



# MEDIA

## COURSE FRAMEWORK

### INTRODUCTION

This Course Framework provides the essential basis for the development of senior secondary courses in Media and Multimedia and for the assessment and reporting of student outcomes in these courses. It is consistent with ACT and national statements on media education for students in Years 11 and 12.

### RATIONALE

The media are one of the most powerful influences on contemporary society as they inform, educate and entertain.

“It is because the media are central to our everyday lives that we must study them as social and cultural as well as political and economic dimensions of the modern world” (R. Silverstone 1999)\*

Media courses offer students a context in which to acquire the knowledge and skills needed to become effective members of society. Students become critical and discerning individuals, recognising that the media shape what we know about the world and are a constant source of opinions and ideas.

Through evaluating their own and other ideas, products and processes students learn to understand different forms of media communication, and the social, political and commercial structures that create them in local, national, and global communities. Media education encourages students to question and consider society's values including those to do with issues of gender, religion, politics equity, economic, race, industry, technology and the environment.

Students have had a large exposure to media forms. They bring different experiences and backgrounds and are part of different target audiences. Through using real world examples, they learn to appreciate the relationship between themselves as consumers of media and those who create and produce media products.

An underlying principle of a media course is that students should be encouraged to create their own media products, both as a means of exploration and as evidence of understanding. Vocational units and competencies emphasise, and general units address, aspects of the media industry, workplace realities, teamwork, commercial considerations, industry requirements and restrictions along with work ethics. As producers, they develop aesthetic awareness and a range of practical and technical skills. Students learn to work independently and collaboratively, make informed decisions about professional and vocational pathways as well as acquire employment and leisure skills.

\*(R.Silverstone Why Study the Media (1999) London, Sage.)

## GOALS

Course Framework Goals focus on the essential things that students should know and be able to do as a result of studying any course in this subject area. They are **intended student outcomes**.

All courses based on this framework should enable students to:

- analyse and evaluate areas of influence on and within the media (such as context, ownership, the changing nature of technology, economics, social and political needs)
- identify and evaluate the processes of media communication, the use of codes and conventions, and the relationship between context, producers, audience and product
- apply the skills, processes and codes and conventions involved in the making of media products showing an understanding of current technology
- consider the role of ethics, aesthetics and values in the media
- acquire knowledge of vocational pathways and working in the media industry
- develop a range of media literacies - visual, aural, computer, written and oral.

## GUIDE TO SELECTION OF CONTENT

Courses developed under this Framework will provide details of course content through the component units of the course. While this content will differ according to the particular course classification (M, A or T, including vocational programs) all content will be chosen to enable students to work towards the achievement of the common and agreed goals of the Framework.

### Essential concepts and skills

All courses developed under this Framework will be based on the essential concepts and skills inherent in the subject area, as outline below.

The essential concepts and skills inherent in the Media Framework are:

Creating and Producing, Media Communication, Communication Skills, Critical Analysis.

### Creating and Producing

Media education concerns itself with the three areas of **pre-production, production and post-production** in the creation of:

- video
- film works
- print publications
- sound
- radio
- multimedia
- visual images

for presentation to a specific target audience. It places an emphasis on the development of a creative product by a group or an individual. They also need to work within time frames and be able to plan and manage the different stages of production.

## **Media Communication**

Media education concerns itself with **an understanding of the nature of the communication processes** of the media. It focuses on the power of the image and language of the media. It looks at the relationship between the context, the producers, audiences and products.

- processes of communication
- media theories
- teamwork
- technology
- technical processes
- visual language
- semiotics
- codes and conventions
- narrative construction
- terminology
- image analysis
- genre
- representation
- audience
- institutions

## **Communication Skills**

Students of media use a range of communication forms: written skills, oral skills, computer skills and research skill, these are essential areas that are core to students' participation in all areas of media study, production and assessment. They need to work effectively in a team as well as communicate with people outside of the educational environment.

They cover areas such as:

- report writing
- essay writing
- note taking
- journals or diaries
- reviews
- writing letters or sending e-mails
- using ICT – eg internet, powerpoint, word processing, applications

- researching
- discussion and debate
- seminar presentation
- oral presentation
- giving a pitch
- communicating over the phone
- interviewing
- group communication

### **Critical Analysis**

Media education is concerned with **students' analytical skills** to critically evaluate the production value, effectiveness and influence of media products, **both their own and others.**

It should also encourage **a depth of understanding of broader issues** related to media and society in local, national and global contexts.

It concentrates on areas of analysis related to:

- development of media
- culture
- economics
- politics
- ownership
- aesthetics
- ideology
- future trends

### **VOCATIONAL COURSES**

Colleges with Registered Training Organisation status (RTO) are eligible to deliver units of competence from Training Packages, or alternatively, they may develop vocational courses, classified as (M, A or T) based on the Training Packages, under the relevant Course Framework.

## **RELATIONSHIP TO KEY COMPETENCIES**

A number of work-related competencies have been accepted at national level as being important for all young Australians.

These are:

- Collecting and analysing information (KC1)
- Communicating ideas and information (KC2)
- Planning and organizing activities (KC3)
- Working with others in teams (KC4)
- Using mathematical ideas and techniques (KC5)
- Solving problems (KC6)
- Using technology (KC7)

Teachers are encouraged to incorporate these competencies into their courses.

## **ACROSS CURRICULUM PERSPECTIVES**

Nine Across Curriculum Perspectives have been identified by the Department of Education and Training as important societal and educational issues which cross curriculum boundaries. The Board has adopted these perspectives for inclusion where possible in courses of study at senior secondary level. These perspectives are:

- Aboriginal and Torres Strait Islander Education
- Australian Education
- Environment Education
- Gender Equity
- Information Access
- Language for Understanding
- Multicultural Education
- Special Needs Education
- Work Education

Details about the Across Curriculum Perspectives and advice on how to use them are available at <http://www.decs.act.gov.au/publicat/acpframeworks.htm>.

# PEDAGOGY

## Learning Principles

Learning is a complex process of constructing and applying knowledge and of developing and applying skills. This set of learning principles is premised on the belief that learning is a partnership between students and teachers, that all students are able to learn and that teachers are responsible for advancing student learning.

