at the end of this document are consistent with the *system grade descriptors*, which describe generic standards of student achievement across all courses (see attached sheet for grade descriptors).

Attendance and Participation

Students are expected to submit all assessment items and attend all classes, participate in a positive manner and seek support whenever it is required. Excursions, simulations and presentations by visitors (including lunchtime) may form part of classwork. It is your responsibility to catch up on missed work when absent from class.

Any student whose attendance falls below the 90% of the scheduled classes/contact time and has not provided substantial documentary evidence to cover the absence will be awarded a V grade. This means that 4 unexplained absences in a term or 8 unexplained absences in a semester could mean that a V grade may be awarded. However, the Principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

Late Submission of Work

Students are encouraged to submit work on time, as it is a valuable organisational skill. Students are also encouraged to complete work even if it is late, as there are educational benefits in doing so.

Late work will receive a penalty of 5% (of possible marks) per calendar day late, unless an extension is granted by the class teacher prior to the deadline. This means that 5% is taken off the possible marks that could have been achieved eg. If a student achieved a score of 75/100, and the item is one day late, then five marks (5% of 100) would be taken from 75, which leaves the score as 70/100. 'Per calendar day late' means each day late whether it be a weekend or public holiday. Items due on any date must be submitted to the class teacher, faculty staff room, or front office at the college by 3.30pm on that day. After 3.30pm, the item will attract the late penalty. Submission of work on a weekend or public holiday is not acceptable. If you do not submit your work to your class teacher, make sure that it is signed and dated by either another member of staff in the faculty staffroom, or a member of the front office staff.

Achievement in Accredited Courses is reported to the Board of Senior Secondary Studies and students with a Grade A-E. Late work submitted without approval will have an impact on the grade awarded to a student.

No work will be accepted after marked work has been returned, or accepted after the unit has completed. Computer and/or printer failure will not be accepted as a valid reason for late work. Make sure you backup, keep hard copies and rough notes.

Unless prior approval is granted, any student who fails to submit assessment tasks worth in total 70% or more of the assessment for the unit, will be considered to be unassessable and will receive a V grade. The Principal has the right to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation is supplied.

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. Any departure from such standards will be viewed very seriously." Accordingly:

- Plagiarism - claiming authorship of someone else's work (intentionally or otherwise) - is a serious misdemeanour, and attracts severe penalties.
- Students are required to acknowledge the source of all material that is incorporated into their own work.
- Students may not submit the same item for assessment in more than one unit, unless specific agreement has been reached with the class teacher.

Moderation

Throughout the semester, moderation in the form of common marking schemes, cross marking and joint marking occurs across all units in the Moderation Group to ensure comparability of standards.

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Course Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

Moderation takes some time, and so students may not receive their work back until ACT wide moderation of grades across all colleges has occurred. Small Group Moderation is carried out in courses with small class sizes.

Right to Appeal

You can appeal against your assessment if you feel that the result you obtained is not fair. You should first talk to your class teacher, and if you are not satisfied with the explanation you must discuss the situation with the Executive Teacher of the faculty concerned. If you still do not feel that your result is fair you should talk to the Deputy Principal Programs for further advice on the 'appeal process'.

Class Teacher: C. Codey

Date: February 2019

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 |