



# Media

A / T / M / V

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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).

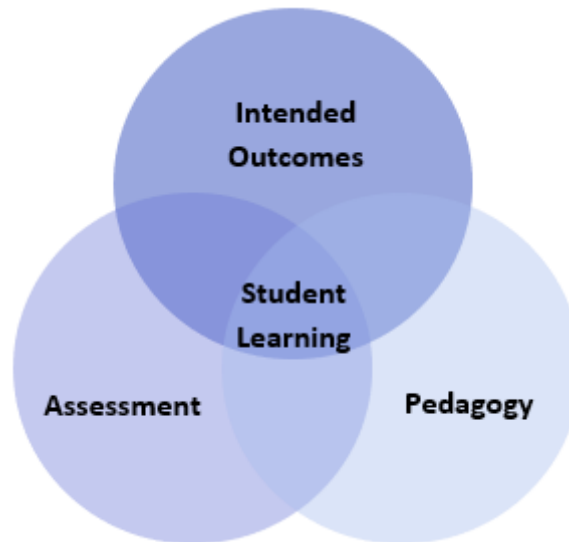
The BSSS credit arrangements recognise VET studies externally:

- 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](http://www.australiancurriculum.edu.au).

### Literacy

Students develop their literacy skills through exploring media products that display a range of styles, forms, and conventions. They analyse, create, research, evaluate and appraise media products, concepts, and theories. In Media, students communicate with a variety of audiences, using appropriate mediums, technologies, and methods of communication. Literacy in Media involves reading, writing, viewing, listening, and speaking. Students extend their vocabulary through the use of metalanguage in media. 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 media products.

## **Information and Communication Technology (ICT) Capability**

Students extend their understanding of the range of technologies when developing skills, techniques, and processes to produce media products. 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 media products. 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 products.

## **Critical and Creative Thinking**

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

The process of making and presenting media products 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 and modes of symbolic expression and communication. As they make and respond to media products, 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 collaborative and cooperative process, developing students' intrapersonal and interpersonal awareness. The skills associated with managing personal resources to achieve goals in a timely fashion, and effective group processes, 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 own participation in the pre-production, production and post-production processes and media products.

## **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 students 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 of media, forms and styles, codes and conventions 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 First Nations Australian cultures, traditions, and contemporary experiences. First Nations Australian cultures carry an ancient tradition into the present with stories that communicate histories and experiences that are unique and yet share parallels with other ancient and enduring cultures. Exploration of the history, cultures and media of First Nations Australian cultures 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 narrative 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 media. This is achieved through engagement in creative problem solving to address sustainability issues and by exploring sustainable practices in the production of media.

# Media

## A / T / M / V

### Rationale

The study of *Media* develops knowledge and understanding of traditional and contemporary media practices through engagement with media works from a range of different styles, times, places, and cultures. Through exploration of codes and conventions, 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 products have 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, understanding about human experience, and a sense of identity and belonging. Students learn to become flexible and adaptable, as well as developing self-management skills, showing initiative, and demonstrating leadership and interpersonal skills. They work collaboratively, independently, and ethically whilst making and responding to media products. Through the creative process, they 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.

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 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.

Media forms encompassed by this course include:

- moving image, for example film, television, video, animation
- audio, for example radio, podcast
- print, for example magazine, zine, comic, graphic novel, newspaper, poster
- digital, for example online video and audio, streaming video and audio, podcast, magazine, comic, graphic novel, newspaper, video game, blog, website, app
- convergent or hybridised media: the combination or joining of two or more media forms, such as photography and animation, print productions and a digital game, augmented and virtual reality products.

## 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 problem solving to synthesise styles, forms, processes, practices, and theories creatively to produce media 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

- Creativity in Media
- Communicating Meaning in Media
- Media in Context
- Narratives in Media
- Independent Study

## Organisation of Content

### Creativity in Media

Students learn about the creative process in Media. They explore techniques and strategies used to create and interpret media products. Students apply the creative process, techniques, and strategies to express their understanding of self, others, and the world.

### Communicating Meaning in Media

Students learn about how meaning is communicated in a variety of Media forms and styles. They explore techniques for communicating their ideas for a purpose and a target audience. Students apply techniques to communicate their understanding on a range of issues through Media.

### Media in Context

Students learn about how social, historical, political and/or cultural contexts have shaped media products. They explore how media practitioners throughout the world and history have expressed their perspectives, values, and attitudes. Students apply their media knowledge and skills, engaging with intercultural perspectives and observing ethical principles to create Media products.

