



Specialised Media

A/T/M/V

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Supporting Qualifications from **Creative Arts and Culture Training Package**

CUA20215 Certificate II in Creative Industries

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The ACT Senior Secondary System

The ACT senior secondary system recognises a range of university, vocational or life skills pathways.

The system is based on the premise that teachers are experts in their area: they know their students and community and are thus best placed to develop curriculum and assess students according to their needs and interests. Students have ownership of their learning and are respected as young adults who have a voice.

A defining feature of the system is school-based curriculum and continuous assessment. School-based curriculum provides flexibility for teachers to address students' needs and interests. College teachers have an opportunity to develop courses for implementation across ACT schools. Based on the courses that have been accredited by the BSSS, college teachers are responsible for developing programs of learning. A program of learning is developed by individual colleges to implement the courses and units they are delivering.

Teachers must deliver all content descriptions; however, they do have flexibility to emphasise some content descriptions over others. It is at the discretion of the teacher to select the texts or materials to demonstrate the content descriptions. Teachers can choose to deliver course units in any order and teach additional (not listed) content provided it meets the specific unit goals.

School-based continuous assessment means that students are continually assessed throughout Years 11 and 12, with both years contributing equally to senior secondary certification. Teachers and students are positioned to have ownership of senior secondary assessment. The system allows teachers to learn from each other and to refine their judgement and develop expertise.

Senior secondary teachers have the flexibility to assess students in a variety of ways. For example: multimedia presentation, inquiry-based project, test, essay, performance and/or practical demonstration may all have their place. College teachers are responsible for developing assessment instruments with task specific rubrics and providing feedback to students.

The integrity of the ACT Senior Secondary Certificate is upheld by a robust, collaborative, and rigorous structured consensus-based peer reviewed moderation process. System moderation involves all Year 11 and 12 teachers from public, non-government and international colleges delivering the ACT Senior Secondary Certificate.

Only students who desire a pathway to university are required to sit a general aptitude test, referred to as the ACT Scaling Test (AST), which moderates student scores across courses and colleges. Students are required to use critical and creative thinking skills across a range of disciplines to solve problems. They are also required to interpret a stimulus and write an extended response.

Senior secondary curriculum makes provision for student-centred teaching approaches, integrated and project-based learning inquiry, formative assessment, and teacher autonomy. ACT Senior Secondary Curriculum makes provision for diverse learners and students with mild to moderate intellectual disabilities, so that all students can achieve an ACT Senior Secondary Certificate.

The ACT Board of Senior Secondary Studies (BSSS) leads senior secondary education. It is responsible for quality assurance in senior secondary curriculum, assessment, and certification. The Board consists of nominees from colleges, professional bodies, universities, industry, parent/carer organisations and unions. The Office of the Board of Senior Secondary Studies (OBSSS) consists of professional and administrative staff who support the Board in achieving its objectives and functions.

ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in contemporary issues relevant to their lives
- foster students' intellectual, social, and ethical development
- nurture students' wellbeing, and physical and spiritual development
- enable effective and respectful participation in a diverse society.

Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours, and dispositions that students develop and use in their learning across the curriculum
- is based on a model of learning that integrates intended student outcomes, pedagogy, and assessment
- outlines teaching strategies which are grounded in learning principles and encompass quality teaching
- promotes intellectual quality, establish a rich learning environment, and generate relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

Vocational Education and Training in ACT Senior Secondary Schools

The Board of Senior Secondary Studies is responsible for the certification of senior secondary school studies in government and non-government schools in the ACT. Students can undertake Vocational Education and Training (VET) as part of a senior secondary certificate and completion by a student can provide credit towards both a recognised VET qualification and a Senior Secondary School Certificate.

The BSSS certifies VET qualifications and Statements of Attainment on behalf of ACT colleges and high schools that offer Australian VET Qualifications and are Registered Training Organisations (RTOs) or have a Third-Party Service Agreement (TPSA) with an RTO. The Board also recognises VET qualifications delivered by external RTOs and facilitates the allocation of credit towards the ACT Senior Secondary Certificate based on assessment and hours of training.

The BSSS is not an RTO and is not responsible for those aspects that relate to VET delivery in schools or externally that fall within the role of the RTO.

Vocational programs must be assessed in accordance with the *Standards for Registered Training Organisations 2015* and the guidelines outlined in the relevant training package. Students undertaking A, T and M accredited vocational programs will be assessed against the criteria and achievement standards referenced in the framework to produce A-E grades and scores. They will also be assessed against competency standards as described in the relevant training package.

The BSSS certifies VET that:

- is listed on the national training.gov.au website; and
- is delivered and assessed by an ACT college or high school, which is an RTO or has a Third-Party Service Agreement (TPSA) with an RTO that has scope from the Australian Skills Quality Authority (ASQA) to deliver specified qualifications
- is delivered and assessed in accordance with relevant Training Package requirements.

Vocational learning contributes to the ACT Senior Secondary Certificate in a variety of ways:

- BSSS accredited A, T, and M vocational courses with embedded competencies delivered by colleges are reported with A–E grades
- BSSS accredited C courses (competency-based assessment only) delivered and assessed by colleges are reported with the grade 'P' (Pass) where at least one competency is achieved by the student; or 'Q?' 'Participated' where no competencies are achieved but attendance requirements are met
- BSSS E courses recognising study at external RTOs are reported with the grade 'P' (Pass)
- Australian School Based Apprenticeships (ASBAs) are reported as E courses with the grade 'P' (Pass).

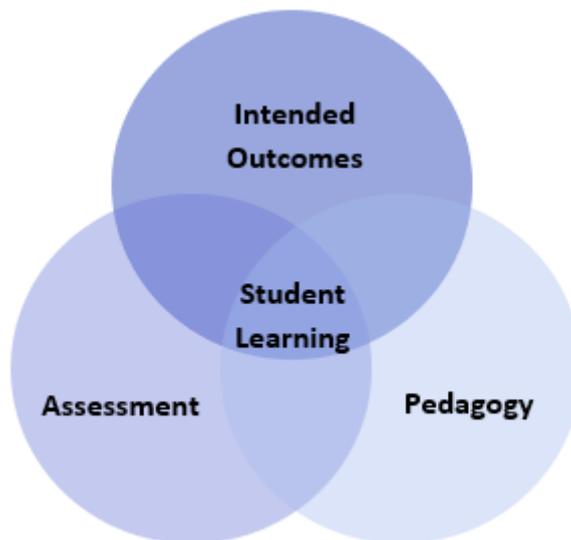
The BSSS credit arrangements recognise VET studies externally:

- through direct credit when the qualification or Units of Competence relate to a VET course that is being studied by the student
- towards the Senior Secondary Certificate, providing the VET does not duplicate content.

Implementing Vocational Education and Training Courses (Appendix F) provides further course information, including training package requirements, and should be read in conjunction with course documents.

Underpinning beliefs

- All students are able to learn.
- Learning is a partnership between students and teachers.
- Teachers are responsible for advancing student learning.



Learning Principles

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 affects 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)

General Capabilities

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- literacy
- numeracy
- information and communication technology (ICT)
- critical and creative thinking
- personal and social
- ethical understanding
- intercultural understanding

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Elaboration of these General Capabilities and priorities is available on the ACARA website at www.australiancurriculum.edu.au.

Literacy

Students develop their literacy skills through exploring media works that display a range of styles, forms, and conventions. They analyse, create, research, evaluate and appraise media concepts and theories. In Media, students communicate with a variety of audiences, using appropriate mediums and methods of communication. Literacy in Media involves reading, writing, viewing, listening, and speaking. Students extend their vocabulary through the use of metalanguage. They express and communicate ideas and understand the use of language for different purposes in a range of contexts. Media provides the opportunity for students to expand their individual and collaborative communication skills to articulate knowledge and understandings.

Numeracy

In Media, numeracy involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully. Media students select and use mathematical approaches to problem solving, mathematical formulae, ratios, making inferences, posing, and proving arguments and interpreting data. Students use a range of numerical concepts to organise, analyse and create art works.

Information and Communication Technology (ICT) Capability

Students extend their understanding of the range of technologies when developing skills, techniques, and processes to produce and promote media works. They select and incorporate technology where appropriate, to support their creative and critical thinking endeavours. Students develop awareness of emergent technologies and possible applications to art works. They use and adapt technological methods to take risks. Students use digital technologies to locate, access, select and evaluate information, work collaboratively, share and exchange information as well as to create media works.

Critical and Creative Thinking

Students develop skills to think critically and creatively through using the knowledge, understanding and skills developed in the Media course. They use these skills to find solutions to creative problems, including the investigation of new possibilities for achieving aesthetic outcomes in media works. Through engaging with media concepts and theories, students develop their sense of self and others in the world.

The process of making and presenting art works gives students opportunities to develop skills in interpreting, researching, revising, and refining, as well as problem-solving, goal-setting and decision-making. Responding in media involves cognition, emotion, and intuition and engages students in interpreting, evaluating, and reflecting.

Personal and Social Capability

Students have the opportunity to develop their curiosity and imagination, creativity, personal identity, self-esteem, and confidence. The study of Media empowers students to understand and influence their world through exploring perspectives, situations, symbolic expression, and communication. As they make and respond to media works, students develop their intellectual, social, physical, emotional, and moral domains. They also have opportunities to improve their skills in experimentation, self-discipline, teamwork, and leadership.

Learning in Media is a cooperative process, developing students' intrapersonal and interpersonal awareness. The skills associated with managing personal resources to achieve goals in a timely fashion are refined and developed. Students learn by participating in creative problem-solving; generating, analysing, and evaluating ideas; developing and expressing concepts; learning to set goals and working collaboratively to achieve them; as well as presenting their product. They build personal and social capability through evaluating and reflecting on their media works.

Ethical Understanding

Students engage in a variety of challenges and opportunities in Media and in doing so encounter a broad range of ethical issues. They explore artistic, social, environmental, political, legal, and economic issues, problem solving to understand cause and effect and achieving a solution. The development of media involves an understanding of, and working with, social, moral, and legal requirements. Experiences in Media can work to counteract discrimination and practice inclusion and equity, by developing understanding and empathy for others regardless of diversity of ability, gender, sexuality, cultural and linguistic background, and socio-economic background.

