



## THE COURSE DOCUMENT

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## LEARNING STATEMENT

The Arts encompass a rich tapestry of creative endeavour across a wide variety of Visual and Performing Arts courses. Society is coming to an increasing awareness that involvement with the Arts is an integral and essential component of education. Such involvement encourages the development of understanding and skills required in order to not only survive, but excel, in our rapidly changing society. Through undertaking learning in the Arts, students develop skills, knowledge and understanding that will enable them to: communicate and cooperate with others; adapt to change; develop strategies for personal growth; and acquire techniques for dealing with the pressures of our modern world. Education that includes the Arts helps to develop people who are resilient, creative, versatile and self-assured.

Through the study of the Arts, students learn to express themselves in varied and original ways. They acquire new skills and learn specialised techniques. At the same time they have the opportunity to engage in creative decision-making processes. Students will also examine the impact of new technologies and techniques in their chosen field of specialisation and consider these in the context of the contemporary Arts.

The Arts develop aesthetic understanding and practice, involving students in questions of taste, values, personal identity and culture. The Arts make a significant contribution to the Australian economy, offering career opportunities and skills that can be applied in a wide range of occupations as well as leisure time pursuits. Study of Arts is a significant means of defining Australian culture and, by their unique nature, the Arts enrich the lives of all in our society. A knowledge and understanding of the Arts will enable students to participate more effectively in, and contribute to, the diverse aspects of Australian cultural life.

## **COURSE DESCRIPTION**

This course is designed for students who wish to develop understanding of a range of aspects of the media at the highest level of complexity offered by TCE courses. Students will explore the media through practical experiences. Students will form into production teams within learning environments that simulate a professional setting in order to develop products in a specific medium.

Through acquisition of technical and analytical skills students will develop the ability to critically assess and appreciate the operational functions and social implications of their medium of specialisation.

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## **COURSE OUTLINE**

Through undertaking studies in Media Production 5 C students will develop:

- skills, knowledge and understanding of a range of communication techniques, and ways in which intention can best be communicated to an audience;
- a range of technical skills appropriate to their medium of specialisation;
- the ability to work effectively as an individual, and as a member of a media team;
- media production skills through initiation, planning and the implementation of ideas;
- knowledge and understanding of the media;
- skills in selecting and using technologies, and planning, organising and completing activities;
- the ability to apply technical skills and production processes to the creation of media products;
- knowledge and understanding of work place safety/OH & S issues related to Media Production; and
- the ability to share and evaluate work with others.

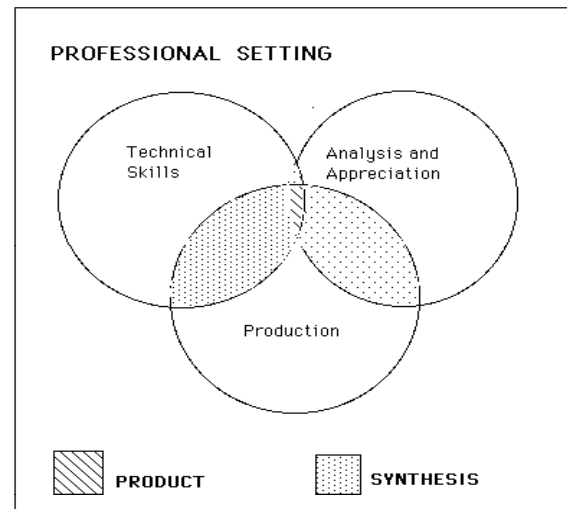
Students undertaking Media Production will specialise in one of the following four (4) options:

- Radio
- Video/Television
- Print Media
- Multi-Media.

Within a simulated professional environment, appropriate to a particular medium, students will experience a synthesis of technical skills and production while evaluating this process through analysis and appreciation. The outcome of this process is a product.

## COURSE CONTENT

Within a simulated professional environment, appropriate to a particular medium, students will experience a synthesis of technical skills and production while evaluating this process through analysis and appreciation. The outcome of this process is a product. The process may be represented diagrammatically thus:



### ***Analysis, Appreciation, Understanding and Evaluation***

This process requires the student to research, gather information, analyse and critically evaluate a range of media products including students work.

The students must demonstrate an awareness of the media in society including:

- social implications
  - violence
  - stereotypes
  - censorship
- historical background
- bias/equity
- new media (net/digital age)
- commercial and public broadcasting
- encoded meanings
- technological change
- media ownership
- journalism codes of ethics
- legal implications
- media in Australia
- tabloid journalism
- commercial codes

The ABC's *Media Watch* program is a highly recommended resource.

Through a study of their own work, and the work of their peers, students must demonstrate an understanding of their own production process as well as an appreciation of its place in the context of professional practice.

It is intended that a portfolio be kept which should include detailed descriptions and evaluation of the production process involved from initial stages to the completion of the product.