### Narratives in Media

Students learn about narrative forms and structures for fictional and non-fictional media products. Through analysis of narrative in media products, students gain insights into how people connect and perspectives on the world. They explore various presentations of narratives and the role of the storyteller to inform, entertain and persuade. Students apply their storytelling, theoretical and technical skills to construct fiction and non-fiction narratives in a variety of media formats.

## 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 learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third 1.0 unit in this course of study.

**Note: There are no VET competencies attached to Independent Study units.**

## Assessment

The identification of criteria within the Achievement Standards and assessment task types and weightings provides 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.

<b>The Arts</b>	
<b>Task Types</b>	<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"> <li>• performance</li> <li>• curating</li> <li>• installation</li> <li>• multimodal</li> <li>• composition</li> <li>• choreography</li> <li>• short films</li> <li>• ensemble theatre</li> <li>• sculpture</li> <li>• script writing</li> <li>• portfolio or body of work</li> <li>• critical essay</li> <li>• aural examination</li> <li>• research tasks</li> <li>• podcast</li> <li>• visual process diary</li> <li>• digital process diary</li> <li>• blog</li> <li>• directing</li> <li>• website</li> </ul>
<b>Weightings in A/T/M/V 1.0 and 0.5 units</b>	No task to be weighted more than 60% for a standard 1.0 unit and half-standard 0.5 unit

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

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

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

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

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

## Creativity in Media

**Value: 1.0**

**Creativity in Media a**

**Value 0.5**

**Creativity in Media b**

**Value 0.5**

### Unit Description

Students learn about the creative process in Media. They explore techniques and strategies used to create and interpret media products. Students apply the creative process, techniques, and strategies to express their understanding of self, others, and the world.

### Specific Unit Goals

This unit should enable students to:

<b>A</b>	<b>T</b>	<b>M</b>
<ul style="list-style-type: none"> <li>analyse how media expresses the self, others, and the world</li> <li>conduct creative media inquiry into significant issues</li> <li>demonstrate the use of media techniques and strategies to explore creative ideas</li> <li>apply the creative process to making media</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse how media expresses the self, others, and the world</li> <li>conduct creative media inquiry into significant issues</li> <li>demonstrate the use of media techniques and strategies to explore creative ideas</li> <li>apply the creative process to making media</li> </ul>	<ul style="list-style-type: none"> <li>describe media products</li> <li>demonstrate the use of media techniques and strategies to explore creative ideas</li> <li>apply the creative process to making media</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

<b>A</b>	<b>T</b>	<b>M</b>
<b>Concepts and Theories</b>		
<ul style="list-style-type: none"> <li>analyse media products that express self, others, and the world to understand that creativity is creating and making something that is different, novel, imaginative or original</li> <li>analyse creativity in media products to develop insights into media</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse media products that express self, others, and the world to understand that creativity is creating and making something that is different, novel, imaginative or original</li> <li>evaluate creativity in media products to develop insights into media, for example, Disney, gaming, social media influencers, Wikileaks</li> </ul>	<ul style="list-style-type: none"> <li>explain how media products inform and entertain the audience</li> </ul>

A	T	M
	<ul style="list-style-type: none"> <li>critically analyse theories and approaches employed by creators of media products, for example, Auteur theory, Reader Response theory, symbolic interactionism</li> </ul>	
<b>Context</b>		
<ul style="list-style-type: none"> <li>analyse how social, historical, political and/or cultural contexts have influenced creativity in media products</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse how social, historical, political and/or cultural contexts have influenced creativity in media products</li> <li>evaluate the impact of context on how the audience and critics interpret creativity in media</li> </ul>	<ul style="list-style-type: none"> <li>identify differences in media from different contexts</li> </ul>
<b>Creative Process</b>		
<ul style="list-style-type: none"> <li>conduct research through Creative Inquiry to analyse arguments about and judgements on creativity in media products</li> <li>analyse significant issues relating to self, others, and the world</li> <li>apply the media creative process (pre-production, production, and postproduction) using creative thinking approaches</li> <li>create media to express understanding of self, others, and the world</li> </ul>	<ul style="list-style-type: none"> <li>conduct research through Creative Inquiry to evaluate arguments about and judgements on creativity in media products</li> <li>critically analyse significant issues relating to self, others, and the world</li> <li>apply the media creative process (pre-production, production, and postproduction) using creative thinking approaches, for example, De Bono thinking system</li> <li>create media to express understanding of self, others, and the world</li> </ul>	<ul style="list-style-type: none"> <li>explain an idea of interest</li> <li>identify significant issues relating to self, others, and the world</li> <li>apply the media creative process (pre-production, production, and postproduction)</li> <li>create media to explore an idea</li> </ul>
<b>Communication and Technical Skills</b>		
<ul style="list-style-type: none"> <li>communicate ideas and insights in a range of modes and mediums, for a variety of audiences</li> </ul>	<ul style="list-style-type: none"> <li>communicate ideas and insights in a range of modes and mediums, for a variety of audiences</li> </ul>	<ul style="list-style-type: none"> <li>communicate ideas with media</li> </ul>