Intercultural Understanding

Intercultural Understanding is developed in Media through exploring their own perspectives and the perspectives, values and attitudes of others and extending students' global awareness and their appreciation of cultural diversity. Students learn about the nature, function and purposes, forms, and styles of media in different cultures and contexts. In developing an historical perspective on media, students understand how communities' cultural and social identities are shaped and how they function in today's world.

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

The study of Media provides opportunities to learn about Aboriginal and Torres Strait Islander cultures and traditions. Aboriginal and Torres Strait Islander cultures carry an ancient tradition with stories that communicate histories that are unique and yet share parallels with other ancient cultures. Exploration of the history, cultures and media of Aboriginal and Torres Strait Islander people provides a rich opportunity to build a greater understanding, as well as fostering values of mutual understanding and respect between cultures.

Asia and Australia's Engagement with Asia

Media provides opportunities to explore artistic traditions from the Asian region, representing a highly diverse spectrum of cultures, traditions, and peoples. Engaging in a respectful exploration of particular traditions and narratives from Asian countries such as Japan, China, India, Indonesia, and Korea, will enable students to understand more deeply the values and histories of our near neighbours.

Sustainability

The study of Media is an opportunity to engage students in thinking critically about the world's future and fostering awareness of the role of the arts in developing social and environmental sustainability. The challenge of sustainability and the human impact on our environment such as the ongoing challenge of human overconsumption and production of waste can be explored through art works. This is achieved through engagement in creative problem solving to address sustainability issues and by exploring sustainable practices in the production of media.

Specialised Media

A/T/M/V

Rationale

The study of Specialised Media develops knowledge and understanding of traditional, contemporary, and emerging media practices through engagement with media works from a range of different styles, codes and conventions, times, places, and cultures. Through exploration of innovation, adaptation, entrepreneurship and interdisciplinary inquiry, students understand that media stems from traditions, that media is dynamic and changes over time and that media works differ widely in different contexts. They learn as consumers and content creators, by responding critically to media products, concepts, and theories. Through theories of communication and evaluation of media products, students enrich their intercultural understanding.

Media has the capacity to engage, inspire and enrich all students, excite the imagination, and encourage students to reach their creative and expressive potential. Media builds confidence, empathy and understanding about human knowledge through exploring a range of disciplines and ethical standards. Students learn to become flexible and adaptable, as well as developing self-management skills, entrepreneurial skills, showing innovation and demonstrating leadership and interpersonal skills. They work collaboratively, collectively, and independently, making and responding to media products. Through the creative process and the exploration of other disciplines students develop capacity as problem solvers, risk takers, and critical and creative thinkers. They learn that media exists in process, as much as in finished media products and understand the collaborative contribution of a production team in conjunction with other stakeholders.

The skills and knowledge acquired through the study of Media prepare students for a variety of pathways such as media (journalism/ film/television/ internet), communications, marketing, advertising, public service, public relations, multi-media producers, business owners and digital developers. While some students may pursue a career in media and related fields, they also participate in media for enjoyment and satisfaction. They experience the pleasure that comes from developing personal skills, knowledge and understandings that can be transferred to a range of careers and situations.

Goals

This course should enable students to:

- critically analyse how meaning is created and interpreted
- communicate meaning in a range of forms and mediums
- use inquiry and problems solving to synthesise styles, forms, processes, practices, and theories creatively to produce dramatic works
- apply critical and creative thinking skills
- refine and apply technical skills to create and present meaningful media products
- critically analyse the influence of a diverse range of contexts in media
- reflect on creative processes and own learning
- apply skills to work safely, ethically, independently, and collaboratively.

Unit Titles

- Innovation in Media
- Adaptation in Media
- Entrepreneurship in Media
- Interdisciplinary Inquiry in Media
- Independent Study

Organisation of Content

Innovation in Media

Students learn about innovative media practice and practitioners who break with codes and conventions. They explore the aesthetics and ethics of new technological innovations in media. Students apply their knowledge and skills of innovative media practice through experimentation and problem solving.

Adaptation in Media

Students learn about different media forms and styles for adaptation of stories in a range of mediums to understand how themes and perspectives are represented. They explore forms, techniques, and methodologies of adaptation to reimagine themes and perspectives for a contemporary audience. Students apply the principles of adaptation to develop their own media practice.

Entrepreneurship in Media

Students learn about the connections between media and business. They examine the business aspects of media, opportunities, and risks in the industry. Students explore the tension between the creative and commercial when working within a media brief. They apply their understanding of entrepreneurship to produce authentic media products for a range of purposes and audiences.

Interdisciplinary Inquiry in Media

Students learn about how media products can be used to understand and embrace concepts from other disciplines. They explore styles and techniques in the representation of information in a variety of mediums to achieve greater effect. Students apply inquiry skills and media practices to position an audience on a chosen concept, synthesizing perspectives and drawing conclusions to express a point a view.

Independent Study

An Independent study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own individual learning. An Independent study unit must be proposed by an individual student, be for their own independent study, and negotiated with their teacher. An Independent study unit requires the principal's written approval. The program of learning for an Independent study unit must meet the unit goals and content descriptions as they appear in the course. Students must have studied at least three standard 1.0 units from this course.

Assessment

The identification of criteria within the Achievement Standards and assessment tasks types and weightings provide a common and agreed basis for the collection of evidence of student achievement.

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 must use all these criteria to assess students' performance but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix C). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

Rubrics are constructed for individual tasks, informing the assessment criteria relevant for a particular task, and can be used to assess a continuum that indicates levels of student performance against each criterion.

Assessment Criteria

Students will be assessed on:

- making
- responding.

Assessment Task Types

The table below outlines making and responding weightings for the Arts: dance, drama, media, music, photography, and visual arts.

| The Arts | |
|--|--|
| Task Types | <p>Schools ensure that assessment programs reflect a variety of task types include elements from Making, Responding, or a combination of both, to enable students to demonstrate the knowledge, skills and understandings reflected in the Achievement Standards.</p> <p>Tasks may include, but not limited to:</p> <ul style="list-style-type: none"> • performance • curating • installation • multimodal • composition • choreography • short films • ensemble theatre • sculpture • script writing • portfolio or body of work • critical essay • aural examination • research tasks • podcast • visual process diary • digital process diary • blog • directing • website |
| Weightings in A/T/M/V 1.0 and 0.5 units | <p>No task to be weighted more than 60% for a standard 1.0 unit and half-standard 0.5 unit</p> |

Additional Assessment Information

- For a standard unit (1.0) students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5) students must complete a minimum of two and a maximum of three assessment tasks.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students must experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.
- Duration, scope, or length of student responses should be determined by the nature of the task and requirements of the Achievement Standards.
- For tasks completed in unsupervised conditions, schools need to have mechanisms to uphold academic integrity, for example: student declaration, plagiarism software, oral defence, process journal, interview, or other validation tasks.

Achievement Standards

Years 11 and 12 Achievement Standards are written for A/T courses. A single achievement standard is written for M courses.

A Year 12 student in any unit is assessed using the Year 12 achievement standards. A Year 11 student in any unit is assessed using the Year 11 achievement standards. Year 12 achievement standards reflect higher expectations of student achievement compared to the Year 11 achievement standards. Years 11 and 12 achievement standards are differentiated by cognitive demand, the number of dimensions and the depth of inquiry.

An achievement standard cannot be used as a rubric for an individual assessment task. Assessment is the responsibility of the college. Student tasks may be assessed using rubrics or marking schemes devised by the college. A teacher may use the achievement standards to inform development of rubrics. The verbs used in achievement standards may be reflected in the rubric. In the context of combined Years 11 and 12 classes, it is best practice to have a distinct rubric for Years 11 and 12. These rubrics should be available for students prior to completion of an assessment task so that success criteria are clear.

Achievement Standards for The Arts A Course – Year 11

| | <i>A student who achieves an A grade typically</i> | <i>A student who achieves a B grade typically</i> | <i>A student who achieves a C grade typically</i> | <i>A student who achieves a D grade typically</i> | <i>A student who achieves an E grade typically</i> |
|-------------------|---|--|---|--|---|
| Responding | <ul style="list-style-type: none"> analyses styles, forms, processes, practices, and theories to communicate meaning analyses the significance of art works in a diverse range of contexts communicates complex ideas with coherent and sustained arguments using evidence and metalanguage and applies the principles of academic integrity | <ul style="list-style-type: none"> explains styles, forms, processes, practices, and theories to communicate meaning explains the significance of art works in a broad range of contexts communicates complex ideas and coherent arguments using appropriate evidence, metalanguage and applies the principles of academic integrity | <ul style="list-style-type: none"> describes styles, forms, processes, practices, and theories to communicate meaning describes the significance of art works in a range of contexts communicates ideas and arguments using appropriate evidence, metalanguage and applies the principles of academic integrity | <ul style="list-style-type: none"> describes some styles, forms, processes, practices, and theories to communicate meaning identifies the significance of art works in context applies the principles of academic integrity with some use of appropriate evidence and metalanguage to communicate ideas | <ul style="list-style-type: none"> identifies styles, forms, processes and practices, theories to communicate meaning identifies art works with little or no reference to their significance communicates limited ideas and information with little or no application of academic integrity |
| Making | <ul style="list-style-type: none"> analyses art practice, using the creative process to investigate and solve complex problems and evaluates own application of technology creates imaginative and innovative art works with control and precision; analyses technical experimentation and reflects on strengths and opportunities creatively and insightfully presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate meaning to targeted audiences reflects with insight on their own art practice, thinking processes; and analyses inter and intrapersonal skills and capacity to work both independently and collaboratively | <ul style="list-style-type: none"> explains art practice, using the creative process to investigate and solve problems and explains own application of technology creates imaginative and innovative art works with control; explains technical experimentation and reflects on strengths and opportunities creatively presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate meaning to targeted audiences reflects on their own art practice, thinking and that of others and explains inter and intrapersonal skills and capacity to work both independently and collaboratively | <ul style="list-style-type: none"> describes art practice, using the creative process to investigate and solve problems and describes own application of technology creates imaginative art works with control; describes familiar technical skills, and reflects on strengths and opportunities creatively presents own and/or group art practice; drawing on theories and using familiar techniques to communicate meaning to targeted audiences reflects on their own art practice, thinking and that of others and describes inter and intrapersonal skills and capacity to work both independently and collaboratively | <ul style="list-style-type: none"> identifies features of art practice, using the creative process to solve problems with application of technology creates art works using familiar technical skills and reflects on strengths and opportunities presents own and/or group art practice using familiar techniques to communicate meaning to target audiences reflects on their own art practice, thinking with some reference to inter and intrapersonal skills and capacity to work both independently and collaboratively | <ul style="list-style-type: none"> identifies features of art practice, with little or no connection to creative processes or use of technology creates art works using familiar technical skills with little or no reflection on strengths and opportunities presents own and/or group art practice using familiar techniques to communicate messages with assistance reflects on their own art practice, thinking with little or no reference to inter and intrapersonal skills and capacity to work both independently and collaboratively |