## **Synthesis**

Between each of the three main areas of study exist three areas of synthesis.

Between analysis and production exist the areas of:

- presentation;
- public communications; and
- problem-solving.

Between technical and production exist:

- graphics;
- layout; and
- editing.

Between technical and appreciation exist:

- review; and
- critical analysis.

## **Professional Setting**

A professional setting must include the following components:

Equipment for:

- Television/Video:
  - a multi camera TV studio;
  - editing suite;
  - location sound recording;
  - studio sound recording;
  - graphic software;
  - classroom;
  - location videoing;
  - lighting;
- Print:
  - desk top publishing lab;
  - laser printing;
  - scanning;
  - video;
  - access to offset printing.
- Radio:
  - audio mixing consol & studio
  - CD player;
  - mini disc recording or similar;
  - computers;
  - telephone interface unit;
  - location recording equipment.

- Multimedia:
  - computers;
  - web based software;
  - vector & bitmap based software
  - animation software
  - desktop publishing
  - designated studio area

### **Technical Skills**

The understanding and operation of the equipment appropriate to the course eg.

- camera;
- on line;
- video editing;
- lighting;
- sound;
- computer;
- make-up;
- printing process;
- language - constructing an article.

### **Production**

During the production process students will engage in activities in order to achieve a product in different areas such as:

- news and current affairs;
- documentary;
- talk back;
- sport;
- advertising;
- drama;
- comedy;
- animation;
- cartoon;
- soap opera;
- horror.

### **Production processes, these may include:**

#### **Pre-production:**

- research;
- idea generation;
- scripting;
- story boarding;
- budgeting;
- interviewing;
- marketing.
- producing

**Production:**

- filming;
- layout and design
- sub-editing
- recording
- videoing
- writing copy;
- sound management;
- lighting
- direction
- location management

**Post-production:**

- editing:
  - on-line;
  - off-line.
- sound sweetening;
- proof-reading;
- broadcast;
- presentation;
- printing;
- distribution.

***Product***

The product is a focus for all of the processes that the students undertake in media production.

The product should reflect the student's potential.

**Product examples:**

Newspaper	Magazine
Broadsheet	Newsletter
TV/News Bulletin	TV/Commercial
TV/Drama	TV/Documentary
TV/Animation	Radio/Talkback
Radio/Play	Radio/News Bulletin
TV/Radio/Magazine	Radio/Feature
CD ROMS	E-zines (on-line material)
Film & Video	

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## ASSESSMENT

Criterion-based assessment is a form of outcomes assessment which identifies the extent of student achievement at an appropriate end-point of study. Although assessment in the classroom is continuous, much of it is formative, and is done to help students identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative TCE reporting should focus on what both teacher and student understand to reflect end-point achievement.

The primary audience for assessment is the student and the teacher, but may also include parents when appropriate.

The standard of achievement each student attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a student demonstrates any achievement against a criterion less than the standard specified for the 'C' rating. The 't' notation sits outside the continuum of ratings that ascend through the levels of difficulty of TCE generic or subject framework criteria, and is thus not described in course standards.

A 'z' notation is to be used where a student provides no evidence of achievement at all.

Schools offering this course must participate in the quality assurance processes outlined below.

Internal assessment of all criteria will be made by the school. Schools will report the student's rating for each criterion to the Tasmanian Qualifications Authority.

The Tasmanian Qualifications Authority will supervise the external assessment of designated criteria (\*). The ratings obtained from the external assessments will be used in addition to those provided from the school to determine the final award.

## QUALITY ASSURANCE PROCESSES

The following processes will be facilitated by the TQA to ensure there is:

- a match between the standards for achievement specified in the course and the standards demonstrated by students; and
  - community confidence in the integrity and meaning of the qualifications.
1. Each provider will submit media products from a range of students to an annual meeting of all providers and, whenever possible, other expert stakeholders.  

The work, while not necessarily fully resolved, will be assessed by the provider against a range of nominated assessment criteria and the overall award. The TQA will give each provider guidance regarding the selection of students.

The meeting of providers will confirm or modify the nominated assessments.

A report will be given to the provider by the TQA of any variations between the initial and modified assessments.
  2. All students will submit a resolved media product together with supporting material for assessment by an external assessment panel. There will also be a written external assessment instrument. The results of these assessments place upper limits on the award achievable by each student.

## EXTERNAL ASSESSMENT REQUIREMENTS

The following criteria will be externally assessed: 1, 6, 7, 8 and 9.

- Criteria 7 and 8 will be assessed via a two (2) hour written examination.
- Criteria 1, 6 and 9 will be assessed via a folio of work comprising one (1) major finished product and support material.

Further information regarding external assessment processes and requirements is given in TQA issued [Assessment Guidelines](#).