1. Learning builds on existing knowledge, understandings and skills.  
(*Prior knowledge*)
2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.  
(*Deep Knowledge and Connectedness*)
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.  
(*Metacognition*)
4. Learners' sense of self and motivation to learn affect learning.  
(*Self-concept*)
5. Learning needs to take place in a context of high expectations.  
(*High expectations*)
6. Learners learn in different ways and at different rates.  
(*Individual differences*)
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.  
(*Socio-cultural effects*)
8. Learning is a social and collaborative function as well as an individual one.  
(*Collaborative learning*)
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.  
(*Explicit expectations and feedback*)

## Teaching Strategies

Underlying many of these suggested teaching/learning strategies is the recognition of the strong link between the practical and theoretical aspects of this subject. The goals of the course provide the necessary foundation for approaching the practical work.

With this in mind, the following strategies can be used and combined in appropriate units at the teachers' discretion. Many strategies can be used with either groups or individuals. These include:

- discussions
- demonstrations/lectures
- reporting
- research

- inquiry learning
- excursions
- industry visits/placements
- discerning use of visual and factual resources including Internet, books and magazines, video, CD/DVD
- on-line forums
- creating/producing
- cooperative group work
- viewing /listening
- analysing
- reflecting
- interpreting
- recording
- monitoring
- problem solving
- mapping the vocabulary and /or experience of the media
- examinations

The Media course considers the Key Competencies to be central aspects of effective learning. Taking this into consideration, the classroom teacher's work to implement strategies and create environments that will facilitate these outcomes. The strategies used, will be appropriate to the differing needs and expectations of students in these courses.

## **ASSESSMENT**

The purpose of including assessment task types (with examples of tasks) and assessment criteria in Course Frameworks is to provide a common and agreed basis for the collection of evidence of student achievement. This collection of evidence enables a comparison of achievement within and across colleges, through moderation processes. This enables valid, fair and equitable reporting of student achievement on the Year 12 Certificate.

**Assessment Tasks** elicit responses that demonstrate the degree to which students have achieved the goals of a unit (and the course as a whole).

**Assessment Task Types** (with **weightings**) group assessment tasks in ways that reflect agreed shared practice in the subject area and facilitate the comparison of student work across different assessment tasks.

**Assessment Criteria** (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers use all of these criteria to assess students' performance, but do not necessarily use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

**Assessment Rubrics** draw on the general course framework criteria to develop assessment criteria for a task type and a continuum which indicates levels of student performance against each criterion.

## **Assessment Tasks**

### **Assessment Task Types and some examples**

| <b>Written</b> | <b>Oral</b>  | <b>Production</b>   |
|----------------|--------------|---------------------|
| Journals       | Seminars     | Video               |
| Essays         | Pitch        | Radio               |
| Reviews        | Presentation | Sound               |
| Reports        | Evaluation   | Multimedia          |
| Surveys        | Interviews   | Animation           |
| Workbook       |              | Storyboards         |
| Evaluations    |              | Scripts             |
| Test           |              | Design              |
| Scripts        |              | Print Publications  |
|                |              | Film Design/Montage |
|                |              | Image Design        |

## Assessment Weightings for both T and A

(A standard unit is also called a Semester and a 0.5 standard unit is called a Term.)

|  | Written         | Oral     | Production |
|--|-----------------|----------|------------|
| 1 Standard Unit  | 20 - 30 %       | 20 - 30% | 30 - 60%   |
| Assessment must include at least one of each of the above assessment task types        |                 |          |            |
|  | Written or Oral |          | Production |
| 0.5 Standard Unit  | 40 - 60%        |          | 40 - 60%   |
| Assessment will generally include a production task and one other assessment task type |                 |          |            |

Some 0.5 standard units can specify No Production Required, in which case there should be a balance between the written and oral components in that unit. There should also be a balance between combinations of Production and Oral and Production and Written. When two 0.5 standard units are combined into a standard unit there should be 30 – 60 % production.

Within any **T course (Major or Minor)** students must complete **30 – 50% production work**.

Within any **A course (Major or Minor)** students must complete **40 – 60% production work**.

## Assessment Criteria

### Assessment Criteria for the Media Course Framework

These are based on the essential skills and concepts related to: Creating and Producing, Media Communication, and Critical Analysis

Students will be assessed on the degree to which they demonstrate:

- an understanding of the processes of media communication, the nature of specific media and their shaping of the product
- ability to analyse essential concepts and content
- communication appropriate to the task and audience
- practical skills in the design and construction of media products
- creativity in response to the production task, if appropriate

## Assessment Rubrics

Assessment rubrics are under development. See Appendix B for an example.

## Relating Assessment Task Type and Assessment Criteria to the Course Framework Goals

The congruence between goals, assessment task types (the evidence) and the assessment criteria (the basis for judging the evidence) is vital in teaching and learning. The following table shows these relationships.

| Goals   | Assessment Criteria  | Assessment Tasks  |
|---|--|---|
| <ul style="list-style-type: none"> <li>Analyse and evaluate areas of influence on and within the media (such as context, ownership, the changing nature of technology, economics, social and political needs).</li> </ul> | <ul style="list-style-type: none"> <li>An understanding of the processes of media communication, the nature of specific media and their shaping of the product.</li> <li>Ability to analyse essential concepts and content.</li> <li>Communication appropriate to the task.</li> </ul>   | <ul style="list-style-type: none"> <li>Oral</li> <li>Written</li> </ul>                     |
| <ul style="list-style-type: none"> <li>Identify and evaluate the processes of media communication, the use of codes and conventions, and the relationship between context, producers, audience and product.</li> </ul>    | <ul style="list-style-type: none"> <li>An understanding of the processes of media communication, the nature of specific media and their shaping of the product.</li> <li>Ability to analyse essential concepts and content.</li> <li>Communication appropriate to the task.</li> </ul>   | <ul style="list-style-type: none"> <li>Oral</li> <li>Written</li> </ul>                     |
| <ul style="list-style-type: none"> <li>Apply the skills, processes and codes and conventions involved in the making of media products showing an understanding of current technology.</li> </ul>                          | <ul style="list-style-type: none"> <li>Practical skills in the design and construction of media products.</li> <li>Creativity in response to the production task.</li> <li>Communication appropriate to the task.</li> </ul>   | <ul style="list-style-type: none"> <li>Production</li> <li>Oral</li> <li>Written</li> </ul> |
| <ul style="list-style-type: none"> <li>Consider the role of ethics, aesthetics and values in the media.</li> </ul>  | <ul style="list-style-type: none"> <li>An understanding of the processes of media communication, the nature of specific media and their shaping of the product.</li> <li>Ability to analyse essential concepts and content.</li> <li>Communication appropriate to the task.</li> <li>Creativity in response to the production task.</li> </ul> | <ul style="list-style-type: none"> <li>Written</li> <li>Oral</li> <li>Production</li> </ul> |
| <ul style="list-style-type: none"> <li>Acquire knowledge of vocational pathways and working in the media industry.</li> </ul>   | <ul style="list-style-type: none"> <li>An understanding of the processes of media communication, the nature of specific media and their shaping of the product.</li> <li>Communication appropriate to the task.</li> <li>Practical skills in the design and construction of media products.</li> </ul>   | <ul style="list-style-type: none"> <li>Production</li> <li>Oral</li> <li>Written</li> </ul> |
| <ul style="list-style-type: none"> <li>Develop a range of media literacies - visual, aural, computer, written and oral.</li> </ul>  | <ul style="list-style-type: none"> <li>Communication appropriate to the task.</li> <li>Practical skills in the design and construction of media products.</li> </ul>   | <ul style="list-style-type: none"> <li>Oral</li> <li>Written</li> <li>Production</li> </ul> |