Achievement Standards for The Arts T Course – Year 11

| | <i>A student who achieves an A grade typically</i> | <i>A student who achieves a B grade typically</i> | <i>A student who achieves a C grade typically</i> | <i>A student who achieves a D grade typically</i> | <i>A student who achieves an E grade typically</i> |
|-------------------|---|--|--|---|---|
| Responding | <ul style="list-style-type: none"> critically analyses styles, forms, processes, practices, and theories to communicate meaning to an audience evaluates the significance of art works in a diverse range of contexts synthesises research on theories and ideas communicates complex ideas with coherent and sustained arguments with analysis of evidence, using metalanguage and applying the principles of academic integrity | <ul style="list-style-type: none"> analyses styles, forms, processes, practices, and theories to communicate meaning to an audience analyses the significance of art works in a broad range of contexts compares and analyses research on theories and ideas communicates complex ideas and coherent arguments using relevant evidence, metalanguage and applying the principles of academic integrity | <ul style="list-style-type: none"> explains styles, forms, processes, practices, and theories to communicate meaning to an audience explains the significance of art works in a range of contexts compares and explains research on theories and ideas communicates ideas and arguments using relevant evidence, metalanguage and applying the principles of academic integrity | <ul style="list-style-type: none"> describes styles, forms, processes, practices, and theories to communicate meaning to an audience describes the significance of art works in context describes research on theories and ideas applies the principles of academic integrity with some use of relevant evidence and metalanguage to communicate ideas | <ul style="list-style-type: none"> identifies styles, forms, processes and practices, theories, and techniques to communicate meaning to an audience identifies the significance of art works in context identifies research on theories and ideas communicates limited ideas and information with little or no application of academic integrity |
| Making | <ul style="list-style-type: none"> critically analyses art practice, using the creative process to investigate and solve complex problems creates and refines imaginative and innovative art works with control and precision; synthesises technical experimentation and reflects on strengths and opportunities creatively and insightfully presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate intended meaning to targeted audiences reflects with insight on their own art practice, thinking processes; and evaluates inter and intrapersonal skills and capacity to work both independently and collaboratively | <ul style="list-style-type: none"> analyses art practice, using the creative process to investigate and solve problems creates imaginative and innovative art works with control; analyses technical experimentation and reflects on strengths and opportunities creatively presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate intended meaning to targeted audiences reflects on their own art practice, thinking and that of others and analyses inter and intrapersonal skills and capacity to work both independently and collaboratively | <ul style="list-style-type: none"> explains art practice, using the creative process to investigate and solve familiar problems creates imaginative art works with control using familiar technical skills, and reflects on strengths and opportunities creatively presents own and/or group art practice; drawing on theories and using familiar techniques to communicate intended meaning to targeted audiences reflects on their own art practice, thinking and that of others and explains inter and intrapersonal skills and capacity to work both independently and collaboratively | <ul style="list-style-type: none"> describes art practice, using the creative process to investigate problems creates art works using familiar technical skills and reflects on strengths and opportunities presents own and/or group art practice using familiar techniques to communicate intended meaning to target audiences reflects on their own art practice, thinking with some reference to inter and intrapersonal skills and capacity to work both independently and collaboratively | <ul style="list-style-type: none"> identifies basic features of art practice, with little or no connection to creative processes creates art works using familiar technical skills with little or no reflection on strengths and weaknesses presents own and/or group art practice using familiar techniques to communicate messages reflects on their own art practice, thinking with little or no reference to inter and intrapersonal skills and capacity to work both independently and collaboratively |

Achievement Standards for The Arts A Course – Year 12

| | <i>A student who achieves an A grade typically</i> | <i>A student who achieves a B grade typically</i> | <i>A student who achieves a C grade typically</i> | <i>A student who achieves a D grade typically</i> | <i>A student who achieves an E grade typically</i> |
|-------------------|---|--|--|--|--|
| Responding | <ul style="list-style-type: none"> analyses styles, forms, processes, practices, and theories to communicate meaning to an audience analyses the significance of art works in a diverse range of contexts compares and analyses research on theories, ideas, and practices to present a reasoned and independent response communicates complex ideas with coherent and sustained arguments with analysis of evidence and metalanguage and applies the principles of academic integrity | <ul style="list-style-type: none"> explains styles, forms, processes, practices, and theories to communicate meaning to an audience explains the significance of art works in a broad range of contexts compares and explains research on theories, ideas, and practices to present an independent response communicates complex ideas and coherent arguments using appropriate evidence, metalanguage and applies the principles of academic integrity | <ul style="list-style-type: none"> describes styles, forms, processes, practices, and theories to communicate meaning to an audience describes the significance of art works in a range of contexts describes research on theories, ideas, and practices with some evidence of an independent response communicates ideas and arguments using appropriate evidence, metalanguage and applies the principles of academic integrity | <ul style="list-style-type: none"> describes styles, forms, processes, practices, and theories; and identifies how some techniques communicate meaning describes the significance of art works in context identifies research on theories, ideas, and practices with some evidence of an independent response applies the principles of academic integrity with some use of appropriate evidence and metalanguage to communicate ideas | <ul style="list-style-type: none"> identifies styles, forms, processes and practices, theories, and techniques with little or no reference to meaning identifies the significance of art works in context identifies research on theories, ideas, and practices with little or no evidence of an independent response communicates limited ideas and information with little or no application of academic integrity |
| Making | <ul style="list-style-type: none"> analyses ideas using sustained and innovative creative practice, employing a range of familiar and unfamiliar techniques analyses art practice, using the creative process to investigate and solve complex problems and evaluates own application of technology creates imaginative and innovative art works with control and precision; analyses technical experimentation and reflects on strengths and opportunities creatively and insightfully presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate meaning to targeted audiences reflects with insight on their own art practice, thinking processes; and analyses inter and intrapersonal skills and capacity to work both independently and collaboratively | <ul style="list-style-type: none"> explains ideas using sustained and creative practice, employing familiar and unfamiliar techniques explains art practice, using the creative process to investigate and solve problems and explains own application of technology creates imaginative and innovative art works with control; explains technical experimentation and reflects on strengths and opportunities creatively presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate meaning to targeted audiences reflects on their own art practice, thinking and that of others and explains inter and intrapersonal skills and capacity to work both independently and collaboratively | <ul style="list-style-type: none"> describes ideas using creative practice, employing familiar techniques describes art practice, using the creative process to investigate and solve familiar problems and describes own application of technology creates imaginative art works with control; describes familiar technical skills, and reflects on strengths and opportunities creatively presents own and/or group art practice; drawing on theories and using familiar techniques to communicate meaning to targeted audiences reflects on their own art practice, thinking and that of others and describes inter and intrapersonal skills and capacity to work both independently and collaboratively | <ul style="list-style-type: none"> describes creative practice, employing some familiar techniques describes art practice, using the creative process to investigate familiar problems and identifies own application of technology creates art works using familiar technical skills and reflects on strengths and opportunities presents own and/or group art practice using familiar techniques to communicate intended meaning to target audiences reflects on their own art practice, thinking with some reference to inter and intrapersonal skills and capacity to work both independently and collaboratively | <ul style="list-style-type: none"> uses creative practice, employing little or no techniques identifies basic features of art practice, with little or no connection to creative processes or use of technology creates art works using familiar technical skills with little or no reflection on strengths and opportunities presents own and/or group art practice using familiar techniques to communicate messages with assistance reflects on their own art practice, thinking with little or no reference to inter and intrapersonal skills and capacity to work both independently and collaboratively |