## COURSE CRITERIA

The assessment for studies in Media Production Senior Secondary 5C will be based on the degree to which the student can:

1. \* communicate ideas and information;
2. work constructively with others
3. plan, organise and complete activities;
4. select and use technology;
5. demonstrate knowledge and understanding of relevant workplace safety issues;
6. \* create products with regard to particular target audiences;
7. \* demonstrate an understanding of the relationship between the media and today's society;
8. \* observe and critically analyse media works;
9. \* apply technical skills and production processes to create a finished product;
10. examine and resolve issues.

\* = externally assessed criteria

## QUALIFICATIONS AVAILABLE

Media Production 5C (PA/SA/CA/HA/EA)

### AWARD REQUIREMENTS

The final award will be determined by the Tasmanian Qualifications Authority from the 15 ratings (10 ratings from the internal assessment and 5 ratings from the external assessment).

The minimum requirements for an award in this course are as follows:

#### EXCEPTIONAL ACHIEVEMENT (EA)

13 'A', 2 'B' ratings (4 'A', 1 'B' from external assessment).

#### HIGH ACHIEVEMENT (HA)

6 'A', 7 'B', 2 'C' ratings (2 'A', 2 'B', 1 'C' from external assessment).

#### COMMENDABLE ACHIEVEMENT (CA)

9 'B', 5 'C' ratings (2 'B', 2 'C' from external assessment).

#### SATISFACTORY ACHIEVEMENT (SA)

12 'C' ratings (3 'C' from external assessment).

#### PRELIMINARY ACHIEVEMENT (PA)

7 'C' ratings.

A student who otherwise achieves the ratings for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

## **COURSE EVALUATION**

Formal evaluations of the course will be undertaken during the second and fourth years of accreditation. An evaluation report will be provided to the TQA.

The evaluations will focus on identifying any issues in regards to:

- the match between the standards for achievement specified in the course and the standards demonstrated by students;
- community confidence in the integrity and meaning of the qualifications; and
- access, delivery and resources;

and, if appropriate, make recommendations regarding changes to the course.

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## **COURSE PROPONENT**

Mr Graham Gates. Email: <graham.gates@education.tas.gov.au>

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## **ACCREDITATION**

The accreditation period for this course is from 1 January 2007 to 31 December 2011.

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## **VERSION HISTORY**

Version 1 Accredited Version (Accredited 6 December, 2006).

Version 1.a Minor change to 'Analysis, Appreciation, Understanding and Evaluation' section of the Course Contents (20 March, 2008).

Version 1.b 26 June 2008 -Correction to accreditation expiry date in footers of document (2011 *not* 2009 as shown in 1.a).

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T A S M A N I A N  
C E R T I F I C A T E  
O F E D U C A T I O N

Media Production  
Senior Secondary 5C

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## CRITERIA STANDARDS

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\* - Externally assessed criteria

#### **Note:**

Each criterion has standards described at the appropriate level(s) of difficulty. Each set of standards has three sub-sets of outcomes (descriptors) distinguished by the ratings, C, B or A. Symbols beside each descriptor enable descriptors to be tracked through levels. Collectively, the descriptors define the requirements for achievement of the rating. Teachers need to exercise judgement to ensure that the standards have been met.

The descriptors indicate progress and achievement and may be used by students as well as by teachers. The items have symbols to match the meaning of the descriptors across ratings and levels.

Within the descriptors the items presented in bold print indicate precisely where the outcomes specified in one rating are more difficult than in the one that precedes it. Where (\*\*) is shown in the descriptors, it indicates that a word or phrase has been omitted from the previous rating to add to the difficulty of the rating. Where they are included, teacher notes at the bottom of the descriptors highlight these changes.

In the generic criteria, the wording of the stem determines where each level is more demanding than the level that precedes it. The words in standard font are common to all generic criteria at corresponding levels and ratings. The words in italics are those that describe attributes unique to a generic criterion.