## **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 organized on an A-E basis and represent standards of achievement.

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

The following descriptors are consistent with the system grade descriptors that describe generic standards of student achievement across all courses.

## Unit Grade Descriptors for A Courses

| A student who achieves the grade <b>A</b> typically   | A student who achieves the grade <b>B</b> typically  | A student who achieves the grade <b>C</b> typically  | A student who achieves the grade <b>D</b> typically   | A student who achieves the grade <b>E</b> typically  |
|---|--|--|---|--|
| <ul style="list-style-type: none"> <li>• Understands and explains the components and some principles of media communication.</li> <li>• Understands and explains the shaping of media messages, including technologies and the relationship between audience and product.</li> <li>• Demonstrates a satisfactory understanding of the power the media may have over particular groups within society and has some appreciation of the historical, political, cultural and economic contexts for media.</li> <li>• Is able to grasp new ideas and comment on or develop them.</li> <li>• Critically evaluates media products, including their own, with an awareness of aesthetic values.</li> <li>• Uses imagination and well-developed design and technical skills in making media products.</li> <li>• Demonstrates good planning and time management skills.</li> <li>• Communicates clearly, accurately and confidently in a largely descriptive or expository form, in written, oral and practical forms.</li> </ul> | <ul style="list-style-type: none"> <li>• Has a fair understanding of the components of media communication and some of the underlying principles.</li> <li>• Understands and comments on the shaping of media messages, including technologies and the relationship between audience and product.</li> <li>• Demonstrates some understanding of the power the media may have over particular groups within society and identifies aspects of the historical, political, cultural and economic contexts for media.</li> <li>• Grasps ideas and is able to develop them to some extent.</li> <li>• Makes judgements of media products, including their own, with some awareness of aesthetic values.</li> <li>• Shows some imaginative ideas and techniques and employs effective design and technical skills in making media products.</li> <li>• Plans and manages time satisfactorily.</li> <li>• Communicates competently and with some confidence in written, oral and practical form.</li> </ul> | <ul style="list-style-type: none"> <li>• Can report on the components of media communication and has a basic understanding of some of the underlying principles.</li> <li>• Can recognise aspects, which contribute to the shaping of media messages, including technologies and the relationship between audience and product.</li> <li>• Demonstrates an awareness of the power the media may have over particular groups within society and has a basic appreciation of the historical, political, cultural and economic contexts for media.</li> <li>• Can copy or comment on ideas presented to them.</li> <li>• Comments on aspects of media products, including their own, with awareness of some aesthetic values in a broad context.</li> <li>• Effectively copies the ideas of others, employs basic design principles and develops practical production skills in making media products.</li> <li>• Is able to plan and work to a schedule with support.</li> <li>• Uses satisfactory communication skills in written, oral and practical forms.</li> </ul> | <ul style="list-style-type: none"> <li>• Recognises some components from which media products are constructed.</li> <li>• Recognises a few aspects of the selection of media messages with a limited understanding of how technologies may be used and the relationship between audience and product.</li> <li>• Identifies on a personal level how media affects groups in society and has some awareness of media contexts.</li> <li>• Follows others' ideas with limited understanding.</li> <li>• Comments on aspects of media products, including their own, usually relying on personal taste.</li> <li>• Imitates the ideas of others, employs some elements of design and demonstrates limited use of technologies and practical skill in making media products.</li> <li>• Demonstrates basic planning and time management skills.</li> <li>• Presents written, oral and practical work in an unformed and/or simplistic way.</li> </ul> | <ul style="list-style-type: none"> <li>• Recognises a few components from which media products are constructed but has little understanding of media communication principles.</li> <li>• Can discuss some aspects of a media product and is aware of some aspects of media construction, including the existence of different technologies and the concept of target audiences.</li> <li>• Shows a basic awareness of the power of the media in some circumstances and can identify with help the idea of context.</li> <li>• Show minimal understanding of ideas presented in class.</li> <li>• Makes comments on media product, based on personal taste.</li> <li>• Copies the ideas of others and produces partial segments of practical work, with assistance.</li> <li>• Follows a plan under regular supervision.</li> <li>• Attempts some communication tasks with limited skill.</li> </ul> |