Achievements Standards for The Arts T Course – Year 12

| | <i>A student who achieves an A grade typically</i> | <i>A student who achieves a B grade typically</i> | <i>A student who achieves a C grade typically</i> | <i>A student who achieves a D grade typically</i> | <i>A student who achieves an E grade typically</i> |
|-------------------|---|--|--|--|--|
| Responding | <ul style="list-style-type: none"> critically analyses styles, forms, processes, practices, and theories; and evaluates how they are integrated to position an audience and communicate meaning evaluates the significance of art works in a diverse range of contexts; and critically analyses attitudes and values synthesises wide research on theories, ideas, and practices to present a coherent and independent response communicates complex ideas with coherent and sustained arguments; analysing evidence and metalanguage and applies the principles of academic integrity | <ul style="list-style-type: none"> analyses styles, forms, processes, practices, and theories; and analyses how they are integrated to position an audience and communicate meaning analyses the significance of art works in a broad range of contexts; and explains attitudes and values compares and analyses wide research on theories, ideas, and practices to present a reasoned and independent response communicates complex ideas and coherent arguments using relevant evidence, metalanguage and applies the principles of academic integrity | <ul style="list-style-type: none"> explains styles, forms, processes, practices, and theories; and explains how they are integrated to position an audience and communicate meaning explains the significance of art works in a range of contexts; and describes attitudes and values compares and explains research on theories, ideas, and practices to present an independent response communicates ideas and arguments using relevant evidence, metalanguage and applies the principles of academic integrity | <ul style="list-style-type: none"> describes styles, forms, processes, practices, and theories; and identifies how some techniques communicate meaning describes the significance of art works in context; with some reference to attitudes and values describes research on theories, ideas, and practices with some evidence of an independent responses applies the principles of academic integrity with some use of relevant evidence and metalanguage to communicate ideas | <ul style="list-style-type: none"> identifies styles, forms, processes and practices, theories, and techniques with little or no reference to meaning identifies the significance of art works in context; with little or no reference to attitudes and values identifies research on theories, ideas, and practices own with little or no evidence of an independent response communicates limited ideas and information with little or no application of academic integrity |
| Making | <ul style="list-style-type: none"> synthesises ideas using sustained and innovative creative practice, employing a range of familiar and unfamiliar techniques critically analyses art practice, using the creative process to investigate and solve complex problems and evaluates own application of technology creates and refines imaginative and innovative art works with control and precision; synthesises technical experimentation and reflects on strengths and opportunities creatively and insightfully presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate meaning to targeted audiences reflects with insight on their own art practice, thinking processes; and evaluates inter and intrapersonal skills and capacity to work both independently and collaboratively | <ul style="list-style-type: none"> analyses ideas using sustained and creative practice, employing familiar and unfamiliar techniques analyses art practice, using the creative process to investigate and solve problems and explains own application of technology creates imaginative and innovative art works with control; analyses technical experimentation and reflects on strengths and opportunities creatively presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate meaning to targeted audiences reflects on their own art practice, thinking and that of others and analyses inter and intrapersonal skills and capacity to work both independently and collaboratively | <ul style="list-style-type: none"> explains ideas using creative practice, employing familiar techniques explains art practice, using the creative process to investigate and solve familiar problems and describes own application of technology creates imaginative art works with control using familiar technical skills, and reflects on strengths and opportunities creatively presents own and/or group art practice; drawing on theories and using familiar techniques to communicate meaning to targeted audiences reflects on their own art practice, thinking and that of others and explains inter and intrapersonal skills and capacity to work both independently and collaboratively | <ul style="list-style-type: none"> describes creative practice, employing some familiar techniques describes art practice, using the creative process to investigate problems and identifies own application of technology creates art works using familiar technical skills and reflects on strengths and opportunities presents own and/or group art practice using familiar techniques to communicate meaning to target audiences reflects on their own art practice, thinking with some reference to inter and intrapersonal skills and capacity to work both independently and collaboratively | <ul style="list-style-type: none"> uses creative practice, employing little or no techniques identifies basic features of art practice, with little or no connection to creative processes or use of technology creates art works using familiar technical skills with little or no reflection on strengths and opportunities presents own and/or group art practice using familiar techniques to communicate messages with assistance reflects on their own art practice, thinking with little or no reference to inter and intrapersonal skills and capacity to work both independently and collaboratively |

Achievement Standards for The Arts M Course – Years 11 and 12

| | <i>A student who achieves an A grade typically</i> | <i>A student who achieves a B grade typically</i> | <i>A student who achieves a C grade typically</i> | <i>A student who achieves a D grade typically</i> | <i>A student who achieves an E grade typically</i> |
|-------------------|--|--|--|--|--|
| Responding | <ul style="list-style-type: none"> • responds to a variety of artworks for differing purposes and audiences, with independence • explains ideas, attitudes, and points of views in creative practice, with independence • reflects with insight on their thinking, creating, and learning, with independence | <ul style="list-style-type: none"> • responds to a variety of artworks for differing purposes and audiences, with some independence • explains ideas, attitudes, and points of view in creative practice, with some independence • reflects with insight on their thinking, creating, and learning, with some independence | <ul style="list-style-type: none"> • responds to artworks for differing purposes and audiences, with assistance • explains ideas and points of view in creative practice, with assistance • reflects on their thinking, creating, and learning, with assistance | <ul style="list-style-type: none"> • responds to artworks for differing purposes, with repeated cueing • explains ideas in creative practice, with repeated cueing • reflects on their thinking, creating, and learning, with repeated cueing | <ul style="list-style-type: none"> • responds to artworks, with direct instruction • identifies ideas in creative practice, with direct instruction • reflects in a limited way on their thinking, creating, and learning, with direct instruction |
| Making | <ul style="list-style-type: none"> • applies creative and technical skills in a variety of contexts, with independence • creates a variety of artworks using research and inquiry in different modes for different purposes, with independence • creates using individual or collaborative organisational and/or communication methods, with independence | <ul style="list-style-type: none"> • applies creative and technical skills in a variety of contexts, with some independence • creates a variety of artworks using research and inquiry different modes for different purposes, with some independence • creates using individual or collaborative organisational and/or communication methods, with some independence | <ul style="list-style-type: none"> • applies creative and technical skills in different contexts, with assistance • creates artworks using research and inquiry in different modes for different purposes, with assistance • creates using individual or collaborative organisational and/or communication methods, with assistance | <ul style="list-style-type: none"> • applies creative and technical skills in a designated context, with repeated cueing • creates artworks using research and inquiry for different purposes, with repeated cueing • creates using individual or collaborative organisational and/or communication methods, with repeated cueing | <ul style="list-style-type: none"> • applies creative and technical skills in a designated context, with direct instruction • creates different artworks using research and inquiry, with direct instruction • creates using individual or collaborative organisational and/or communication methods, with direct instruction |

Innovation in Media

Value: 1.0

Innovation in Media a

Value 0.5

Innovation in Media b

Value 0.5

Unit Description

Students learn about innovative media practice and practitioners who break with codes and conventions. They explore the aesthetics and ethics of new technological innovations in media. Students apply their knowledge and skills of innovative media practice through experimentation and problem solving.

Specific Unit Goals

This unit should enable students to:

| A Course | T Course | M Course |
|---|--|---|
| <ul style="list-style-type: none"> analyse innovations in media practice conduct creative media inquiry into media practitioners who have broken with practice, codes, and conventions demonstrate technological innovations in media and associated aesthetic and ethical considerations create media products that manipulate codes and conventions to experiment and problem solve | <ul style="list-style-type: none"> critically analyse innovations in media practice conduct creative media inquiry into media practitioners who have broken with practice, codes, and conventions demonstrate technological innovations in media and associated aesthetic and ethical considerations create media products that manipulate codes and conventions to experiment and problem solve | <ul style="list-style-type: none"> explain innovations in media practice conduct creative media inquiry into media practitioners who have broken with practice demonstrate technological innovations in media and associated aesthetic and ethical considerations create media products that manipulate codes and conventions |

Content Descriptions

All knowledge, understanding and skills below must be delivered:

| A | T | M |
|--|---|--|
| Concepts and Theories | | |
| <ul style="list-style-type: none"> analyse media products reflecting innovation in development, production, and product | <ul style="list-style-type: none"> critically analyse media products reflecting innovation in development, production, and product, for example, rise of digital media, film practice (Stanley Kubrick), streaming | <ul style="list-style-type: none"> explain media products reflecting innovation in production and product |

| A | T | M |
|---|---|---|
| <ul style="list-style-type: none"> analyse media products to develop insights into radical or incremental innovation in the media and their ethical practices analyse how innovation disrupts traditional roles, practices and conventions and its resulting opportunities and challenges | <ul style="list-style-type: none"> evaluate media products to develop insights into radical or incremental innovation in the media and their ethical practices, for example, use of algorithms in social media platforms critically analyse how innovation disrupts traditional roles, practices and conventions and its resulting opportunities and challenges, for example, disruption of traditional journalist role, film, and television platforms | <ul style="list-style-type: none"> describe media products to develop insights into innovation |
| Context | | |
| <ul style="list-style-type: none"> analyse how social, historical, political and/or cultural contexts have impacted innovation in media products | <ul style="list-style-type: none"> critically analyse how social, historical, political and/or cultural contexts have impacted innovation in media products critically analyse how context effects audience and critical reception of works | <ul style="list-style-type: none"> describe how social, historical, political and/or cultural contexts have impacted innovation in media products |
| Creative Process | | |
| <ul style="list-style-type: none"> conduct research through creative inquiry into innovative media practice and practitioners who break with codes and conventions analyse technological innovations in media and their aesthetic and ethical implications apply the media creative process (pre-production, production, and postproduction) by using a range of creative thinking approaches create media products that reflect innovative practices | <ul style="list-style-type: none"> conduct research through creative inquiry into innovative media practice and practitioners who break with codes and conventions critically analyse technological innovations in media and their aesthetic and ethical implications apply the media creative process (pre-production, production, and postproduction) by using a range of creative thinking approaches, for example, Oblique strategies create media products that reflect innovative practices | <ul style="list-style-type: none"> conduct research through creative inquiry into innovative media practice and practitioners describe technological innovations in media apply the media creative process (pre-production, production, and postproduction) create media products that reflect innovative practices |

| A | T | M |
|--|--|---|
| Communication and Technical Skills | | |
| <ul style="list-style-type: none"> • communicate ideas and insights in a range of modes and mediums for a variety of audiences • communicate coherent arguments in a range of modes, incorporating metalanguage, and academic integrity • demonstrate inter and intrapersonal skills and capacity to work collectively, collaboratively, and independently • demonstrate use of appropriate technical skills in making media products • apply Work, Health and Safety (WHS) practices | <ul style="list-style-type: none"> • communicate ideas and insights in a range of modes and mediums for a variety of audiences • communicate coherent and sustained arguments in a range of modes, incorporating metalanguage, and academic integrity • demonstrate inter and intrapersonal skills and capacity to work collectively, collaboratively, and independently • demonstrate use of appropriate technical skills in making media products • apply Work, Health and Safety (WHS) practices | <ul style="list-style-type: none"> • communicate ideas and insights in a range of modes and mediums for a target audience • communicate ideas in a range of modes with academic integrity • demonstrate inter and intrapersonal skills and capacity to work collaboratively and independently • demonstrate use of appropriate technical skills in making media products • apply Work, Health and Safety (WHS) practices |
| Reflection | | |
| <ul style="list-style-type: none"> • reflect on their learning habits, time-management, media products, practices, and processes, refining their knowledge, understanding and skills in response | <ul style="list-style-type: none"> • reflect on their learning habits, time-management, media products, practices, and processes, refining their knowledge, understanding and skills in response | <ul style="list-style-type: none"> • reflect on their learning habits, time-management, media products, practices, and processes |

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A/T content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills, and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A/T course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A/T content descriptions.