A	T	M
<ul style="list-style-type: none"> <li>communicate coherent ideas and sustained arguments in a range of modes, incorporating metalanguage, and observing academic integrity</li> <li>demonstrate inter and intrapersonal skills and capacity to work collectively, collaboratively, and independently</li> <li>demonstrate use of appropriate technical skills in media products</li> <li>apply Work, Health and Safety (WHS) practices</li> </ul>	<ul style="list-style-type: none"> <li>communicate complex ideas and coherent and sustained arguments in a range of modes, incorporating metalanguage and observing academic integrity</li> <li>demonstrate inter and intrapersonal skills and capacity to work collectively, collaboratively, and independently</li> <li>demonstrate use of appropriate technical skills in media products</li> <li>apply Work, Health and Safety (WHS) practices</li> </ul>	<ul style="list-style-type: none"> <li>communicate ideas, observing academic integrity</li> <li>use skills to work productively with others and individually</li> <li>demonstrate use of appropriate technical skills in media products</li> <li>apply Work, Health and Safety (WHS) practices</li> </ul>
<b>Reflection</b>		
<ul style="list-style-type: none"> <li>reflect on their learning habits, time-management, media products, practices, and processes, refining their knowledge, understanding and skills in response</li> </ul>	<ul style="list-style-type: none"> <li>reflect on their learning habits, time-management, media products, practices, and processes, refining their knowledge, understanding and skills in response</li> </ul>	<ul style="list-style-type: none"> <li>reflect with insight on their learning habits, time-management, media products, practices, and processes</li> </ul>

## 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 **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

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

Code	Competency Title
BSBCRT201	Develop and apply thinking and problem-solving skills
CUADES201	Follow a design process
CUADES202	Evaluate the nature of design in a specific industry context
ICTICT214	Operate application software packages
ICTICT215	Operate a digital media technology package

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

It is essential to access [www.training.gov.au](http://www.training.gov.au) for detailed up to date information relating to the above competencies.

### Assessment

Refer to pages 10-12.

## Communicating Meaning in Media

**Value: 1.0**

**Communicating Meaning in Media a**

**Value 0.5**

**Communicating Meaning in Media b**

**Value 0.5**

### Unit Description

Students learn about how meaning is communicated in a variety of Media forms and styles. They explore techniques for communicating their ideas for a purpose and a target audience. Students apply techniques to communicate their understanding on a range of issues through Media.

### Specific Unit Goals

This unit should enable students to:

<b>A</b>	<b>T</b>	<b>M</b>
<ul style="list-style-type: none"> <li>analyse how media communicates meaning in a variety of forms and styles</li> <li>conduct Creative Inquiry in media inquiry into a range of issues</li> <li>demonstrate the use of media techniques and strategies to communicate meaning</li> <li>apply techniques and strategies to make media for a purpose and a target audience</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse how media communicates meaning in a variety of forms and styles</li> <li>conduct Creative Inquiry in media inquiry into a range of issues</li> <li>demonstrate the use of media techniques and strategies to communicate meaning</li> <li>apply techniques and strategies to make media for a purpose and a target audience</li> </ul>	<ul style="list-style-type: none"> <li>describe media that communicates meaning in a variety of forms and styles</li> <li>explain how media techniques are used to communicate meaning</li> <li>apply techniques to make media to communicate a message</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