## SENIOR SECONDARY 5 DESCRIPTORS

## CRITERION 1 COMMUNICATE IDEAS AND INFORMATION

Rating 'C'	Rating 'B'	Rating 'A'
<p><b>In familiar and unfamiliar settings, and without recourse to teacher supervision and guidance, a student can:</b></p> <ul style="list-style-type: none"> <li>☆ <b>consider, select and use methods and styles to communicate ideas and information clearly, accurately, responsibly and precisely;</b></li> <li>➔ <b>identify changed conditions and adapt communication to respond constructively to major changes;</b></li> <li>▲ <b>evaluate effectiveness and appropriateness of selected and adapted communication in specific contexts;</b></li> <li>○ <b>demonstrate improvement in communication in most aspects identified for attention in previous evaluations;</b></li> <li>● <b>demonstrate media literacy via generally accurate discussion and the production of conventional media genres;</b></li> <li>◆ <b>where appropriate, respond to requests for advice to assist others to communicate effectively.</b></li> </ul>	<p>In familiar and unfamiliar settings, and without recourse to teacher supervision and guidance, a student can:</p> <ul style="list-style-type: none"> <li>☆ consider, select and <b>appropriately</b> use methods and styles to communicate ideas and information clearly, accurately, responsibly and precisely;</li> <li>➔ identify changed conditions and adapt communication to respond constructively and <b>creatively</b> to major changes;</li> <li>▲ evaluate effectiveness and appropriateness of selected and adapted communication in specific contexts;</li> <li>○ demonstrate improvement in communication in <b>all</b> aspects identified for attention in previous evaluations;</li> <li>● demonstrate media literacy via (**) accurate discussion and the production of conventional media genres;</li> <li>◆ where appropriate, <b>guide</b> others to communicate effectively.</li> </ul>	<p>In familiar and unfamiliar settings, and without recourse to teacher supervision and guidance, a student can:</p> <ul style="list-style-type: none"> <li>☆ consider, select and <b>competently</b> use methods and styles to communicate ideas and information clearly, accurately, responsibly, precisely, and <b>comprehensively</b>;</li> <li>➔ identify changed conditions and adapt communication to respond constructively, <b>and fully</b> to major changes;</li> <li>▲ evaluate effectiveness and appropriateness of selected and adapted communication in specific contexts;</li> <li>○ demonstrate <b>command of</b> communication in all aspects identified for attention in previous evaluations;</li> <li>● demonstrate media literacy via accurate discussion and the production of <b>complex</b> conventional media genres;</li> <li>◆ where appropriate, <b>facilitate the processes enabling</b> others to communicate effectively.</li> </ul>

Note: The term 'discussion' used in the ● Standard descriptors should be interpreted to mean written and/or verbal discussion.

## SENIOR SECONDARY 5 DESCRIPTORS

## CRITERION 2 WORK CONSTRUCTIVELY WITH OTHERS

Rating 'C'	Rating 'B'	Rating 'A'
<p><b>In familiar and unfamiliar settings and without recourse to teacher supervision and guidance, a student can:</b></p> <ul style="list-style-type: none"> <li>☆ <b>consider, select, and use personal approaches to sensitively and responsibly engage with others to achieve agreed purposes;</b></li> <li>➔ <b>identify changed conditions in group structures and relationships and facilitate processes to respond constructively to major changes;</b></li> <li>▲ <b>evaluate effectiveness of selected and adjusted personal behaviours and the appropriateness of approaches used and adapted to facilitate group processes in specific contexts;</b></li> <li>○ <b>demonstrate improvement in group participation and leadership skills in most aspects identified for attention in previous evaluations;</b></li> <li>● <b>where appropriate, respond to requests for advice to assist others to form and achieve group goals.</b></li> </ul>	<p>In familiar and unfamiliar settings and without recourse to teacher supervision and guidance, a student can:</p> <ul style="list-style-type: none"> <li>☆ consider, select, and <b>appropriately</b> use personal approaches to sensitively and responsibly engage with others to achieve agreed purposes;</li> <li>➔ identify changed conditions in group structures and relationships and facilitate processes to respond constructively and <b>creatively</b> to major changes;</li> <li>▲ evaluate effectiveness of selected and adjusted personal behaviours and the appropriateness of approaches used and adapted to facilitate group processes in specific contexts;</li> <li>○ demonstrate improvement in group participation and leadership skills in <b>all</b> aspects identified for attention in previous evaluations;</li> <li>● where appropriate, <b>guide</b> others to form and achieve group goals.</li> </ul>	<p>In familiar and unfamiliar settings and without recourse to teacher supervision and guidance, a student can:</p> <ul style="list-style-type: none"> <li>☆ consider, select, and <b>competently</b> use personal approaches to sensitively and responsibly engage with others to achieve agreed purposes;</li> <li>➔ identify changed conditions in group structures and relationships and facilitate processes to respond constructively <b>and fully</b> to major changes;</li> <li>▲ evaluate effectiveness of selected and adjusted personal behaviours and the appropriateness of approaches used and adapted to facilitate group processes in specific contexts;</li> <li>○ demonstrate <b>command</b> of group participation and leadership skills in all aspects identified for attention in previous evaluations;</li> <li>● where appropriate, <b>facilitate the processes enabling</b> others to form and achieve group goals.</li> </ul>