Units of Competency

Competence must be demonstrated over time and in the full range of **Specialised Media** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **Certificate II in Creative Industries**, which provide performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient, and current evidence as indicated in the relevant Training Package.

Certificate II in Creative Industries

The following **elective** competencies must be delivered and assessed over the semester:

| Code | Competency Title |
|-----------|---|
| BSBWOR202 | Organise and complete daily work activities |

A minimum of two **elective** competencies must be delivered and assessed over the semester:

| Code | Competency Title |
|-----------|---|
| BSBINN201 | Contribute to workplace innovation |
| BSBLED101 | Plan skills development |
| BSBSUS201 | Participate in environmentally sustainable work practices |

All units of competency are optional for students undertaking an M course.

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies.

Assessment

Refer to pages 10-12.

Adaptation in Media

Value: 1.0

Adaptation in Media a

Value 0.5

Adaptation in Media b

Value 0.5

Unit Description

Students learn about different media forms and styles for adaptation of stories in a range of mediums to understand how themes and perspectives are represented. They explore forms, techniques, and methodologies of adaptation to reimagine themes and perspectives for a contemporary audience. Students apply the principles of adaptation to develop their own media practice.

Specific Unit Goals

This unit should enable students to:

| A | T | M |
|--|---|--|
| <ul style="list-style-type: none"> analyse the principles of adaptation in a range of mediums conduct creative media inquiry into how universal themes and perspectives are represented demonstrate the principles of adaptation when developing their media practice create media products that reimagine universal themes and perspectives for a contemporary audience | <ul style="list-style-type: none"> critically analyse the principles of adaptation in a range of mediums conduct creative media inquiry into how themes and perspectives are represented demonstrate the principles of adaptation when developing their media practice create media products that reimagine themes and perspectives for a contemporary audience | <ul style="list-style-type: none"> explain the principles of adaptation in a range of mediums conduct creative media inquiry into universal themes demonstrate the principles of adaptation when developing their media practice create media products that adapt universal themes for a contemporary audience |

Content Descriptions

All knowledge, understanding and skills below must be delivered:

| A | T | M |
|---|--|--|
| Concepts and Theories | | |
| <ul style="list-style-type: none"> analyse media products that adapt themes and perspectives for a contemporary audience | <ul style="list-style-type: none"> critically analyse media products that adapt themes and perspectives for a contemporary audience, for example, <i>Emma and Clueless, Jabberwocky, Pirates of the Caribbean, Lara Croft, Mulan, Life of Brian</i> | <ul style="list-style-type: none"> explain media products that adapt themes for a contemporary audience |

| A | T | M |
|---|---|--|
| <ul style="list-style-type: none"> analyse the impacts of forms, techniques, and methodologies in the adaptation of media products | <ul style="list-style-type: none"> evaluate the impacts of forms, techniques, and methodologies in the adaptation of media products, for example, <i>Green Mile</i> short story into a feature film, <i>Christmas Carol</i> into a radio play, <i>Karate Kid</i> trilogy into <i>Cobra Kai</i> YouTube series into a Netflix series critically analyse theories and approaches to adaptation in the media, for example, intertextuality, appropriation, pastiche, bricolage | <ul style="list-style-type: none"> describe the impacts of forms and techniques in the adaptation of media products |
| Context | | |
| <ul style="list-style-type: none"> analyse how social, historical, political and/or cultural contexts have impacted adaptation in media products | <ul style="list-style-type: none"> critically analyse how social, historical, political and/or cultural contexts have impacted adaptation in media products critically analyse the impact of context on audience and critical reception of adaptations | <ul style="list-style-type: none"> describe how social, historical, political and/or cultural contexts have impacted adaptation in media products |
| Creative Process | | |
| <ul style="list-style-type: none"> conduct research through creative inquiry into how themes and perspectives are represented analyse principles of adaptation in different media forms and styles apply the media creative process (pre-production, production, and postproduction) by using creative thinking approaches create media products to reimagine themes and perspectives for a contemporary audience | <ul style="list-style-type: none"> conduct research through creative inquiry into how themes and perspectives are represented critically analyse principles of adaptation in different media forms and styles apply the media creative process (pre-production, production, and postproduction) by using creative thinking approaches, for example, Lateral Thinking create media products to reimagine themes and perspectives for a contemporary audience | <ul style="list-style-type: none"> conduct research through creative inquiry into how themes are represented describe principles of adaptation in different media forms and styles apply the media creative process (pre-production, production, and postproduction) create media products to adapt themes for a contemporary audience |

| A | T | M |
|--|--|--|
| Communication and Technical Skills | | |
| <ul style="list-style-type: none"> communicate ideas and insights in a range of modes and mediums for a variety of audiences communicate coherent arguments in a range of modes, incorporating metalanguage, and academic integrity demonstrate inter and intrapersonal skills and capacity to work collectively, collaboratively, and independently demonstrate use of appropriate technical skills in making media products apply Work, Health and Safety (WHS) practices | <ul style="list-style-type: none"> communicate ideas and insights in a range of modes and mediums for a variety of audiences communicate coherent and sustained arguments in a range of modes, incorporating metalanguage, and academic integrity demonstrate inter and intrapersonal skills and capacity to work collectively, collaboratively, and independently demonstrate use of appropriate technical skills in making media products apply Work, Health and Safety (WHS) practices | <ul style="list-style-type: none"> communicate ideas and insights in a range of modes and mediums for a variety of audiences communicate ideas in a range of modes with academic integrity demonstrate inter and intrapersonal skills and capacity to work collaboratively and independently demonstrate use of appropriate technical skills in making media products apply Work, Health and Safety (WHS) practices |
| Reflection | | |
| <ul style="list-style-type: none"> reflect on their learning habits, time-management, media products, practices, and processes, refining their knowledge, understanding and skills in response | <ul style="list-style-type: none"> reflect on their learning habits, time-management, media products, practices, and processes, refining their knowledge, understanding and skills in response | <ul style="list-style-type: none"> reflect on their learning habits, time-management, media products, practices, and processes |

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A/T content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills, and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A/T course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A/T content descriptions.

Units of Competency

Competence must be demonstrated over time and in the full range of **Specialised Media** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **Certificate II in Creative Industries**, which provide performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient, and current evidence as indicated in the relevant Training Package.

Certificate II in Creative Industries

The following **elective** competencies must be delivered and assessed over the semester:

| Code | Competency Title |
|-----------|---------------------------------|
| CUASOU202 | Perform basic sound editing |
| BSBDIV301 | Work effectively with diversity |

A minimum of one **elective** competency must be delivered and assessed over the semester:

| Code | Competency Title |
|-----------|---|
| CUARES201 | Collect and organise content for broadcast or publication |
| CUASOU204 | Mix sound in a broadcasting environment |

All units of competency are optional for students undertaking an M course.

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies.

Assessment

Refer to pages 10-12.

Entrepreneurship in Media

Value: 1.0

Entrepreneurship in Media a

Value 0.5

Entrepreneurship in Media b

Value 0.5

Unit Description

Students learn about the connections between media and business. They examine the business aspects of media, opportunities, and risks in the industry. Students explore the tension between the creative and commercial when working within a media brief. They apply their understanding of entrepreneurship to produce authentic media products for a range of purposes and audiences.

Specific Unit Goals

This unit should enable students to:

| A | T | M |
|--|---|---|
| <ul style="list-style-type: none"> analyse the media industry for entrepreneurial opportunities conduct creative media inquiry into the relationship between the creative and commercial demonstrate skills and techniques when working within a media brief apply their understanding of entrepreneurship to produce authentic media products for a range of purposes and audiences | <ul style="list-style-type: none"> critically analyse the media industry for entrepreneurial opportunities conduct creative media inquiry into the relationship between the creative and commercial demonstrate skills and techniques when working within a media brief apply their understanding of entrepreneurship to produce authentic media products for a range of purposes and audiences | <ul style="list-style-type: none"> describe an entrepreneurial opportunity in media conduct creative media inquiry into commercial products demonstrate skills and techniques apply their understanding of entrepreneurship to produce media products for a range of purposes and audiences |

Content Descriptions

All knowledge, understanding and skills below must be delivered:

| A | T | M |
|---|--|--|
| Entrepreneurship | | |
| <ul style="list-style-type: none"> analyse the media landscape to explore opportunities for entrepreneurship | <ul style="list-style-type: none"> critically analyse the media landscape to explore opportunities for entrepreneurship, for example, education, corporate training, building an audience, simulations, promotions, and advertising | <ul style="list-style-type: none"> describe opportunities for entrepreneurship in media |

| A | T | M |
|---|---|--|
| <ul style="list-style-type: none"> analyse the enterprising mindset to develop media products that overcome obstacles and work creatively within constraints analyse the tensions between the creative and commercial when working on a media product | <ul style="list-style-type: none"> critically analyse the enterprising mindset to develop media products that overcome obstacles and work creatively within constraints, for example, resilience, flexibility, adaptability, problem solving evaluate the tensions between the creative, the ethical, and the commercial when working on a media product, for example, working to a brief, Steve Jobs and Apple, News of the World and phone tapping, copyright law, creative commons, WHS, classifications and ratings, consumer law | <ul style="list-style-type: none"> describe the differences between the creative and commercial when working on a media product |
| Context | | |
| <ul style="list-style-type: none"> analyse how attitudes and values inform media choices and target audience | <ul style="list-style-type: none"> critically analyse how attitudes and values inform media choices and target audience critically analyse the effect of context on audience reception of entrepreneurial media products | <ul style="list-style-type: none"> describe how attitudes and values inform media choices and target audience |
| Creative Process | | |
| <ul style="list-style-type: none"> conduct research through creative inquiry into entrepreneurial practices in the media industry including opportunities and risks analyse entrepreneurship in the media industry and the relationship between the creative and commercial apply the media creative process (pre-production, production, and postproduction) by using a range of creative thinking approaches | <ul style="list-style-type: none"> conduct research through creative inquiry into entrepreneurial practices in the media industry including opportunities and risks critically analyse entrepreneurship in the media industry and the relationship between the creative and commercial apply the media creative process (pre-production, production, and postproduction) by using a range of creative thinking approaches, e.g. SWOT analysis | <ul style="list-style-type: none"> conduct research through creative inquiry into entrepreneurial practices in the media industry explain entrepreneurship in the media industry and the relationship between the creative and commercial apply the media creative process (pre-production, production, and postproduction) |