<b>A</b>	<b>T</b>	<b>M</b>
<b>Concepts and Theories</b>		
<ul style="list-style-type: none"> <li>analyse media products in a variety of media forms and styles and how they communicate meaning</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse media products in a variety of media forms and styles and how they communicate meaning, for example, developing a news bulletin for radio, social media, and television</li> <li>critically analyse theories and approaches employed to interpret meaning in media for a target audience, for example, agenda setting theory, constructivism theory, cognitive dissonance theory</li> </ul>	<ul style="list-style-type: none"> <li>describe some examples of media that communicates ideas</li> </ul>

A	T	M
<ul style="list-style-type: none"> <li>analyse media products to develop insights into communication of meaning</li> </ul>	<ul style="list-style-type: none"> <li>evaluate media products to develop insights into communication of meaning, for example, mockumentary, documentary, War of the Worlds, Facebook</li> </ul>	<ul style="list-style-type: none"> <li>explain communication techniques in media products to</li> </ul>
<b>Context</b>		
<ul style="list-style-type: none"> <li>analyse how social, historical, political and/or cultural contexts have influenced communication in media products</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse how social, historical, political and/or cultural contexts have influenced communication in media products</li> <li>evaluate the impact of context on how audience and critics interpret meaning in media products</li> </ul>	<ul style="list-style-type: none"> <li>describe media products from different contexts</li> </ul>
<b>Creative Process</b>		
<ul style="list-style-type: none"> <li>conduct research through creative inquiry to analyse the effectiveness of media products to engage a target audience</li> <li>analyse how media communicates meaning in a variety of forms and styles</li> <li>apply the media creative process (pre-production, production, and postproduction) using creative thinking approaches</li> <li>create media to communicate understanding an issue/s</li> </ul>	<ul style="list-style-type: none"> <li>conduct research through creative inquiry to evaluate the effectiveness of media products to engage a target audience</li> <li>critically analyse how media communicates meaning in a variety of forms and styles</li> <li>apply the media creative process (pre-production, production, and postproduction) using creative thinking approaches, for example, Kallick and Costa Habits of Mind</li> <li>create media to communicate understanding an issue/s</li> </ul>	<ul style="list-style-type: none"> <li>use a creative process to identify an idea to develop</li> <li>apply the media creative process (pre-production, production, and postproduction)</li> <li>create media to describe an idea</li> </ul>
<b>Communication and Technical Skills</b>		
<ul style="list-style-type: none"> <li>analyse ideas and insights in a range of modes and mediums, to a variety of audiences</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse ideas and insights in a range of modes and mediums, to a variety of audiences</li> </ul>	<ul style="list-style-type: none"> <li>explain ideas and insights</li> </ul>

A	T	M
<ul style="list-style-type: none"> <li>communicate complex ideas and coherent and sustained arguments in a range of modes, incorporating metalanguage, and academic integrity</li> <li>demonstrate inter and intrapersonal skills and capacity to work collectively, collaboratively, and independently</li> <li>demonstrate use of appropriate technical skills in media products</li> <li>apply Work, Health and Safety (WHS) practices</li> </ul>	<ul style="list-style-type: none"> <li>communicate complex ideas and coherent and sustained arguments in a range of modes, incorporating metalanguage, and academic integrity</li> <li>demonstrate inter and intrapersonal skills and capacity to work collectively, collaboratively, and independently</li> <li>demonstrate use of appropriate technical skills in media products</li> <li>apply Work, Health and Safety (WHS) practices</li> </ul>	<ul style="list-style-type: none"> <li>communicate ideas with academic integrity</li> <li>use skills to work productively with others and individually</li> <li>apply technical skills to create media products</li> <li>apply Work, Health and Safety (WHS) practices</li> </ul>
<b>Reflection</b>		
<ul style="list-style-type: none"> <li>reflect on their learning habits, time-management, media products, practices, and processes, refining their knowledge, understanding and skills in response</li> </ul>	<ul style="list-style-type: none"> <li>reflect on their learning habits, time-management, media products, practices, and processes, refining their knowledge, understanding and skills in response</li> </ul>	<ul style="list-style-type: none"> <li>reflect on their learning habits, time-management, media products, practices, and processes</li> </ul>

### 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 **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

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

Code	Competency Title
BSBCMM211	Apply communication skills
CUACAM211	Assist in a basic camera shoot
CUASOU211	Develop basic audio skills and knowledge
CUASOU212	Perform basic sound editing
CUASOU213	Assist with sound recordings

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

It is essential to access [www.training.gov.au](http://www.training.gov.au) for detailed up to date information relating to the above competencies.