## SENIOR SECONDARY 5 DESCRIPTORS

## CRITERION 3 PLAN, ORGANISE AND COMPLETE ACTIVITIES

Rating 'C'	Rating 'B'	Rating 'A'
<p><b>In familiar and unfamiliar settings and without recourse to teacher supervision and guidance, a student can:</b></p> <ul style="list-style-type: none"> <li>☆ <b>set targets, consider, select and use strategies to achieve them, and responsibly manage activities within proposed times;</b></li> <li>➔ <b>identify changed conditions and adapt plans and actions to respond constructively to major changes;</b></li> <li>▲ <b>evaluate appropriateness of selected targets and the effectiveness of selected plans devised and adapted to complete activities in specific contexts;</b></li> <li>○ <b>demonstrate improvement in planning and completion strategies in most aspects identified for attention in previous evaluations;</b></li> <li>● <b>where appropriate, respond to requests for advice to assist others to plan and complete activities.</b></li> </ul>	<p>In familiar and unfamiliar settings and without recourse to teacher supervision and guidance, a student can:</p> <ul style="list-style-type: none"> <li>☆ set targets, consider, select and <b>appropriately</b> use strategies to achieve them, and responsibly manage activities within proposed times;</li> <li>➔ identify changed conditions and adapt plans and actions to respond constructively and <b>creatively</b> to major changes;</li> <li>▲ evaluate appropriateness of selected targets and the effectiveness of selected plans devised and adapted to complete activities in specific contexts;</li> <li>○ demonstrate improvement in planning and completion strategies in <b>all</b> aspects identified for attention in previous evaluations;</li> <li>● where appropriate, <b>guide</b> others to plan and complete activities.</li> </ul>	<p>In familiar and unfamiliar settings and without recourse to teacher supervision and guidance, a student can:</p> <ul style="list-style-type: none"> <li>☆ set targets, consider, select and <b>competently</b> use strategies to achieve them, and <b>capably and</b> responsibly manage activities within proposed times;</li> <li>➔ identify changed conditions and adapt plans and actions to respond constructively and <b>fully</b> to major changes;</li> <li>▲ evaluate appropriateness of selected targets and the effectiveness of selected plans devised and adapted to complete activities in specific contexts;</li> <li>○ demonstrate <b>command</b> of planning and completion strategies in all aspects identified for attention in previous evaluations;</li> <li>● where appropriate, <b>facilitate the processes enabling</b> others to plan and complete activities.</li> </ul>

## SENIOR SECONDARY 5 DESCRIPTORS

## CRITERION 4 SELECT AND USE TECHNOLOGY

Rating 'C'	Rating 'B'	Rating 'A'
<p><b>In familiar and unfamiliar settings, and without recourse to teacher supervision and guidance, a student can:</b></p> <ul style="list-style-type: none"> <li>☆ <b>consider, select and use technologies to develop ideas and designs carefully, responsibly and imaginatively;</b></li> <li>➔ <b>identify changed conditions and adapt the selection and use of technologies to respond constructively to major changes;</b></li> <li>▲ <b>evaluate effectiveness and appropriateness of selected and adapted technologies in specific contexts;</b></li> <li>○ <b>demonstrate improvement in application of technologies in most aspects identified for attention in previous evaluations;</b></li> <li>● <b>where appropriate, respond to requests for advice to assist others to select and use appropriate technologies;</b></li> <li>◆ <b>always follow safe workplace procedures.</b></li> </ul>	<p>In familiar and unfamiliar settings, and without recourse to teacher supervision and guidance, a student can:</p> <ul style="list-style-type: none"> <li>☆ consider, select and <b>appropriately</b> use, technologies to develop ideas and designs carefully, responsibly and imaginatively;</li> <li>➔ identify changed conditions and adapt the selection and use of technologies to respond constructively and <b>creatively</b> to major changes;</li> <li>▲ evaluate effectiveness and appropriateness of selected and adapted technologies in specific contexts;</li> <li>○ demonstrate improvement in application of technologies in <b>all</b> aspects identified for attention in previous evaluations;</li> <li>● where appropriate, <b>guide</b> others to select and use appropriate technologies;</li> <li>◆ always follow safe workplace procedures.</li> </ul>	<p>In familiar and unfamiliar settings, and without recourse to teacher supervision and guidance, a student can:</p> <ul style="list-style-type: none"> <li>☆ consider, select and <b>competently</b> use technologies to develop ideas and designs carefully, responsibly and imaginatively;</li> <li>➔ identify changed conditions and adapt the selection and use of technologies to respond constructively and <b>fully</b> to major changes;</li> <li>▲ evaluate effectiveness and appropriateness of selected and adapted technologies in specific contexts;</li> <li>○ demonstrate <b>command of</b> technologies in all aspects identified for attention in previous evaluations;</li> <li>● where appropriate, <b>facilitate the processes enabling</b> others to select and use appropriate technologies;</li> <li>◆ always follow safe workplace procedures.</li> </ul>