| A | T | M |
|---|--|--|
| <ul style="list-style-type: none"> create authentic media products for an entrepreneurial purpose | <ul style="list-style-type: none"> create authentic media products for an entrepreneurial purpose | <ul style="list-style-type: none"> create media products for an entrepreneurial purpose |
| Communication and Technical Skills | | |
| <ul style="list-style-type: none"> analyse ideas and insights in a range of modes and mediums, to a variety of audiences communicate coherent arguments in a range of modes, incorporating metalanguage, and academic integrity demonstrate inter and intrapersonal skills and capacity to work collectively, collaboratively, and independently demonstrate use of appropriate technical skills in media products apply Work, Health and Safety (WHS) practices | <ul style="list-style-type: none"> critically analyse ideas and insights in a range of modes and mediums, to a variety of audiences communicate coherent and sustained arguments in a range of modes, incorporating metalanguage, and academic integrity demonstrate inter and intrapersonal skills and capacity to work collectively, collaboratively, and independently demonstrate use of appropriate technical skills in media products apply Work, Health and Safety (WHS) practices | <ul style="list-style-type: none"> explain ideas and insights in a range of modes and mediums, to a variety of audiences communicate ideas in a range of modes with academic integrity demonstrate inter and intrapersonal skills and capacity to work collectively and independently demonstrate use of technical skills in media products apply Work, Health and Safety (WHS) practices |
| Reflection | | |
| <ul style="list-style-type: none"> reflect on their learning habits, time-management, media products, practices, and processes, refining their knowledge, understanding and skills in response | <ul style="list-style-type: none"> reflect on their learning habits, time-management, media products, practices, and processes, refining their knowledge, understanding and skills in response | <ul style="list-style-type: none"> reflect on their learning habits, time-management, media products, practices, and processes |

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A/T content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills, and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A/T course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A/T content descriptions.

Units of Competency

Competence must be demonstrated over time and in the full range of **Specialised Media** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **Certificate II in Creative Industries**, which provide performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient, and current evidence as indicated in the relevant Training Package.

Certificate II in Creative Industries

The following **core units** must be delivered and assessed over the semester:

| Code | Competency Title |
|------------------|---|
| BSBWOR203 | Work effectively with others |
| CUAIND201 | Develop and apply creative arts industry knowledge |
| CUAWHS302 | Apply work health and safety practices |

The following **elective** competency selected to meet packaging rules may also be delivered:

| Code | Competency Title |
|-----------|--------------------------------|
| BSBCUS201 | Deliver a service to customers |

All units of competency are optional for students undertaking an M course.

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies.

Assessment

Refer to pages 10-12.

Interdisciplinary Inquiry in Media

Value: 1.0

Interdisciplinary Inquiry in Media a

Value 0.5

Interdisciplinary Inquiry in Media b

Value 0.5

Unit Description

Students learn about how media products can be used to understand and embrace concepts from other disciplines. They explore styles and techniques in the exploration and representation of information in a variety of mediums to achieve greater effect. Students apply inquiry skills and media practices to position an audience on a chosen concept and synthesize perspectives and draw conclusions to express a point a view.

Specific Unit Goals

This unit should enable students to:

| A | T | M |
|--|--|---|
| <ul style="list-style-type: none"> analyse how information from various disciplines is represented in media products conduct creative media interdisciplinary inquiry to explore concepts demonstrate media skills and techniques to learn about and position an audience on a chosen concept apply media practices to analyse perspectives and draw conclusions to express a point a view | <ul style="list-style-type: none"> critically analyse how information from various disciplines is represented in media products conduct creative media interdisciplinary inquiry to explore concepts demonstrate media skills and techniques to learn about and position an audience on a chosen concept apply media practices to synthesise perspectives and draw conclusions to express a point a view | <ul style="list-style-type: none"> explain how information from various disciplines is presented in media products conduct creative media interdisciplinary inquiry to explore concepts demonstrate media skills and techniques apply media practices to express a point a view |

Content Descriptions

All knowledge, understanding and skills below must be delivered:

| A | T | M |
|---|--|---|
| Concepts and Theories | | |
| <ul style="list-style-type: none"> analyse how interdisciplinary inquiry entails synthesising learning across disciplines analyse how media products represent information from various disciplines | <ul style="list-style-type: none"> critically analyse how interdisciplinary inquiry entails synthesising learning across disciplines, for example, Humanities, STEM, Design and Technology, Languages, Mathematics critically analyse how media products represent information from various disciplines, for example, the use of motion graphics, animation, public interest advertising | <ul style="list-style-type: none"> explain how interdisciplinary inquiry draws on other disciplines, e.g. humanities, stem, design and technology, languages, mathematics explain how media products present information from various disciplines |

| A | T | M |
|---|---|---|
| | <ul style="list-style-type: none"> • evaluate the effectiveness of media products that use interdisciplinary inquiry as a method to position an audience on complex problems or issues, for example, Khan Academy, Eddie Woo, Horrible Histories, Duolingo | |
| Context | | |
| <ul style="list-style-type: none"> • analyse the attitudes and values in a range of media products | <ul style="list-style-type: none"> • critically analyse attitudes and values in a range of media products • critically analyse the effect of context on audience and critical reception of media | <ul style="list-style-type: none"> • describe attitudes and values in a range of media products |
| Creative Process | | |
| <ul style="list-style-type: none"> • conduct research through creative inquiry into communicating concepts from the chosen area of study • analyse how information from other disciplines can be represented in a variety of forms, formats, and styles • apply the media creative process (pre-production, production, and postproduction) by using a range of creative thinking approaches • create media products to position an audience on a chosen concept from various disciplines | <ul style="list-style-type: none"> • conduct research through creative inquiry into communicating concepts from the chosen area of study • critically analyse how information from other disciplines can be represented in a variety of forms, formats, and styles • apply the media creative process (pre-production, production, and postproduction) by using a range of creative thinking approaches, for example, Kawakita’s KJ Method • create media products to position an audience on a chosen concept from various disciplines | <ul style="list-style-type: none"> • conduct research through creative inquiry into communicating concepts from the chosen area of study • explain how information from other disciplines can be presented in a variety of forms, formats, and styles • apply the media creative process (pre-production, production, and postproduction) • create media products to on a chosen concept from various disciplines |

| A | T | M |
|---|--|---|
| Communication and Technical Skills | | |
| <ul style="list-style-type: none"> analyse ideas and insights in a range of modes and mediums, to a variety of audiences communicate coherent arguments in a range of modes, incorporating metalanguage, and academic integrity demonstrate inter and intrapersonal skills and capacity to work collectively, collaboratively, and independently demonstrate use of appropriate technical skills in media products apply Work, Health and Safety (WHS) practices | <ul style="list-style-type: none"> critically analyse ideas and insights in a range of modes and mediums, to a variety of audiences communicate coherent and sustained arguments in a range of modes, incorporating metalanguage, and academic integrity demonstrate inter and intrapersonal skills and capacity to work collectively, collaboratively, and independently demonstrate use of appropriate technical skills in media products apply Work, Health and Safety (WHS) practices | <ul style="list-style-type: none"> describe ideas in a range of modes and mediums, to a variety of audiences communicate ideas in a range of modes with academic integrity demonstrate inter and intrapersonal skills and capacity to work collaboratively and independently demonstrate use of appropriate technical skills in media products apply Work, Health and Safety (WHS) practices |
| Reflection | | |
| <ul style="list-style-type: none"> reflect on their learning habits, time-management, media products, practices, and processes, refining their knowledge, understanding and skills in response | <ul style="list-style-type: none"> reflect on their learning habits, time-management, media products, practices, and processes, refining their knowledge, understanding and skills in response | <ul style="list-style-type: none"> reflect on their learning habits, time-management, media products, practices, and processes |

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A/T content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills, and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A/T course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A/T content descriptions.

Units of Competency

Competence must be demonstrated over time and in the full range of **Specialised Media** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **Certificate II in Creative Industries**, which provide performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient, and current evidence as indicated in the relevant Training Package.

Certificate II in Creative Industries

The following **elective** competencies must be delivered and assessed over the semester:

| Code | Competency Title |
|-----------|--|
| BSBCRT301 | Develop and extend critical and creative thinking skills |
| CUADIG202 | Develop digital imaging skills |

A minimum of one **elective** competency must be delivered and assessed over the semester:

| Code | Competency Title |
|-----------|---|
| CUADIG201 | Maintain interactive content |
| CUALGT201 | Develop basic lighting skills and knowledge |

All units of competency are optional for students undertaking an M course.

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies.

Assessment

Refer to pages 10-12.

Independent Study

Value: 1.0

Independent Study a

Value 0.5

Independent Study b

Value 0.5

Prerequisites

Students must have studied at least THREE standard 1.0 units from this course.

Unit Description

An Independent study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own individual learning. An Independent study unit must be proposed by an individual student, be for their own independent study, and negotiated with their teacher. An Independent study unit requires the principal's written approval. The program of learning for an Independent study unit must meet the unit goals and content descriptions as they appear in the course.

NOTE: There are no VET competencies attached to this unit. VET competencies may be assessed where relevant to the focus of the Unit.