## Unit Grade Descriptors for T Courses

| A student who achieves the grade <b>A</b> typically  | A student who achieves the grade <b>B</b> typically   | A student who achieves the grade <b>C</b> typically   | A student who achieves the grade <b>D</b> typically  | A student who achieves the grade <b>E</b> typically  |
|--|---|---|--|--|
| <ul style="list-style-type: none"> <li>• Shows a sophisticated understanding of the principles and components of media communication.</li> <li>• Elucidates with insight the complexities of the construction and effectiveness of media products, including the relationship between audience and product.</li> <li>• Critically appraises and evaluates the role of the media in its historical, political, cultural and economic contexts and the power the media may have on particular groups in society.</li> <li>• Makes discriminating and objective judgements of media products, including their own.</li> <li>• Uses highly creative thinking and superior design and technical skills in making media products.</li> <li>• Demonstrates a high level of planning and time management and organisational ability.</li> <li>• Communicates fluently, confidently, accurately and persuasively in written, oral and practical forms.</li> </ul> | <ul style="list-style-type: none"> <li>• Shows a clear understanding of the principles and components of media communication.</li> <li>• Shows a critical appreciation of how and why media products are shaped, including the relationship between audience and product.</li> <li>• Demonstrates a detailed understanding of the power of the media in contemporary society and appreciates historical, political, cultural and economic contexts.</li> <li>• Analyses media products, including their own, with aesthetic and critical judgement.</li> <li>• Uses imagination and well-developed design and technical skills in making media products.</li> <li>• Has sound and effective skills, in planning and time management.</li> <li>• Communicates succinctly, clearly and effectively in written, oral and practical forms.</li> </ul> | <ul style="list-style-type: none"> <li>• Shows an understanding of the principles and components of media communication.</li> <li>• Can recognise and comment on the ways media products are shaped, including the relationship between audience and product.</li> <li>• Understands media contexts and the power of the media over particular groups in society.</li> <li>• Uses sound analytical skills and some aesthetic awareness in evaluating media products, including their own.</li> <li>• Creates media products with competent design and technical skills and some imagination, following known standards and ideas.</li> <li>• Is able to plan and work to a schedule to complete tasks.</li> <li>• Communicates competently in written, oral and practical forms.</li> </ul> | <ul style="list-style-type: none"> <li>• Shows a basic understanding of the principles and components of media communication.</li> <li>• Recognises some elements of the construction of media products, including the relationship between audience and product.</li> <li>• Is able to summarise ideas related to media issues, has a general understanding of media contexts and identifies on a personal level how media affects groups in society.</li> <li>• Is aware of aesthetic values and can evaluate own work with assistance.</li> <li>• Creates media products with some degree of understanding of design and technical elements and follows the ideas of others satisfactorily.</li> <li>• Follows a plan developed by a production team.</li> <li>• Uses basically sound communication skills in written, oral and practical forms.</li> </ul> | <ul style="list-style-type: none"> <li>• Recognises the basic elements of media communication.</li> <li>• Can comment on some aspects of media construction and, with help, recognises the relationship between audience and product.</li> <li>• Is aware of the power of the media and comments on some aspects of media issues, generally from a personal perspective; recognises, with help, the importance of context.</li> <li>• Can describe a media product and report on their own contribution to making a media product but has recourse to few processes for judging aesthetic standards.</li> <li>• Produces partial segments of practical work and applies limited design and technical skills.</li> <li>• Attempts to plan and commences a production.</li> <li>• Presents written, oral and practical work in an unformed and/or simplistic way.</li> </ul> |

## **MODERATION**

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.

### **The Moderation Model**

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grade Descriptors for all accredited courses, as well as statistical moderation of course scores, including small group procedures, for T courses.

#### **Moderation by Structured, Consensus-based Peer Review**

Review is a subcategory of moderation, comprising the review of standards and the validation of Unit Grades. In the review process, Unit Grades, determined for Year 11 and Year 12 student assessment portfolios that have been assessed in schools by teachers under accredited courses, are moderated by peer review against system wide criteria and standards. This is done by matching student performance with the criteria and standards outlined in the Unit Grade Descriptors as stated in the Course Framework. Advice is then given to colleges to assist teachers with, and/or reassure them on, their judgments.

#### **Preparation for Structured, Consensus-based Peer Review**

Towards the end of each year, for each M, A and T course offered by the school, the Semester 2 assessment portfolios of a sample of Year 11 students, each typical of the required Unit Grade Descriptor, are sent to the ACTBSSS Secretariat. This material is considered at the first moderation day in March of the following year.

Towards the end of semester 1 each year, the same requirement applies for the Semester 1 assessment portfolios of a sample of Year 12 students. This material is considered at the second moderation day in August of the same year.

## **The College Course Presentation**

The package of materials (College Course Presentation) presented by a college for review on moderation days in each course area will comprise the following:

- A folder containing supporting documentation as requested by the Board Secretariat through memoranda to colleges.
- A set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the unit grade decision has been made is to be included in the student review portfolios. Specific requirements for subject areas and types of evidence to be presented for each moderation day will be outlined by the Board Secretariat through memoranda and Information Papers.

## **BIBLIOGRAPHY**

### **References for Curriculum Development**

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Guidelines for the Development and Accreditation of Courses, ACT Board of Senior Secondary Studies, Canberra ACT.

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Media Production and Analysis Curriculum statement 2003, South Australian Certificate of Education, Adelaide, South Australia.

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Assessment Support Material 2001, Victorian Certificate of Education, Melbourne, Victoria.

Digital Media (Year 11 D236) 1999 revised 2000, Curriculum Council, Perth, Western Australia.

Visual Arts Year 11 and 12 Media Arts 1997, Ministry of Education, Skills and Training, British Columbia, Canada.

Art and Design Draft Course Framework 2003, ACT Board of Senior Secondary Studies, Canberra, ACT.

### **Some Teacher References for Courses in Media**

Media Studies is an area where the nature and content of valuable resources is constantly changing, and as such it is recommended that teachers of Media maintain an awareness of trends and literature in this area.

## **CONTACTS THAT MAY BE USEFUL**

Electric Shadows Bookshop

Screen Sound Australia/AFI

National Film and Sound Archive

University of Canberra

The National Museum of Australia

Australian National University

Special Broadcasting Services

National Library

Commercial and Community Media organisations

ATOMACT – Australia Teachers of Media ACT

Canberra Institute of Technology

Parliamentary Education Office

Australian Broadcasting Corporation

## **COURSE FRAMEWORK DEVELOPMENT**

### **2004 Course Framework Review Group**

|                    |                           |
|--------------------|---------------------------|
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This group gratefully acknowledges the work of previous groups who developed and revised the Media, Multimedia Course Framework.