## SENIOR SECONDARY 5 DESCRIPTORS

CRITERION 5 DEMONSTRATE KNOWLEDGE AND UNDERSTANDING OF RELEVANT  
WORKPLACE SAFETY ISSUES

Rating 'C'	Rating 'B'	Rating 'A'
<p><b>In familiar and unfamiliar settings and without recourse to teacher supervision and guidance, a student can:</b></p> <ul style="list-style-type: none"> <li>☆ <b>recognise and articulately report potential workplace hazards according to established workplace procedures;</b></li> <li>➔ <b>accurately demonstrate awareness of the steps of a range of workplace emergency procedures;</b></li> <li>▲ <b>recognise and state several potential consequences of hazardous situations;</b></li> <li>○ <b>recognise and state several basic principles of ergonomic design as they relate to media production work places;</b></li> <li>● <b>demonstrate knowledge and understanding of some of the obligations of employers and employees in regard to workplace safety issues;</b></li> <li>◆ <b>always follow safe workplace procedures.</b></li> </ul>	<p>In familiar and unfamiliar settings and without recourse to teacher supervision and guidance, a student can:</p> <ul style="list-style-type: none"> <li>☆ recognise and articulately report <b>a range</b> of potential workplace hazards according to established workplace procedures;</li> <li>➔ accurately demonstrate awareness of <b>all</b> the steps of a range of workplace emergency procedures;</li> <li>▲ recognise and <b>articulately discuss a range</b> of potential consequences of hazardous situations;</li> <li>○ recognise and <b>articulately discuss a range</b> of basic principles of ergonomic design as they relate to media production work places;</li> <li>● demonstrate <b>detailed and accurate</b> knowledge and understanding of <b>many</b> of the obligations of employers and employees in regard to workplace safety issues;</li> <li>◆ always follow safe workplace procedures.</li> </ul>	<p>In familiar and unfamiliar settings and without recourse to teacher supervision and guidance, a student can:</p> <ul style="list-style-type: none"> <li>☆ recognise and articulately report a <b>wide</b> range of potential workplace hazards according to established workplace procedures;</li> <li>➔ accurately demonstrate awareness of all the steps of a range of workplace emergency procedures;</li> <li>▲ recognise and articulately discuss a <b>wide</b> range of potential consequences of hazardous situations;</li> <li>○ recognise and articulately discuss a <b>wide</b> range of (**) principles of ergonomic design as they relate to media production work places;</li> <li>● demonstrate detailed and accurate knowledge and understanding of <b>almost all</b> the obligations of employers and employees in regard to workplace safety issues;</li> <li>◆ always follow safe workplace procedures.</li> </ul>

## SENIOR SECONDARY 2 DESCRIPTORS

## CRITERION 6 \* CREATE PRODUCTS WITH REGARD TO PARTICULAR TARGET AUDIENCES

Rating 'C'	Rating 'B'	Rating 'A'
<p><b>In familiar and unfamiliar settings and without recourse to teacher supervision and guidance, a student can:</b></p> <ul style="list-style-type: none"> <li>☆ <b>demonstrate awareness of the needs of audience and address these when creating products;</b></li> <li>➔ <b>consider the aim of the product and its intended audience, use appropriate language, and take into account some relevant legal and/or ethical issues;</b></li> <li>▲ <b>use a model to convey information and maintain logical development;</b></li> <li>○ <b>choose an appropriate tone to achieve purpose;</b></li> <li>● <b>maintain tone throughout each piece in an attempt to achieve articulated aims regarding target audiences;</b></li> <li>◆ <b>select and employ an appropriate angle or point of view in order to achieve articulated aims regarding target audiences.</b></li> </ul>	<p>In familiar and unfamiliar settings and without recourse to teacher supervision and guidance, a student can:</p> <ul style="list-style-type: none"> <li>☆ demonstrate awareness of the needs of audience and <b>successfully</b> address these when creating products;</li> <li>➔ <b>carefully</b> consider the aim of the product and its intended audience, use appropriate language, and take into account some relevant legal and/or ethical issues;</li> <li>▲ use an <b>appropriate</b> model to convey information and maintain logical development;</li> <li>○ choose an appropriate tone to achieve purpose <b>and explain their choice;</b></li> <li>● maintain tone throughout each piece <b>in order</b> to achieve articulated aims regarding target audiences;</li> <li>◆ select and <b>successfully</b> employ an appropriate angle or point of view in order to achieve articulated aims regarding target audiences.</li> </ul>	<p>In familiar and unfamiliar settings and without recourse to teacher supervision and guidance, a student can:</p> <ul style="list-style-type: none"> <li>☆ demonstrate <b>keen</b> awareness of the needs of audience and <b>successfully</b> address these when creating products;</li> <li>➔ carefully consider the aim of the product and its intended audience, use appropriate language, and take into account (**) relevant legal and/or ethical issues;</li> <li>▲ <b>competently</b> use an appropriate model to convey information and maintain logical development;</li> <li>○ choose an appropriate tone to achieve purpose and <b>justify</b> their choice;</li> <li>● <b>consistently</b> maintain tone throughout each piece in order to achieve articulated aims regarding target audiences;</li> <li>◆ select and <b>successfully maintain</b> an appropriate angle or point of view in order to achieve articulated aims regarding target audiences.</li> </ul>