Specific Unit Goals

This unit should enable students to:

| A | T | M |
|--|---|--|
| <ul style="list-style-type: none"> analyse media products in the chosen area of study demonstrate how concepts and ideas in the chosen area of study can be represented in media create media products related to the area of study for a target audience/s apply a variety of media codes and conventions and production techniques to achieve a purpose in the related area of study | <ul style="list-style-type: none"> critically analyse media products in the chosen area of study demonstrate how concepts and ideas in the chosen area of study can be represented in media create media products related to the area of study for a target audience/s apply a variety of media codes and conventions and production techniques to achieve a purpose in the related area of study | <ul style="list-style-type: none"> explain media products in the chosen area of study demonstrate how concepts and ideas in the chosen area of study can be represented in media create media products related to the area of study for a target audience/s apply a variety of media codes and conventions and production techniques in the chosen area of study |

Content Descriptions

All knowledge, understanding and skills below must be delivered:

| A | T | M |
|---|---|--|
| Concepts and Theories | | |
| <ul style="list-style-type: none"> analyse a variety of media products that relate to the chosen area of study analyse a range of theories and approaches in the chosen area of study | <ul style="list-style-type: none"> evaluate a variety of media products that relate to the chosen area of study critically analyse a range of theories and approaches in the chosen area of study | <ul style="list-style-type: none"> explain a variety of media products that relate to the chosen area of study describe theories in the chosen area of study |

| A | T | M |
|--|---|--|
| | <ul style="list-style-type: none"> critically analyse how concepts, themes and/or perspectives are represented in media products in the chosen area of study | |
| Context | | |
| <ul style="list-style-type: none"> analyse how social, historical, political and/or cultural contexts have impacted media products within the chosen area of study | <ul style="list-style-type: none"> critically analyse how social, historical, political and/or cultural contexts have impacted media products within the chosen area of study critically analyse the impact of context on audience and critical reception of media works | <ul style="list-style-type: none"> describe how social, historical, political and/or cultural contexts have impacted media products within the chosen area of study |
| Creative Process | | |
| <ul style="list-style-type: none"> conduct research through creative inquiry into concepts in the chosen area of study analyse how media products can be represented in a variety of forms, formats, and styles apply the media creative process for the chosen area of study (pre-production, production, and postproduction) by using a range of creative thinking approaches create media products to position a target audience/s for a chosen area of study | <ul style="list-style-type: none"> conduct research through creative inquiry into concepts in the chosen area of study critically analyse how media products can be represented in a variety of forms, formats, and styles apply the media creative process for the chosen area of study (pre-production, production, and postproduction) by using a range of creative thinking approaches create media products to position a target audience/s for a chosen area of study | <ul style="list-style-type: none"> conduct research through creative inquiry into the chosen area of study describe how media products can be represented in a variety of forms, formats, and styles apply the media creative process for the chosen area of study (pre-production, production, and postproduction) create media products for a target audience/s for a chosen area of study |
| Communication and Technical Skills | | |
| <ul style="list-style-type: none"> analyse ideas and insights in a range of modes and mediums, to a variety of audiences in the chosen area of study communicate ideas and coherent arguments in the chosen area of study, in a range of modes, incorporating metalanguage, and academic integrity | <ul style="list-style-type: none"> critically analyse ideas and insights in a range of modes and mediums, to a variety of audiences in the chosen area of study communicate complex ideas and coherent and sustained arguments in the chosen area of study, in a range of modes, incorporating metalanguage, and academic integrity | <ul style="list-style-type: none"> explain ideas and insights in a range of modes and mediums, to a target audience/s in the chosen area of study communicate ideas in the chosen area of study in a range of modes with academic integrity |

| A | T | M |
|--|--|--|
| <ul style="list-style-type: none"> • demonstrate inter and intrapersonal skills and capacity to work collectively, collaboratively, and independently • demonstrate use of appropriate technical skills in media products • apply Work, Health and Safety (WHS) practices | <ul style="list-style-type: none"> • demonstrate inter and intrapersonal skills and capacity to work collectively, collaboratively, and independently • demonstrate use of appropriate technical skills in media products • apply Work, Health and Safety (WHS) practices | <ul style="list-style-type: none"> • demonstrate inter and intrapersonal skills and capacity to work collectively and collaboratively and independently • demonstrate use of appropriate technical skills in media products • apply Work, Health and Safety (WHS) practices |
| Reflection | | |
| <ul style="list-style-type: none"> • reflect on their learning habits, time-management, media products, practices, and processes, refining their knowledge, understanding and skills in response | <ul style="list-style-type: none"> • reflect on their learning habits, time-management, media products, practices, and processes, refining their knowledge, understanding and skills in response | <ul style="list-style-type: none"> • reflect on their learning habits, time-management, media products, practices, and processes |

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10-12.

Appendix A – Implementation Guidelines

Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor or major.

| Course | Number of standard units to meet course requirements |
|--------|--|
| Minor | Minimum of 2 units |
| Major | Minimum of 3.5 units |

Units in this course can be delivered in any order.

Prerequisites for the course or units within the course

For the Independent Study unit (if applicable), students must have studied a minimum of three standard 1.0 units from this course.

Arrangements for students continuing study in this course

Students who studied the previous course may undertake any units in this course provided there is no duplication of content.

Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student rests with the principal and the teacher delivering the course. Students will only be given credit for covering the content once.

Guidelines for Delivery

Program of Learning

A program of learning is what a school provides to implement the course for a subject. This meets the requirements for context, scope and sequence set out in the Board endorsed course. Students follow programs of learning in a college as part of their senior secondary studies. The detail, design, and layout of a program of learning are a college decision.

The program of learning must be documented to show the planned learning activities and experiences that meet the needs of particular groups of students, taking into account their interests, prior knowledge, abilities, and backgrounds. The program of learning is a record of the learning experiences that enable students to achieve the knowledge, understanding and skills of the content descriptions. There is no requirement to submit a program of learning to the OBSSS for approval. The principal will need to sign off at the end of Year 12 that courses have been delivered as accredited.

Content Descriptions

Are all content descriptions of equal importance? No. It depends on the focus of study. Teachers can customise their program of learning to meet their own students' needs, adding additional content descriptions if desired or emphasising some over others. A teacher must balance student needs with their responsibility to teach all content descriptions. It is mandatory that teachers address all content descriptions and that students engage with all content descriptions.

Half standard 0.5 units

Half standard units appear on the course adoption form but are not explicitly documented in courses. It is at the discretion of the college principal to split a standard 1.0 unit into two half standard 0.5 units. Colleges are required to adopt the half standard 0.5 units. However, colleges are not required to submit explicit documentation outlining their half standard 0.5 units to the BSSS. Colleges must assess students using the half standard 0.5 assessment task weightings outlined in the framework. It is the responsibility of the college principal to ensure that all content is delivered in units approved by the Board.

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 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 Grades 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 Achievement Standards as stated in the 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

Each year, teachers teaching a Year 11 class are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers teaching a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A, T and M course/units offered by the school and is sent into the Office of the Board of Senior Secondary Studies.

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 Office of the Board 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.

Visual evidence for judgements made about practical performances

(also refer to BSSS Website Guidelines)

It is a requirement that schools' judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS guidelines at:

http://www.bsss.act.edu.au/grade_moderation/moderation_information_for_teachers

for current information regarding all moderation requirements including subject specific and photographic evidence.

Appendix B – Course Developers

| Name | College |
|------|---------|
| | |
| | |
| | |

Appendix C – Common Curriculum Elements

Common curriculum elements assist in the development of high-quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

| Organisers | Elements | Examples |
|-----------------------------------|------------------|--|
| create, compose, and apply | apply | ideas and procedures in unfamiliar situations, content, and processes in non-routine settings |
| | compose | oral, written, and multimodal texts, music, visual images, responses to complex topics, new outcomes |
| | represent | images, symbols, or signs |
| | create | creative thinking to identify areas for change, growth, and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives |
| | manipulate | images, text, data, points of view |
| analyse, synthesise, and evaluate | justify | arguments, points of view, phenomena, choices |
| | hypothesise | statement/theory that can be tested by data |
| | extrapolate | trends, cause/effect, impact of a decision |
| | predict | data, trends, inferences |
| | evaluate | text, images, points of view, solutions, phenomenon, graphics |
| | test | validity of assumptions, ideas, procedures, strategies |
| | argue | trends, cause/effect, strengths, and weaknesses |
| | reflect | on strengths and weaknesses |
| | synthesise | data and knowledge, points of view from several sources |
| | analyse | text, images, graphs, data, points of view |
| | examine | data, visual images, arguments, points of view |
| investigate | issues, problems | |
| organise, sequence, and explain | sequence | text, data, relationships, arguments, patterns |
| | visualise | trends, futures, patterns, cause, and effect |
| | compare/contrast | data, visual images, arguments, points of view |
| | discuss | issues, data, relationships, choices/options |
| | interpret | symbols, text, images, graphs |
| | explain | explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses |
| | translate | data, visual images, arguments, points of view |
| | assess | probabilities, choices/options |
| | select | main points, words, ideas in text |
| identify, summarise and plan | reproduce | information, data, words, images, graphics |
| | respond | data, visual images, arguments, points of view |
| | relate | events, processes, situations |
| | demonstrate | probabilities, choices/options |
| | describe | data, visual images, arguments, points of view |
| | plan | strategies, ideas in text, arguments |
| | classify | information, data, words, images |
| | identify | spatial relationships, patterns, interrelationships |
| | summarise | main points, words, ideas in text, review, draft and edit |

Appendix D – Glossary of Verbs

| Verbs | Definition |
|-------------|--|
| Analyse | Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities, and differences |
| Apply | Use, utilise or employ in a particular situation |
| Argue | Give reasons for or against something |
| Assess | Make a Judgement about the value of |
| Classify | Arrange into named categories in order to sort, group or identify |
| Compare | Estimate, measure or note how things are similar or dissimilar |
| Compose | The activity that occurs when students produce written, spoken, or visual texts |
| Contrast | Compare in such a way as to emphasise differences |
| Create | Bring into existence, to originate |
| Demonstrate | Give a practical exhibition an explanation |
| Describe | Give an account of characteristics or features |
| Discuss | Talk or write about a topic, taking into account different issues or ideas |
| Evaluate | Examine and judge the merit or significance of something |
| Examine | Determine the nature or condition of |
| Explain | Provide additional information that demonstrates understanding of reasoning and /or application |
| Extrapolate | Infer from what is known |
| Hypothesise | Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved |
| Identify | Recognise and name |
| Interpret | Draw meaning from |
| Investigate | Planning, inquiry into and drawing conclusions about |
| Justify | Show how argument or conclusion is right or reasonable |
| Manipulate | Adapt or change |
| Plan | Strategize, develop a series of steps, processes |
| Predict | Suggest what might happen in the future or as a consequence of something |
| Reflect | The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience |
| Relate | Tell or report about happenings, events, or circumstances |
| Represent | Use words, images, symbols, or signs to convey meaning |
| Reproduce | Copy or make close imitation |
| Respond | React to a person or text |
| Select | Choose in preference to another or others |
| Sequence | Arrange in order |
| Summarise | Give a brief statement of the main points |
| Synthesise | Combine elements (information/ideas/components) into a coherent whole |
| Test | Examine qualities or abilities |
| Translate | Express in another language or form, or in simpler terms |
| Visualise | The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words |

Appendix E – Glossary for ACT Senior Secondary Curriculum

Courses will detail what teachers are expected to teach and students are expected to learn for Years 11 and 12. They will describe the knowledge, understanding and skills that students will be expected to develop for each learning area across the years of schooling.