### Assessment

Refer to pages 10-12.

## Media in Context

**Value: 1.0**

**Media in Context a**

**Value 0.5**

**Media in Context b**

**Value 0.5**

### Unit Description

Students learn about how social, historical, political and/or cultural contexts have shaped media products. They explore how media practitioners throughout the world and history have expressed their perspectives, values, and attitudes. Students apply their media knowledge and skills, engaging with intercultural perspectives and observing ethical principles to create Media products.

### Specific Unit Goals

This unit should enable students to:

<b>A</b>	<b>T</b>	<b>M</b>
<ul style="list-style-type: none"> <li>analyse the way social, historical, political and/or cultural contexts have shaped media</li> <li>conduct media Creative Inquiry into how media practitioners throughout the world and history have expressed their perspectives, values, and attitudes</li> <li>analyse how context influences media products and interpretation</li> <li>apply technical skills to make media to develop insights into intercultural perspectives</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse the way social, historical, political and/or cultural contexts have shaped media</li> <li>conduct media Creative Inquiry into how media practitioners throughout the world and history have expressed their perspectives, values, and attitudes</li> <li>critically analyse how context influences media products and interpretation</li> <li>apply technical skills to make media to develop insights into intercultural perspectives</li> </ul>	<ul style="list-style-type: none"> <li>describe media from different contexts</li> <li>explain techniques and ideas in media products from different contexts</li> <li>apply technical skills to make media using practices of other contexts</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

<b>A</b>	<b>T</b>	<b>M</b>
<b>Concepts and Theories</b>		
<ul style="list-style-type: none"> <li>analyse media products from different times and places, to understand the way social, historical, political and/or cultural contexts have shaped meaning, for example, Parasite, Bollywood, Samson and Delilah, Murdoch/Packer media empire, war propaganda</li> </ul>	<ul style="list-style-type: none"> <li>evaluate media products from different times and places, to understand the way social, historical, political and/or cultural contexts have shaped meaning, for example, Parasite, Bollywood, Samson and Delilah, Murdoch/Packer media empire, war propaganda</li> </ul>	<ul style="list-style-type: none"> <li>explain ideas in media products from different times and places</li> </ul>

A	T	M
<ul style="list-style-type: none"> <li>analyse approaches employed by media practitioners to express their perspectives</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse approaches employed by media practitioners to express their perspectives, for example, Mike Newell, John Pilger, Ken Burns, Studio Ghibli, Ken Loach, Gloria Steinem</li> <li>evaluate how context is a powerful tool of analysis for interpreting media products, for example, the portrayal of ethnic groups in Summer Heights High and Fawlty Towers</li> </ul>	<ul style="list-style-type: none"> <li>describe techniques and forms from different media contexts</li> </ul>
<b>Context</b>		
<ul style="list-style-type: none"> <li>analyse how their own context influences their creation of and response to media</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse how their own context influences their creation of and response to media</li> <li>evaluate the impact of context on how audiences and critics interpret media products</li> </ul>	<ul style="list-style-type: none"> <li>explain how their own context influences their creation of, and response to, media</li> </ul>
<b>Creative Process</b>		
<ul style="list-style-type: none"> <li>conduct research through creative inquiry to investigate media products and practitioners from different contexts and how they have expressed perspectives, values, and attitudes</li> <li>analyse how context influences media products and interpretation</li> <li>apply the media creative process (pre-production, production, and postproduction) by using a range of creative thinking approaches</li> <li>create media to engage with intercultural understanding</li> </ul>	<ul style="list-style-type: none"> <li>conduct research through creative inquiry to investigate media products and practitioners from different contexts and how they have expressed perspectives, values, and attitudes</li> <li>critically analyse how context influences media products and interpretation</li> <li>apply the media creative process (pre-production, production, and postproduction) by using a range of creative thinking approaches, for example, Csikszentmihalyi's Flow Theory</li> <li>create media to engage with intercultural understanding</li> </ul>	<ul style="list-style-type: none"> <li>use a creative process to identify a creative form or technique from a chosen context and apply to own media products</li> <li>explain an issue from another context</li> <li>apply the media creative process (pre-production, production, and postproduction)</li> <li>create media to describe an idea using practices from a chosen context</li> </ul>

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

## 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 **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** competencies must be delivered and assessed over the semester:

Code	Competency Title
<b>BSBTWK201</b>	<b>Work effectively with others</b>
<b>CUAIND211</b>	<b>Develop and apply creative arts industry knowledge</b>
<b>CUAWHS312</b>	<b>Apply work health and safety practices</b>

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

Code	Competency Title
SITXCOM002	Show social and cultural sensitivity

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

It is essential to access [www.training.gov.au](http://www.training.gov.au) for detailed up to date information relating to the above competencies.