# APPENDIX A

## DETAILED T Grade Descriptors

| Unit Grades for T courses based on criteria   | Relationship to essential skills and concepts   | A student who achieves the grade <b>A</b> typically  | A student who achieves the grade <b>B</b> typically   | A student who achieves the grade <b>C</b> typically   | A student who achieves the grade <b>D</b> typically  | A student who achieves the grade <b>E</b> typically   |
|---|---|--|---|---|--|---|
| <p><b>1</b></p> <p>An understanding of the nature of the processes of media communication, specific media and the shaping of the product:</p> | <p>Relationship to media communication.</p> <p>Codes and conventions used for specific media.</p> <p>Processes of communication.</p> <p>Selection of material.</p> <p>Choice of appropriate technology:</p> <p>Target Audience</p> <p>Product intention</p> <p>Niche Markets.</p> | <p>Elucidates with insight the components from which media products are constructed.</p> <p>Has a comprehensive understanding of the overarching principles of media communication.</p> <p>Is able to perceptively draw parallels between differing media forms.</p> <p>Has a sophisticated understanding of the shaping of messages through the deliberate selection and omission of material.</p> <p>Critically evaluates the use of technologies with regard to their currency and effectiveness.</p> <p>Understands and critically analyses the complexities of the product/audience/purpose relationship.</p> | <p>Can explain in detail the components of a media product.</p> <p>Has a clearly defined understanding of the principles of media communication.</p> <p>Is able to draw parallels between differing media forms.</p> <p>Has a clear understanding of the shaping of messages through the deliberate selection and omission of material.</p> <p>Evaluates the use of technologies with regard to their currency and effectiveness.</p> <p>Understands and analyses the relationship between audience and the shaping of a product.</p> | <p>Can report with understanding on the components from which media products are constructed.</p> <p>Has an understanding of the principles of media communication.</p> <p>Is aware of connections between differing media forms.</p> <p>Can recognize and can comment on the shaping of messages through the deliberate selection and omission of material.</p> <p>Understands the use of technologies with regard to their currency and effectiveness.</p> <p>Understands with some analysis the relationship between audience and product.</p> | <p>Recognizes components from which media products are constructed.</p> <p>Has a basic understanding of the some of the principles of media communication.</p> <p>Recognizes some aspects of the message selection.</p> <p>Has some understanding of technology and their effectiveness.</p> <p>Recognizes the relationship between target audience and product.</p> | <p>Recognizes basic elements from which media products are constructed.</p> <p>Has a limited understanding of basic media communication.</p> <p>Can comment on some aspects of construction.</p> <p>Understands the use of some technology.</p> <p>Recognizes with help the relationship between target audience and product.</p> |

| Unit Grades for T courses based on criteria                               | Relationship to essential skills and concepts   | A student who achieves the grade <b>A</b> typically  | A student who achieves the grade <b>B</b> typically  | A student who achieves the grade <b>C</b> typically   | A student who achieves the grade <b>D</b> typically  | A student who achieves the grade <b>E</b> typically  |
|---|---|--|--|---|--|--|
| <p><b>2</b></p> <p>Ability to analyse essential concepts and content:</p> | <p>Relates to Critical Analysis:</p> <ul style="list-style-type: none"> <li>• Media aspects such as: <ul style="list-style-type: none"> <li>power</li> <li>influence</li> <li>theories</li> <li>ideology</li> <li>historical trends and influences</li> <li>future trends</li> <li>bias and propaganda</li> <li>media as an art form.</li> <li>ownership and control</li> <li>cultural contexts</li> <li>values</li> <li>ethics.</li> </ul> </li> <li>• Evaluation of own production work and that of others.</li> <li>• Aesthetic appreciation.</li> </ul> | <p>Critically and perceptively references use of media, traditions, theories, policies and issues.</p> <p>Demonstrates a critical understanding the power the media may have over particular groups within society.</p> <p>Critically appraises and evaluates the historical, political, cultural and economic contexts for media.</p> <p>Has strong, considered and well supported responses in the analysis of media products.</p> <p>Is able to make discriminating and objective judgements in relation to own media production.</p> <p>Interprets and evaluates the aesthetics of media products in a sophisticated manner.</p> | <p>Confidently references use of media, traditions, theories, policies and issues.</p> <p>Demonstrates detailed understanding of the power the media may have over particular groups within society.</p> <p>Demonstrates some critical understanding of the historical, political, cultural and economic contexts for media.</p> <p>Can critically analyse a media product.</p> <p>Is able to make objective judgements in relation to own media production.</p> <p>Has a well developed aesthetic</p> <p>Sense in the evaluation of media products.</p> | <p>Understands and refers to media related issues.</p> <p>Demonstrates an understanding of the power the media may have over particular groups within society.</p> <p>Appreciates the historical, political, cultural and economic contexts for media.</p> <p>Analyses a media product satisfactorily.</p> <p>Is able to make some evaluation in relation to own media production.</p> <p>Has an awareness of aesthetic.</p> <p>Sense in the evaluation of media products and comment on their use.</p> | <p>Is able to summarize ideas related to media issues.</p> <p>Identifies on a personal level how media affects groups in society.</p> <p>Generally has some understanding of the historical, political, cultural and economic contexts for media.</p> <p>Identifies elements that create a media product.</p> <p>Can comment on role and evaluate own work with assistance.</p> <p>Is aware of aesthetic values.</p> | <p>Comments on some aspects of media issues generally from a personal perspective.</p> <p>Shows an awareness of the power of the media.</p> <p>Can identify with help the importance of context.</p> <p>Describes a media product at a basic level.</p> <p>Can report on contribution to a production.</p> <p>Has recourse to few processes for judging aesthetic standards.</p> |