Learning areas are broad areas of the curriculum, including English, mathematics, science, the arts, languages, health, and physical education.

A **subject** is a discrete area of study that is part of a learning area. There may be one or more subjects in a single learning area.

Frameworks are system documents for Years 11 and 12 which provide the basis for the development and accreditation of any course within a designated learning area. In addition, frameworks provide a common basis for assessment, moderation and reporting of student outcomes in courses based on the framework.

The **course** sets out the requirements for the implementation of a subject. Key elements of a course include the rationale, goals, content descriptions, assessment, and achievement standards as designated by the framework.

BSSS courses will be organised into units. A unit is a distinct focus of study within a course. A standard 1.0 unit is delivered for a minimum of 55 hours generally over one semester.

Core units are foundational units that provide students with the breadth of the subject.

Additional units are avenues of learning that cannot be provided for within the four core 1.0 standard units by an adjustment to the program of learning.

A **negotiated study unit** makes provision for students, classes, groups, or individuals to negotiate the program of learning based on the specific unit goals, content descriptions, assessment, and achievement standards of the course.

An **elective** is a lens for demonstrating the content descriptions within a standard 1.0 or half standard 0.5 unit.

A **lens** is a particular focus or viewpoint within a broader study.

Content descriptions refer to the subject-based knowledge, understanding and skills to be taught and learned.

A **program of learning** is what a college develops to implement the course for a subject and to ensure that the content descriptions are taught and learned.

Achievement standards provide an indication of typical performance at five different levels (corresponding to grades A to E) following completion of study of senior secondary course content for units in a subject.

ACT senior secondary system **curriculum** comprises all BSSS approved courses of study.

Appendix F – Implementation of VET Qualifications

VET Qualifications

For **CUA20215 Certificate II in Creative Industries** the following packaging rules apply:

Total number of units = 10

3 core units plus

7 elective units

The 7 elective units must consist of:

- 4 units must be selected from Group A
- 3 units may be from Group A or Group B or from any currently endorsed training package qualification or accredited course at Certificate II or III level.

This course, with listed competencies, meets these requirements at time of development.

Colleges are advised to check current training package requirements before delivery.

Competencies for Certificate II in Creative Industries

| Code | Competency Title | Core/Elective |
|----------------|---|---------------|
| BSBWOR203 | Work effectively with others | Core |
| CUAIND201 | Develop and apply creative arts industry knowledge | Core |
| CUAWHS302 | Apply work health and safety practices | Core |
| Group A | | |
| BSBCRT301 | Develop and extend critical and creative thinking skills | Elective |
| BSBCUS201 | Deliver a service to customers | Elective |
| BSBWOR202 | Organise and complete daily work activities | Elective |
| CUALGT201 | Develop basic lighting skills and knowledge | Elective |
| CUASOU202 | Perform basic sound editing | Elective |
| CUASOU204 | Mix sound in a broadcasting environment | Elective |
| Group B | | |
| BSBDIV301 | Work effectively with diversity | Elective |
| BSBINN201 | Contribute to workplace innovation | Elective |
| BSBLED101 | Plan skills development | Elective |
| BSBSUS201 | Participate in environmentally sustainable work practices | Elective |
| CUADIG201 | Maintain interactive content | Elective |
| CUADIG202 | Develop digital imaging skills | Elective |
| CUARES201 | Collect and organise content for broadcast or publication | Elective |

If the full requirements of a Certificate are not met, students will be awarded a Statement of Attainment listing Units of Competence achieved according to Standard 3 of the Standards for Registered Training Organisations (RTOs) 2015.

VET Competencies Mapped to Course Units

Grouping of competencies within units may not be changed by individual colleges.

Competencies designated at the Certificate III level can only be delivered by schools that have scope to do so. Colleges must apply to have additional competencies at a higher level listed on their scope of registration.

Note: When selecting units, colleges must ensure that they follow packaging rules and meet the requirements for the Certificate level. In the event that full Certificate requirements are not met a Statement of Attainment will be issued.

All core competencies must be delivered in the relevant unit. The elective competencies delivered are dependent on the elective units chosen.

VET Implementation Summary

CUA20215 Certificate II in Creative Industries

| BSSS Unit Title | Competencies | |
|---|--------------------------------|---|
| Innovation in Media | Elective code | Elective title |
| | BSBINN201 | Contribute to workplace innovation |
| | BSBLED101 | Plan skills development |
| | BSBSUS201 | Participate in environmentally sustainable work practices |
| | BSBWOR202 | Organise and complete daily work activities |
| Adaptation in Media | Elective code | Elective title |
| | BSBDIV301 | Work effectively with diversity |
| | CUARES201 | Collect and organise content for broadcast or publication |
| | CUASOU202 | Perform basic sound editing |
| | CUASOU204 | Mix sound in a broadcasting environment |
| Entrepreneurship in Media | Core code | Core title |
| | BSBWOR203 | Work effectively with others |
| | CUAIND201 | Develop and apply creative arts industry knowledge |
| | CUAWHS302 | Apply work health and safety practices |
| | Elective code | Elective title |
| BSBCUS201 | Deliver a service to customers | |
| Interdisciplinary Inquiry in Media | Elective code | Elective title |
| | BSBCRT301 | Develop and extend critical and creative thinking skills |
| | CUADIG201 | Maintain interactive content |
| | CUADIG202 | Develop digital imaging skills |
| | CUALGT201 | Develop basic lighting skills and knowledge |

Competency Based Assessment

The assessment of competence must focus on the competency standards and the associated elements as identified in the Training Package. Assessors must develop assessment strategies that enable them to obtain sufficient evidence to deem students competent. This evidence must be gathered over a number of assessment items. Competence to industry standard requires a student to be able to demonstrate the relevant skills and knowledge in a variety of industry contexts on repeated occasions. Assessment must be designed to collect evidence against the four dimensions of competency.

- **Task skills** – undertaking specific workplace task(s)
- **Task management skills** – managing a number of different tasks to complete a whole work activity
- **Contingency management skills** – responding to problems and irregularities when undertaking a work activity, such as: breakdowns, changes in routine, unexpected or atypical results, difficult or dissatisfied clients
- **Job/role environment skills** – dealing with the responsibilities and expectations of the work environment when undertaking a work activity, such as: working with others, interacting with clients and suppliers, complying with standard operating procedures, or observing enterprise policy and procedures.

The most appropriate method of assessing workplace competence is on-the-job in an industry setting under normal working conditions. This includes using industry standard tools, equipment and job aids and working with trade colleagues. Where this is not available, a simulated workplace environment that mirrors the industry setting will be used. The following general principles and strategies apply:

- assessment is competency based
- assessment is criterion-referenced.

Quality outcomes can only be assured through the assessment process. The strategy for assessment is based on an integration of the workplace competencies for the learning modules into a holistic activity. The awarding of vocational qualifications is dependent on successful demonstration of the learning outcomes within the modules through the integrated competency assessment that meets the Training Package rules and requirements.

The integrated assessment activity will require the learner to:

- use the appropriate key competencies
- apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace
- integrate the most critical aspects of the competencies for which workplace competency must be demonstrated
- provide evidence for grades and or scores for the Board course component of the assessment process.

Standards for Registered Training Organisations 2015

These Standards form part of the VET Quality Framework, a system which ensures the integrity of nationally recognised qualifications.

RTOs are required to comply with these Standards and with the:

- National Vocational Education and Training Regulator Act 2011
- VET Quality Framework.

The purpose of these Standards is to:

- set out the requirements that an organisation must meet in order to be an RTO
- ensure that training products delivered by RTOs meet the requirements of training packages or VET accredited courses, and have integrity for employment and further study
- ensure RTOs operate ethically with due consideration of learners' and enterprises' needs.

To access the standards, refer to:

<https://www.legislation.gov.au/Details/F2017C00663>

To access The Users' Guide to the Standards refer to:

<https://www.asqa.gov.au/standards>

Guidelines for Colleges Seeking Scope

Colleges must apply to have their scope of registration extended for each new qualification they seek to issue. There is no system-level process. Each college must demonstrate capacity to fulfil the requirements outlined in the Training Package. Applications for extension of scope are lodged through the Australian Skills Quality Authority (ASQA).

Assessment of Certificate III Units of Competence

Colleges delivering any Units of Competence from Certificate III (apart from those competencies allowed in training package rules) will need to have them listed on their scope **or** negotiate a Third Party Agreement with a scoped training partner. This document must be kept on record by the college as the RTO.

Appendix G – Course Adoption

Condition of Adoption

The course and units of this course are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course.

Adoption Process

Course adoption must be initiated electronically by an email to bssscertification@ed.act.edu.au by the principal or their nominated delegate.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and **A** and/or **T** and/or **M** and/or **V** to the **Classification/s** section of the table.

| | | | | |
|---------------------------------------|---------------------------------------|----------|-----------|----------|
| College: | | | | |
| Course Title: | Specialised Media | | | |
| Classification/s: | A | T | M | V |
| Framework: | The Arts Course Framework 2021 | | | |
| Dates of Course Accreditation: | From | 2022 | to | 20XX |