## SENIOR SECONDARY 5 DESCRIPTORS

## CRITERION 7 \* DEMONSTRATE AN UNDERSTANDING OF THE RELATIONSHIP BETWEEN THE MEDIA AND TODAY'S SOCIETY

Rating 'C'	Rating 'B'	Rating 'A'
<p><b>In familiar and unfamiliar settings and without recourse to teacher supervision and guidance, a student can:</b></p> <ul style="list-style-type: none"> <li>☆ <b>describe and explain the relationship between media and society;</b></li> <li>➔ <b>demonstrate an understanding of the sociological and psychological impact of at least one form of media on society;</b></li> <li>▲ <b>explain, using examples, a number of ways in which society influences or controls media;</b></li> <li>○ <b>describe, using examples, a number of ways in which different subsets of society* may shape media response;</b></li> <li>● <b>demonstrate, by using examples, knowledge of the power the media may have over particular groups within society.</b></li> </ul>	<p>In familiar and unfamiliar settings and without recourse to teacher supervision and guidance, a student can:</p> <ul style="list-style-type: none"> <li>☆ (**) <b>analyse</b> the relationship between media and society;</li> <li>➔ demonstrate an understanding of the sociological and psychological impact of a <b>range</b> of media on society;</li> <li>▲ explain, using a <b>variety of</b> examples, a number of ways in which society influences or controls media;</li> <li>○ <b>demonstrate - by using a range of examples - understanding of the power the media may have over particular groups within society;</b></li> <li>● demonstrate, by using a <b>range of</b> examples, understanding of the power the media may have over particular groups within society.</li> </ul>	<p>In familiar and unfamiliar settings and without recourse to teacher supervision and guidance, a student can:</p> <ul style="list-style-type: none"> <li>☆ <b>critically</b> analyse the relationship between media and society;</li> <li>➔ demonstrate a <b>detailed</b> understanding of the sociological and psychological impact of a <b>broad</b> range of media on society;</li> <li>▲ explain, using a <b>wide range</b> of examples, the ways in which society influences or controls media;</li> <li>○ demonstrate - by using a <b>wide</b> range of examples - <b>detailed</b> understanding of the power the media may have over particular groups within society;</li> <li>● demonstrate, by using a <b>wide</b> range of examples, <b>detailed</b> understanding of the power the media may have over particular groups within society.</li> </ul>

\* The term 'subsets of society' refers to social groups such as: teenagers; the aged; single/married people; gender; cultural and racial groups; special interest groups; and so on

## SENIOR SECONDARY 5 DESCRIPTORS

## CRITERION 8 \* OBSERVE AND CRITICALLY ANALYSE MEDIA WORKS

Rating 'C'	Rating 'B'	Rating 'A'
<p><b>In familiar and unfamiliar settings and without recourse to teacher supervision and guidance, a student can:</b></p> <ul style="list-style-type: none"> <li>☆ <b>demonstrate ability to attentively observe and examine the media work of self and others, and relay accurate observations;</b></li> <li>➔ <b>select and apply a range of terms and concepts in order to convey meaning when discussing media works of self and others;</b></li> <li>▲ <b>identify a range of production techniques employment in media works, assess the degree to which they were effective, and provide some justification for their opinions;</b></li> <li>○ <b>assess media works with reference to a range of issues relating to purpose, audience, cultural context and available resources;</b></li> <li>● <b>describe observed and/or inferred pre- and post-production processes and offer some analysis of their effectiveness.</b></li> </ul>	<p>In familiar and unfamiliar settings and without recourse to teacher supervision and guidance, a student can:</p> <ul style="list-style-type: none"> <li>☆ demonstrate ability to attentively <b>and conscientiously</b> observe and examine the media work of self and others, and relay <b>detailed</b> and accurate observations;</li> <li>➔ select and apply a range of <b>appropriate</b> terms and concepts in order to convey meaning when discussing media works of self and others;</li> <li>▲ identify a range of production techniques employment in media works, <b>critically</b> assess the degree to which they were effective, and provide (**) justification for their opinions;</li> <li>○ <b>analyse</b> media works with reference to a range of issues relating to purpose, audience, cultural context and available resources;</li> <li>● <b>accurately</b> describe and evaluate observed and/or inferred pre- and post-production processes and (**) <b>analyse</b> their effectiveness.</li> </ul>	<p>In familiar and unfamiliar settings and without recourse to teacher supervision and guidance, a student can:</p> <ul style="list-style-type: none"> <li>☆ demonstrate ability to attentively and conscientiously observe, examine <b>and evaluate</b> the media work of self and others and relay detailed and <b>highly</b> accurate observations;</li> <li>➔ select and apply a <b>wide</b> range of appropriate terms and concepts in order to convey meaning when discussing media works of self and others;</li> <li>▲ identify a range of production techniques employment in media works, <b>critically</b> assess the degree to which they were effective, and provide <b>detailed, informed and relevant</b> justification for their opinions;</li> <li>○ <b>critically</b> analyse media works with reference to a <b>wide</b> range of issues relating to purpose, audience, cultural context and available resources;</li> <li>● accurately describe and evaluate observed and/or inferred pre- and post-production processes and <b>critically</b> analyse their effectiveness.</li> </ul>