| Unit Grades for T courses based on criteria                   | Relationship to essential skills and concepts   | A student who achieves the grade <b>A</b> typically  | A student who achieves the grade <b>B</b> typically   | A student who achieves the grade <b>C</b> typically  | A student who achieves the grade <b>D</b> typically  | A student who achieves the grade <b>E</b> typically  |
|---|---|--|---|--|--|--|
| <p><b>3</b></p> <p>Communication appropriate to the task:</p> | <p>Relates to communication skills:</p> <ul style="list-style-type: none"> <li>Selection of appropriate method for target audience.</li> <li>Scripts and storyboards.</li> <li>Written communication skills.</li> <li>Oral communication skills.</li> <li>Research skills - including ICT competencies.</li> <li>Note taking, diaries, and journals.</li> <li>Appropriate record keeping.</li> <li>Product presentation.</li> <li>Teamwork skills and interpersonal communication.</li> </ul> | <p>Communicates, fluently, confidently, accurately and persuasively in written oral and practical forms.</p> <p>Demonstrates independence and originality of thought.</p> <p>Gives a polished presentation of production work.</p> <p>Independently researches and presents well considered and accurate synthesis of information from a broad range of sources.</p> <p>Initiates discussion and inquiry and develops the ideas of others in a creative or insightful way.</p> <p>Negotiates and effectively communicates with outside agencies showing maturity.</p> <p>Communicates clearly and persuasively with team members, showing leadership, ingenuity and resourcefulness and contributes fully to the production process.</p> <p>Thoroughly documents the production process at various stages.</p> | <p>Communicates succinctly, clearly, and effectively in written oral and practical forms.</p> <p>Demonstrates some originality of thought.</p> <p>Has some flair in the presentation of work.</p> <p>Can research independently and effectively select and synthesise material.</p> <p>Participates freely in discussions and works with suggested ideas in a meaningful way.</p> <p>Demonstrates clear communication and an ability to work confidently with outside agencies.</p> <p>Communicates confidently within a team and is able to work effectively with others and freely offer ideas.</p> <p>Keeps careful records of the production process at various stages.</p> | <p>Communicates competently in written oral and practical forms.</p> <p>Is able to reproduce ideas presented in class.</p> <p>Presents production work satisfactorily.</p> <p>Researches, collects and selects and synthesises material satisfactorily.</p> <p>Is able to offer some comments on the ideas of others and use them for a specific purpose.</p> <p>Is able to contact outside agencies for a specific purpose.</p> <p>Communicates and work satisfactorily as a team member offering some ideas.</p> <p>Satisfactorily records the different stages of production.</p> | <p>Uses basic communication skills in written oral and practical forms.</p> <p>Shows some understanding of ideas presented in class.</p> <p>Is poorly organised in the presentation of production work.</p> <p>Collects and selects some appropriate material with guidance.</p> <p>Tries to apply the ideas of others with some success.</p> <p>Has some communication with the team and works in a designated role with basic interaction.</p> <p>Keeps basic records of the production process.</p> | <p>Presents written, oral and practical work at an unformed and/ or simplistic standard.</p> <p>Has a limited capacity to understand ideas presented in class.</p> <p>Makes no effort to present production work.</p> <p>Has limited success in using ideas presented to them.</p> <p>Participates minimally as a member of a production team.</p> <p>Makes minimal reference to the stages of production.</p> |

| Unit Grades for T courses based on criteria                                     | Relationship to essential skills and concepts   | A student who achieves the grade <b>A</b> typically  | A student who achieves the grade <b>B</b> typically  | A student who achieves the grade <b>C</b> typically   | A student who achieves the grade <b>D</b> typically   | A student who achieves the grade <b>E</b> typically   |
|---|---|--|--|---|---|---|
| <p><b>4</b></p> <p>Skills in the design and construction of media products:</p> | <p>Relates to Creating and Producing.</p> <p>Pre production</p> <ul style="list-style-type: none"> <li>• planning and time management</li> <li>• appeal to target audience</li> <li>• design.</li> </ul> <p>Production</p> <ul style="list-style-type: none"> <li>• technical skills</li> <li>• use of technology.</li> </ul> <p>Post production</p> <ul style="list-style-type: none"> <li>• technical skills</li> <li>• use of technology.</li> </ul> <p>Completion of project.</p> | <p>Demonstrates a high level of planning and time management and organisational ability.</p> <p>Creates products that appeal to the target audience by considering a wide range of factors.</p> <p>Employs design principles in a very skilful way.</p> <p>Integrates and demonstrates a wide range of highly developed technical skills.</p> <p>Creates projects within a time limit and works independently to find clever solutions to problems.</p> <p>Demonstrates superior skill in using and adapting a variety of suitable technologies to a very high standard.</p> <p>Demonstrates skilful and perceptive application of the codes and conventions of the media chosen for production.</p> | <p>Has sound and effective skills in planning and time management.</p> <p>Creates products that are effective in their appeal to the target audience.</p> <p>Employs design principles effectively.</p> <p>Has a well developed knowledge of technical skills and can apply them effectively in the creation of media products.</p> <p>Completes production work on time and is able to rectify problems with minimal supervision.</p> <p>Proficiently uses and adapts a variety of suitable technologies to a good standard.</p> <p>Applies the codes and conventions of the media chosen for production in a thoughtful and deliberate manner.</p> | <p>Is able to plan and work to a schedule to complete tasks.</p> <p>Creates products that appeal to the target audience.</p> <p>Employs design principles satisfactorily.</p> <p>Demonstrates and applies technical skills in a competent manner.</p> <p>Completes production work on time and attempts some problem solving.</p> <p>Is proficient in the use of a variety of technologies to a satisfactory standard.</p> <p>Uses codes and conventions appropriately for the media chosen for production.</p> | <p>Follows a plan developed by production team.</p> <p>Creates products that have some appeal to the target audience.</p> <p>Employs some elements of design in a basic fashion.</p> <p>Has some degree of technical understanding and can apply it in the creation of a media product.</p> <p>Completes set tasks under direction.</p> <p>Demonstrates basic use of some technologies.</p> <p>Makes reference to some of the codes and conventions of the media chosen for production.</p> | <p>Attempts to plan and commence a production.</p> <p>Gives minimal reference to the target audience.</p> <p>Employs some elements of design but with little effectiveness.</p> <p>Has very limited technical knowledge and application.</p> <p>Produces partial segments of practical work with constant assistance.</p> <p>Can use some aspects of technology with guidance.</p> <p>Can follow directions in applying some codes and conventions in media production.</p> |
| <p><b>5</b></p> <p>Creativity in response to the production task:</p>           | <p>Relates to Creating and Producing.</p> <p>Original/lateral thinking.</p> <p>Risk taking /streamlining/fine tuning traditional methods.</p> <p>Ability to juxtapose different forms and methodologies.</p>  | <p>Demonstrates imaginative ideas and creative thinking with original outcomes.</p> <p>Uses technology in a highly creative and original manner.</p> <p>Is able to extend the traditional use or application of a media technology in a new way.</p>   | <p>Demonstrates imaginative ideas in their production.</p> <p>Shows some creativity in the application of technology.</p>  | <p>Has some imagination but is able to copy ideas effectively.</p> <p>Can produce effective work that follows known standards.</p>  | <p>Imitates the ideas of others satisfactorily.</p>   | <p>Can copy some aspects of the ideas of others.</p>  |