## Assessment

Refer to pages 10-12.

## Narratives in Media

**Value: 1.0**

**Narratives in Media a**

**Value 0.5**

**Narratives in Media b**

**Value 0.5**

### Unit Description

Students learn about narrative forms and structures for fictional and non-fictional media products. Through analysis of narrative in media products, students gain insights into how people connect and perspectives on the world. They explore various presentations of narratives and the role of the storyteller to inform, entertain and persuade. Students apply their storytelling, theoretical and technical skills to construct fiction and non-fiction narratives in a variety of media formats.

### Specific Unit Goals

This unit should enable students to:

<b>A</b>	<b>T</b>	<b>M</b>
<ul style="list-style-type: none"> <li>analyse narrative forms and structures for fictional and non-fictional media products</li> <li>conduct creative media inquiry into storytelling and the role of the storyteller in order to inform, entertain and persuade</li> <li>demonstrate how media formats influence narrative</li> <li>apply narrative techniques and theories to create fiction and non-fiction media</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse narrative forms and structures for fictional and non-fictional media products</li> <li>conduct creative media inquiry into storytelling and the role of the storyteller in order to inform, entertain and persuade</li> <li>demonstrate how media formats influence narrative</li> <li>apply narrative techniques and theories to create fiction and non-fiction media</li> </ul>	<ul style="list-style-type: none"> <li>describe narrative forms for fictional and non-fictional media products</li> <li>explain how to tell an engaging story with media</li> <li>apply narrative techniques to create fiction and non-fiction media</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

<b>A</b>	<b>T</b>	<b>M</b>
<b>Concepts and Theories</b>		
<ul style="list-style-type: none"> <li>analyse media products reflecting fictional and non-fictional narrative forms and structures</li> </ul>	<ul style="list-style-type: none"> <li>evaluate media products reflecting fictional and non-fictional narrative forms and structures, for example, appropriate excerpts from the work of Dan Harman, Quentin Tarantino, Edgar Wright, Jane Campion, Kathryn Bigelow, Leigh Sales, Julian Armstrong, Li Ziqi</li> </ul>	<ul style="list-style-type: none"> <li>explain narrative forms and structures in fictional and non-fictional media products</li> </ul>

A	T	M
<ul style="list-style-type: none"> <li>analyse approaches employed by storytellers to inform, entertain, and persuade</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse approaches employed by storytellers to inform, entertain, and persuade, for example, archetypes, grand narratives, linear and non-linear narrative, Campbell's hero's journey</li> <li>evaluate how narrative is a powerful tool for connecting with others and how we see the world, for example, Schindler's List, The Simpsons, coverage of 9/11, coverage of the Sydney Olympics, The Final Quarter</li> </ul>	<ul style="list-style-type: none"> <li>describe techniques employed by storytellers to inform and entertain</li> </ul>
<b>Context</b>		
<ul style="list-style-type: none"> <li>analyse how social, historical, political and/or cultural contexts have influenced narrative forms and structures in media works</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse how social, historical, political and/or cultural contexts have influenced narrative forms and structures in media works</li> <li>evaluate the impact of context on how audience and critics interpret narratives in media products</li> </ul>	<ul style="list-style-type: none"> <li>explain narratives in media from other contexts</li> </ul>
<b>Creative Process</b>		
<ul style="list-style-type: none"> <li>conduct research through creative inquiry to gain insights into how people connect through storytelling and their perspectives on the world</li> <li>analyse narrative forms and structure for media products</li> <li>apply the media creative process (pre-production, production, and postproduction) by using a range of creative thinking approaches, for example, Halprin's RSVP model</li> </ul>	<ul style="list-style-type: none"> <li>conduct research through creative inquiry to gain insights into how people connect through storytelling and their perspectives on the world</li> <li>critically analyse narrative forms and structure for media products</li> <li>apply the media creative process (pre-production, production, and postproduction) by using a range of creative thinking approaches, for example, Halprin's RSVP model</li> </ul>	<ul style="list-style-type: none"> <li>describe different narrative forms to identify a suitable form for their own product</li> <li>apply the media creative process (pre-production, production, and postproduction)</li> </ul>
<ul style="list-style-type: none"> <li>create media with a focus on narrative to inform, entertain and persuade</li> </ul>	<ul style="list-style-type: none"> <li>create media with a focus on narrative to inform, entertain and persuade</li> </ul>	<ul style="list-style-type: none"> <li>create media with a focus on narrative</li> </ul>

