



## UNIT OUTLINE

### Technology & Creative Arts

#### SEMESTER 1 2021

|                       |                    |                     |                                   |
|-----------------------|--------------------|---------------------|-----------------------------------|
| <b>Course Title:</b>  | Media              | <b>Course Code:</b> | 0137 (T) / 0140 (A) / 0141 (M)    |
| <b>Unit Title:</b>    | Media Foundation   | <b>Unit Code:</b>   | 04744 (T) / 04760 (A) / 04776 (M) |
| <b>Semester Unit:</b> | Media Foundation   | <b>Unit Value:</b>  | 1.0                               |
| <b>Term Units:</b>    | Media Foundation a | <b>Unit Value:</b>  | 0.5                               |
|                       | Media Foundation b | <b>Unit Value:</b>  | 0.5                               |

#### OVERVIEW

This unit is recommended as an introductory unit. It is intended to provide a foundation for the commencement of media studies where the basic codes and conventions of media communication and production are identified and developed. 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, post-production and distribution. Practical exercises are involved.

#### GOALS

The specific goals of this unit are for students to:

| A   | T  | M   |
|---|--|---|
| <ul style="list-style-type: none"> <li>analyse the elements media and culture</li> <li>explain media types and communication processes</li> <li>analyse different styles of media in a variety of contexts</li> <li>analyse the cultural, historical and social context of media products and communication processes</li> <li>analyse a specific media product</li> <li>create a media product</li> <li>analyse and reflect on the media production process</li> </ul> | <ul style="list-style-type: none"> <li>critically analyse the relationship of media products, producers, cultures and their significance</li> <li>critically analyse media styles, processes and communication practices in a variety of contexts</li> <li>evaluate interpretations of media</li> <li>analyse the cultural, historical and social context, values and attitudes media products and communication processes</li> <li>evaluate differing media products and how they represent identity and culture</li> <li>create a media product</li> <li>evaluate and reflect on the media production process</li> </ul> | <ul style="list-style-type: none"> <li>identify elements of media and culture</li> <li>describe features of media and communication processes</li> <li>create a media product</li> <li>reflect on the media production process</li> </ul> |

## Content

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

**Note:****Written tasks**

Will be done outside of class time

**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 | 11/3/21 (Week 6) | 20%       | Responding |
| Prac 1         | 1/4/21 (Week 9)  | 30%       | Making     |
| Prac 2         | 3/6/21 (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.

**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.

**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**

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 Work**

Students are encouraged to submit work on time as this is a valuable organisational skill and a key tenet of assessment condition standardisation. Students are also encouraged to complete work, even if it is late, as soon as possible after the due date. The following policy is to ensure equity for all students:

- All assessment tasks are expected to be submitted by the specified due time and date. Unless otherwise stipulated, the due time is 4.00pm for the physical submission of assessment and 11:59pm for the digital submission of assessment, on the due date.
- 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.
- 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 penalty of 35% or the notional zero is reached. 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.
- If an item is more than 7 days late, it receives the notional zero score. Submission on weekends or public holidays may not be acceptable if a physical submission is required.
- 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.
- It may not be possible to grade or score work submitted late after marked work in a unit has been returned to other students. Work not submitted by the time marked work is returned to other students may be declared as 'Not submitted'. Students should be made aware in writing if this will be less than 7 days after the due date and any granted extensions.
- The principal has the right to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation has been provided.

## **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.

## **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.

## **FURTHER INFORMATION ON RELEVANT BSSS POLICIES CAN BE FOUND HERE:**

[http://www.bsss.act.edu.au/data/assets/pdf\\_file/0004/479803/P\\_and\\_P\\_Manual\\_2021\\_v4.pdf](http://www.bsss.act.edu.au/data/assets/pdf_file/0004/479803/P_and_P_Manual_2021_v4.pdf)

**Class Teacher / Executive Teacher: C. Codey**

**Date: February 2021**

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

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

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

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

**Media Achievement Standards for M Course**

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