## DETAILED A Grade Descriptors

| Unit Grades for A courses based on criteria   | Relationship to essential skills and concepts  | A student who achieves the grade A typically  | A student who achieves the grade B typically  | A student who achieves the grade C typically   | A student who achieves the grade D typically   | A student who achieves the grade E typically   |
|---|--|---|---|--|--|--|
| <p><b>1</b></p> <p>An understanding of the nature of the processes of media communication, specific media and the shaping of the product:</p> | <p>Relates to media communication.</p> <p>Codes and conventions used for specific media.</p> <p>Processes of communication.</p> <p>Selection of material.</p> <p>Choice of appropriate technology:</p> <p>Target Audience</p> <p>Product intention</p> <p>Niche Markets.</p> | <p>Understands and explains the components from which media products are constructed.</p> <p>Has a satisfactory understanding of some principles of media communication.</p> <p>Accurately uses some media terminology and evaluates media products.</p> <p>Is able to identify and explain the shaping of messages through the deliberate selection and omission of material.</p> <p>Understands the use of technologies with regard to their currency and effectiveness.</p> <p>Understands and comments on the relationship between audience and the shaping of a product.</p> | <p>Can comment on the components of a media product.</p> <p>Has a fair understanding of some of the principles of media communication.</p> <p>Comments on and explains a media product.</p> <p>Is able to identify the shaping of messages through the deliberate selection and omission of material.</p> <p>Has some understanding of technology and their effectiveness.</p> <p>Understands the relationship between audience and the shaping of a product.</p> | <p>Can report on the components from which media products are constructed.</p> <p>Has a basic understanding of a few principles of media communication.</p> <p>Identifies elements that create a media product with some explanation.</p> <p>Can recognize aspects, which contribute the shaping of messages through the deliberate selection and omission of material.</p> <p>Understands the use of some technology.</p> <p>Recognizes the relationship between target audience and product.</p> | <p>Recognizes some components from which media products are constructed.</p> <p>Has a limited understanding of a few principles of media communication.</p> <p>Describes a media product at a basic level.</p> <p>Recognizes a few aspects of the message selection.</p> <p>Has limited understanding of how technology can be used.</p> <p>Recognizes with help the relationship between target audience and product.</p> | <p>Recognizes a few elements from which media products are constructed.</p> <p>Has little understanding of basic media communication principles.</p> <p>Can discuss some aspects of a media product.</p> <p>Is aware of some aspects of construction.</p> <p>Knows that different technologies exist.</p> <p>Is aware of the idea of target audiences.</p> |

| <b>Unit Grades for A courses based on criteria</b>                        | Relationship to essential skills and concepts   | A student who achieves the grade <b>A</b> typically  | A student who achieves the grade <b>B</b> typically   | A student who achieves the grade <b>C</b> typically  | A student who achieves the grade <b>D</b> typically   | A student who achieves the grade <b>E</b> typically   |
|---|---|--|---|--|---|---|
| <p><b>2</b></p> <p>Ability to analyse essential concepts and content:</p> | <p>Relates to Critical Analysis</p> <ul style="list-style-type: none"> <li>• Media aspects such as: <ul style="list-style-type: none"> <li>power</li> <li>influence</li> <li>theories</li> <li>historical trends and influences</li> <li>future trends</li> <li>bias and propaganda</li> <li>media as an art form.</li> <li>ownership and control</li> <li>cultural contexts</li> <li>values</li> <li>ethics</li> </ul> </li> <li>• Evaluation of own production work and that of others.</li> <li>• Aesthetic appreciation.</li> </ul> | <p>Can identify and explain some media traditions, theories, policies and issues.</p> <p>Demonstrates a satisfactory understanding of the power the media may have over particular groups within society.</p> <p>Has some appreciation for the historic, political, cultural and economic contexts for media.</p> <p>Is able to grasp or think of new ideas and comment on them and develop them.</p> <p>Is able to make evaluations and judgements in relation to own media production.</p> <p>Is aware of aesthetic values and can make some comment on their use.</p> | <p>Can identify and comment on some media traditions, theories, policies and issues.</p> <p>Demonstrates some understanding of the power the media may have over particular groups within society.</p> <p>Is able to identify aspects related to the historic, political, cultural and economic contexts for media.</p> <p>Has ideas and develops them to some extent.</p> <p>Is able to make some judgements in relation to own media production.</p> <p>Is aware of some aesthetic values and can identify aspects associated with use.</p> | <p>Reports in a basic way on some media traditions, theories, policies and issues.</p> <p>Demonstrates an awareness of the power the media may have over particular groups within society.</p> <p>A has a basic appreciation of the historic, political, cultural and economic contexts for media.</p> <p>Can copy or comment on ideas when presented to them.</p> <p>Is able to make comments on some aspects of own media production.</p> <p>Is aware of some aesthetic values in a broader context.</p> | <p>Is aware of some media traditions, theories, policies and issues.</p> <p>Identifies on a personal level how some media effects groups in society.</p> <p>Generally has some awareness of the historic, political, cultural and economic contexts for media.</p> <p>Follows others ideas with limited understanding.</p> <p>Can comment on role and evaluate own work with assistance.</p> <p>Is able to comment on personal taste and make judgements.</p> | <p>Displays limited understanding traditions, theories, policies and issues.</p> <p>Shows a basic awareness of the power of the media.</p> <p>In some circumstances can identify with help the idea of context.</p> <p>Has minimal capacity to understand ideas presented in class.</p> <p>Can report on contribution to a production.</p> <p>Makes comments based on personal taste.</p> |