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

### 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 **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

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

Code	Competency Title
CUAAIR211	Develop techniques for presenting information on air
CUALGT211	Develop basic lighting skills and knowledge
CUAPOS211	Perform basic vision and sound editing
CUAVSS211	Develop basic vision system skills

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

It is essential to access [www.training.gov.au](http://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

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third 1.0 unit in this course of study.

### 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 learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. 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 Independent Study units. VET competencies may be assessed where relevant to the focus of the unit. The competencies selected will need to align with the requirements of the **Creative Arts and Culture Training Package (CUA)** and to the competencies already completed during the course if students are to achieve the **CUA20220 Certificate II in Creative Industries** qualification or Statement of Attainment.

### Specific Unit Goals

This unit should enable students to:

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

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

A	T	M
<b>Concepts and Theories</b>		
<ul style="list-style-type: none"> <li>analyse a variety of media products that relate to the chosen area of study</li> <li>analyse a range of theories and approaches in the chosen area of study</li> <li>analyse how concepts, themes and/or perspectives are represented in media products in the chosen area of study</li> </ul>	<ul style="list-style-type: none"> <li>evaluate a variety of media products that relate to the chosen area of study</li> <li>critically analyse a range of theories and approaches in the chosen area of study</li> <li>critically analyse how concepts, themes and/or perspectives are represented in media products in the chosen area of study</li> </ul>	<ul style="list-style-type: none"> <li>identify a variety of media products that relate to the chosen area of study</li> <li>explain ideas in the media products</li> </ul>
<b>Context</b>		
<ul style="list-style-type: none"> <li>analyse how social, historical, political and/or cultural contexts have impacted media products within the chosen area of study</li> <li>create products for a range of contexts relating to the chosen area of study</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse how social, historical, political and/or cultural contexts have impacted media products within the chosen area of study</li> <li>create media for a range of contexts relating to the chosen area of study</li> </ul>	<ul style="list-style-type: none"> <li>describe the context of the chosen area of study</li> </ul>
<b>Creative Process</b>		
<ul style="list-style-type: none"> <li>conduct research through creative inquiry into concepts in the chosen area of study</li> <li>analyse how media products can be represented in a variety of forms, formats, and styles</li> <li>apply the media creative process for the chosen area of study (pre-production, production, and postproduction) by using a range of creative thinking approaches</li> <li>create media to position a target audience/s for a chosen area of study</li> </ul>	<ul style="list-style-type: none"> <li>conduct research through creative inquiry into concepts in the chosen area of study</li> <li>critically analyse how media products can be represented in a variety of forms, formats, and styles</li> <li>apply the media creative process for the chosen area of study (pre-production, production, and postproduction) by using a range of creative thinking approaches</li> <li>create media to position a target audience/s for a chosen area of study</li> </ul>	<ul style="list-style-type: none"> <li>conduct research to explain the chosen area of study</li> <li>apply the media creative process for the chosen area of study (pre-production, production, and postproduction)</li> <li>create media for a chosen area of study</li> </ul>

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



## **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.

### **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

Students must have studied at least three standard 1.0 units from this course in order to access the Independent Study unit. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third 1.0 unit in this course of study.

### 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.

### Relationship to other courses

Students may complete units of study selected from both *Media* and *Specialised Media* to form a *Studies of Media* Minor, Major or Double Major.

This course shares common VET competencies with other BSSS accredited courses:

- Specialised Media.

### 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 consideration 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 over two Moderation Days. In addition to Moderation Days, there is statistical moderation of course scores, including small group procedures, for T courses.

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

Consensus-based peer review involves the review of student work against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the criteria and standards outlined in the Achievement Standards, as stated in the Framework. Advice is then given to colleges to assist teachers with, or confirm, their judgments. In addition, feedback is given on the construction of assessment instruments.

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

Each year, teachers of Year 11 are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers of 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, including marking schemes and rubrics for each assessment item
- 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 the *Requirements for Moderation Memoranda* and Information Papers.