## SENIOR SECONDARY 5 DESCRIPTORS

## CRITERION 9 \* APPLY TECHNICAL SKILLS AND PRODUCTION PROCESSES TO CREATE A FINISHED PRODUCT

Rating 'C'	Rating 'B'	Rating 'A'
<p><b>In familiar and unfamiliar settings and without recourse to teacher supervision and guidance, a student can:</b></p> <ul style="list-style-type: none"> <li>☆ <b>generate, articulate and refine an idea for a product;</b></li> <li>➔ <b>organise all aspects of production from initiation to completion of a finished product;</b></li> <li>▲ <b>demonstrate a range of highly developed technical skills;</b></li> <li>○ <b>demonstrate a degree of improvement in the employment of technical skills in response to errors or omissions detected by self and/or others.</b></li> </ul>	<p>In familiar and unfamiliar settings and without recourse to teacher supervision and guidance, a student can:</p> <ul style="list-style-type: none"> <li>☆ generate, articulate and refine an <b>original</b> idea for a product;</li> <li>➔ <b>manage and</b> organise all aspects of production from initiation to completion of a finished product;</li> <li>▲ <b>integrate and</b> demonstrate a range of highly developed technical skills;</li> <li>○ demonstrate a <b>significant</b> degree of improvement in the selection and employment of technical skills in response to errors or omissions detected by self and/or others.</li> </ul>	<p>In familiar and unfamiliar settings and without recourse to teacher supervision and guidance, a student can:</p> <ul style="list-style-type: none"> <li>☆ generate, articulate and refine an original idea for a product;</li> <li>➔ manage and organise all aspects of <b>a complex</b> production from initiation to completion of a finished product;</li> <li>▲ integrate and demonstrate a <b>wide</b> range of highly developed technical skills;</li> <li>○ demonstrate significant and <b>consistent</b> improvement in the employment of technical skills in response to errors or omissions detected by self and/or others.</li> </ul>

## SENIOR SECONDARY 5 DESCRIPTORS

## CRITERION 10 EXAMINE AND RESOLVE ISSUES

Rating 'C'	Rating 'B'	Rating 'A'
<p>In familiar and unfamiliar settings, and without recourse to teacher guidance and supervision, a student can:</p> <ul style="list-style-type: none"> <li>☆ consider, select, and use <i>strategies to anticipate and solve minor problems</i>; clearly identify more complex issues and consider, select and responsibly use strategies seeking to resolve them;</li> <li>➔ identify changed conditions and select and apply acquired problem-solving strategies to respond constructively to major changes;</li> <li>▲ evaluate effectiveness and appropriateness of selected and adapted <i>issues resolution strategies</i> in specific contexts;</li> <li>○ demonstrate improvement in <i>issues resolution</i> in most aspects identified for attention in previous evaluations;</li> <li>● where appropriate, respond to requests for advice to assist others to <i>examine alternatives in seeking to resolve issues</i>.</li> </ul>	<p>In familiar and unfamiliar settings, and without recourse to teacher guidance and supervision, a student can:</p> <ul style="list-style-type: none"> <li>☆ consider, select, and <b>appropriately</b> use <i>strategies to anticipate and solve minor problems</i>; clearly identify more complex issues and consider, select and responsibly use strategies seeking to resolve them;</li> <li>➔ identify changed conditions and select and apply acquired problem-solving strategies to respond constructively and <b>creatively</b> to major changes;</li> <li>▲ evaluate effectiveness and appropriateness of selected and adapted <i>issues resolution strategies</i> in specific contexts;</li> <li>○ demonstrate improvement in <i>issues resolution</i> in <b>all</b> aspects identified for attention in previous evaluations;</li> <li>● where appropriate, <b>guide</b> others to <i>examine alternatives in seeking to resolve issues</i>.</li> </ul>	<p>In familiar and unfamiliar settings, and without recourse to teacher guidance and supervision, a student can:</p> <ul style="list-style-type: none"> <li>☆ consider, select, and <b>competently</b> use <i>strategies to anticipate and capably solve minor problems</i>; clearly identify more complex issues and consider, select and responsibly use strategies seeking to resolve them;</li> <li>➔ identify changed conditions and select and apply acquired problem-solving strategies to respond constructively and <b>fully</b> to major changes;</li> <li>▲ evaluate effectiveness and appropriateness of selected and adapted <i>issues resolution strategies</i> in specific contexts;</li> <li>○ demonstrate <b>command</b> of <i>issues resolution</i> in all aspects identified for attention in previous evaluations;</li> <li>● where appropriate, <b>facilitate the processes enabling</b> others to <i>examine alternatives in seeking to resolve issues</i>.</li> </ul>