| <b>Unit Grades for A courses based on criteria</b>                              | Relationship to essential skills and concepts  | A student who achieves the grade <b>A</b> typically   | A student who achieves the grade <b>B</b> typically   | A student who achieves the grade <b>C</b> typically  | A student who achieves the grade <b>D</b> typically   | A student who achieves the grade <b>E</b> typically   |
|---|--|---|---|--|---|---|
| <p><b>3</b></p> <p>Communication appropriate to the task:</p>                   | <p>Relates to communication.</p> <p>Time management and group skills.</p> <p>Selection of appropriate method for target audience.</p> <p>Written communication skills.</p> <p>Oral communication skills, scripts and storyboards.</p> <p>Research skills - including ICT competencies.</p> <p>Note taking, diaries, and journals. Appropriate record keeping.</p> <p>Teamwork skills and group communication.</p> <p>Product presentation.</p>                                       | <p>Communicates, clearly, accurately and confidently in a largely descriptive or expository mode in written oral and practical forms.</p> <p>Independently researches or collects appropriate information or material and utilises this in preparing reports, practical work and presentations.</p> <p>Communicates effectively in a team and shows some leadership and resourcefulness.</p> <p>Presents production work in an organised and mature manner so that all requirements are covered in some detail.</p> | <p>Communicates competently and with some confidence in written oral and practical forms.</p> <p>Collects, selects and synthesise material from different sources.</p> <p>Communicates confidently within a team and is able to work effectively with others and freely offer ideas.</p> <p>Presents production work with some confidence and carefully covers all requirements.</p>        | <p>Uses satisfactory communication skills. in written oral and practical forms.</p> <p>Uses resources for research that is relevant but limited in scope.</p> <p>Communicates and work satisfactorily as a team member offering some ideas.</p> <p>Presents production work so that requirements are met satisfactorily.</p>                           | <p>Presents written, oral and practical work at an unformed and/ or simplistic standard.</p> <p>Collects and selects some appropriate material with guidance.</p> <p>Has some communication with the team and works in a designated role with basic interaction.</p> <p>Presents production work meeting some of the requirements.</p>  | <p>Attempts some communication tasks with limited skills.</p> <p>Can copy material that is supplied.</p> <p>Has a limited ability to share ideas with or to listen to others in their team.</p> <p>Does no preparation for a presentation of production work and covers only a few of the requirements.</p>   |
| <p><b>4</b></p> <p>Skills in the design and construction of media products:</p> | <p>Relates to Creating and Producing.</p> <p>Pre production</p> <ul style="list-style-type: none"> <li>• planning and time management</li> <li>• appeal to target audience</li> <li>• design.</li> </ul> <p>Production</p> <ul style="list-style-type: none"> <li>• technical skills</li> <li>• use of technology.</li> </ul> <p>Post production</p> <ul style="list-style-type: none"> <li>• technical skills</li> <li>• use of technology</li> </ul> <p>Completion of project.</p> | <p>Has good planning and time management skills.</p> <p>Creates products that effectively appeal to the target audience.</p> <p>Employs design principles in a skilful way.</p> <p>Demonstrates a range of well-developed technical skills.</p> <p>Creates projects within a time limit and works independently showing resourcefulness in problem solving.</p> <p>Uses appropriate technologies to best effect.</p> <p>Applies codes and conventions effectively and with some skill.</p>                          | <p>Plans and manages time satisfactorily.</p> <p>Creates products that appeal to the target audience.</p> <p>Employs design principles with some effectiveness.</p> <p>Demonstrates a range of technical skills.</p> <p>Completes production work on time solving problems with some direction.</p> <p>Uses appropriate technologies.</p> <p>Applies codes and conventions effectively.</p> | <p>Is able to plan and work to a schedule to with support.</p> <p>Creates products that have some appeal to the target audience.</p> <p>Employs basic design principles.</p> <p>Develops some practical production skills.</p> <p>Completes production work and uses some aspects of technology competently.</p> <p>Applies codes and conventions.</p> | <p>Demonstrates basic planning and time management skills.</p> <p>Creates products that have limited appeal to the target audience.</p> <p>Employs some elements of design in a basic fashion.</p> <p>Has some degree of technical application.</p> <p>Completes set tasks under direction.</p> <p>Demonstrates limited use of some technologies.</p> <p>Uses some codes and conventions.</p> | <p>Follows a plan under duress.</p> <p>Makes s minimal reference to the target audience.</p> <p>Employs some elements of design but with little effectiveness.</p> <p>Has very limited technical knowledge and application.</p> <p>Produces partial segments of practical work with constant assistance and lets others solve problems.</p> <p>Can use some aspects of technology with guidance.</p> <p>Can follow directions in applying some codes and conventions.</p> |

| <b>Unit Grades for A courses based on criteria</b>         | Relationship to essential skills and concepts  | A student who achieves the grade <b>A</b> typically  | A student who achieves the grade <b>B</b> typically   | A student who achieves the grade <b>C</b> typically | A student who achieves the grade <b>D</b> typically | A student who achieves the grade <b>E</b> typically |
|--|--|--|---|---|---|---|
| <b>5</b><br>Creativity in response to the production task: | Relates to Creating and Producing.<br>Original/lateral thinking.<br>Risk taking /streamlining/fine tuning traditional methods. | Demonstrates imaginative ideas and sometimes uses them in a new context.<br>Uses technology in a creative way. | Demonstrates some imaginative ideas.<br>Shows some creativity in the application of technology. | Is able to copy ideas effectively.                  | Imitates the ideas of others.                       | Can copy some aspects of the ideas of others.       |

## APPENDIX B - RUBRIC

| Task                            | Criteria   | Teaching  | Standard Schema  |
|---------------------------------|--|---|--|
| <p><b>Producing a video</b></p> | <ul style="list-style-type: none"> <li>• Development and refinement of a range of practical production skills.</li> <li>• Scripting and design for selected media.</li> <li>• Generation and development of ideas.</li> <li>• Production process.</li> <li>• Planning, time management and group collaboration.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Pre Production</b> <ul style="list-style-type: none"> <li>- how to read film/video</li> <li>- composition</li> <li>- how to use the camera</li> <li>- narrative</li> <li>- genre</li> <li>- analysis of process – written/oral</li> <li>- group collaboration.</li> </ul> </li> <li>• <b>Production</b> <ul style="list-style-type: none"> <li>- scripting</li> <li>- storyboarding</li> <li>- time management</li> <li>- appropriate choice of technology</li> <li>- problem solving</li> <li>-filming techniques.</li> </ul> </li> <li>• <b>Post Production</b> <ul style="list-style-type: none"> <li>- making critical selections</li> <li>- analysis of process</li> <li>- presentation</li> <li>- evaluation</li> <li>- understanding of contexts.</li> </ul> </li> </ul> | <p><b>A student who achieves the grade A</b></p> <ul style="list-style-type: none"> <li>• Understands and critically analyses the complexities of the product/audience/ purpose.</li> <li>• Displays a high level of understanding of how the media communicates.</li> <li>• Communicates fluently, confidently and persuasively in written and oral forms.</li> <li>• Initiates discussion and inquiry.</li> <li>• Shows leadership, ingenuity, resourcefulness and independence in planning and producing a media product.</li> <li>• Demonstrates creative mastery in the codes and conventions of the media chosen for production.</li> <li>• Demonstrates a high level of planning and management skills, recognising problems with the production process and being efficient in rectifying or working around these.</li> <li>• Communicates clearly and persuasively with team members.</li> <li>• Thoroughly documents and productively reflects on the production process at various stages.</li> <li>• Demonstrate competencies in using equipment.</li> </ul> |