### **Visual evidence for judgements made about practical performances**

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

## Appendix B – Course Developers

<b>Name</b>	<b>College</b>
Associate Professor Judith Dinham	Curtin University
Dr Susan Thwaites	University of Canberra
Shannon Kowalick	Dickson College
Nigel Palfreman	St Edmund's College
Jacinta Paquay	St Mary MacKillop 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
identify, summarise and plan	select	main points, words, ideas in text
	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
Critically analyse	Analysis that engages with criticism and existing debate on the issue
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into consideration 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.

An **independent study unit** is a pedagogical approach that empowers students to make decisions about their own learning. Independent study units can be proposed by a student and negotiated with their teacher but must meet the specific unit goals and content descriptions as they appear in 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 **CUA20220 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 the electives listed below
- 3 units may be from the remaining listed electives or any currently endorsed training package qualification or accredited course.

Elective units must be relevant to the work environment and the qualification, maintain the overall integrity of the AQF alignment, not duplicate the outcome of another unit chosen for the qualification, and contribute to a valid industry-supported vocational outcome.

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
<b>BSBTWK201</b>	<b>Work effectively with others</b>	<b>Core</b>
<b>CUAIND211</b>	<b>Develop and apply creative arts industry knowledge</b>	<b>Core</b>
<b>CUAWHS312</b>	<b>Apply work health and safety practices</b>	<b>Core</b>
BSBCMM211	Apply communication skills	Elective
BSBCRT201	Develop and apply thinking and problem-solving skills	Elective
CUAAIR211	Develop techniques for presenting information on air	Elective
CUACAM211	Assist in a basic camera shoot	Elective
CUADES201	Follow a design process	Elective
CUADES202	Evaluate the nature of design in a specific industry context	Elective
CUALGT211	Develop basic lighting skills and knowledge	Elective
CUAPOS211	Perform basic vision and sound editing	Elective
CUASOU211	Develop basic audio skills and knowledge	Elective
CUASOU212	Perform basic sound editing	Elective
CUASOU213	Assist with sound recordings	Elective
CUAVSS211	Develop basic vision system skills	Elective
ICTICT214	Operate application software packages	Elective
ICTICT215	Operate a digital media technology package	Elective
SITXCOM002	Show social and cultural sensitivity	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

### CUA20220 Certificate II in Creative Industries

BSSS Unit Title	Competencies	
<b>Creativity in Media</b>	<b>Elective code</b>	<b>Elective title</b>
	BSBCRT201	Develop and apply thinking and problem-solving skills
	CUADES201	Follow a design process
	CUADES202	Evaluate the nature of design in a specific industry context
	ICTICT214	Operate application software packages
	ICTICT215	Operate a digital media technology package
<b>Communicating Meaning in Media</b>	<b>Elective code</b>	<b>Elective title</b>
	BSBCMM211	Apply communication skills
	CUACAM211	Assist in a basic camera shoot
	CUASOU211	Develop basic audio skills and knowledge
	CUASOU212	Perform basic sound editing
	CUASOU213	Assist with sound recordings
<b>Media in Context</b>	<b>Core Code</b>	<b>Core title</b>
	<b>CUAIND211</b>	<b>Develop and apply creative arts industry knowledge</b>
	<b>BSBTWK201</b>	<b>Work effectively with others</b>
	<b>CUAWHS312</b>	<b>Apply work health and safety practices</b>
	<b>Elective code</b>	<b>Elective title</b>
	SITXCOM002	Show social and cultural sensitivity
<b>Narratives in Media</b>	<b>Elective code</b>	<b>Elective title</b>
	CUAAIR211	Develop techniques for presenting information on air
	CUALGT211	Develop basic lighting skills and knowledge
	CUAPOS211	Perform basic vision and sound editing
	CUAVSS211	Develop basic vision system skills

## 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

### Conditions 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 from the principal or their nominated delegate to [bssscertification@ed.act.edu.au](mailto:bssscertification@ed.act.edu.au). A nominated delegate must CC the principal.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and circling the **Classification/s** required.

<b>College:</b>						
<b>Course Title:</b>	<b>Media</b>					
<b>Classification/s:</b>	<b>A</b>	<b>T</b>	<b>M</b>	or	<b>A/V</b>	<b>T/V</b> <b>M/V</b>
<b>Framework:</b>	The Arts Framework 2021					
<b>Accreditation from:</b>	2022					