Years 9–10 assessment techniques and conditions

The Arts — Media Arts

This document outlines assessment techniques and response conditions to achieve range and balance within an assessment program. Schools consider the local context, and the age and capability of the students, when selecting appropriate assessment techniques and response conditions.

Techniques	Extended response	Practical and/or performance	Examination
Description	An extended response assesses students' abilities to explore, respond to, identify and analyse their own media artworks either before, during or after their making, or in response to the media artworks of others.	A practical and/or performance assesses students' abilities when making media artworks.	An examination assesses student responses that are produced independently, under supervised conditions and in a set timeframe. An examination ensures student authorship.
	An extended response focuses on the responding strand and requires students to: • analyse how social and cultural values and alternative points of view are portrayed in media artworks • evaluate how genre and media conventions and technical and symbolic elements are manipulated • evaluate how social, institutional and ethical issues influence the making and use of media artworks.	A practical and/or performance focuses on the making strand and requires students to apply design, production and distribution processes to demonstrate: • manipulation of genre and media conventions, and integration and shaping of technical and symbolic elements • production of representations that communicate alternative points of view in media artworks. During the making of media artworks, students require access to cameras and editing equipment.	An examination requires students to respond to one or more assessment items. These items are based on questions or tasks that are typically unseen. Questions or tasks may be based on stimulus material. Stimulus materials may be seen or unseen. • Seen questions, statements or stimulus materials should be provided with sufficient time for students to adequately engage with the materials. • Unseen questions, statements or stimulus materials should not be copied from information or texts that students have previously been exposed to, or have directly used, in class.
Formats (examples only)	Formats include: • written – annotated storyboard, pictures, diagrams, sketches and/or photographs – reflective journal entry – short response	Formats include: • storyboard and/or script and treatment to develop ideas, images, characters and/or settings • sharing the development of artworks throughout the making process	Formats include: • short response items – paragraph response – simple description or explanation • extended response items – essay

Techniques	Extended response	Practical and/or performance	Examination
	– critique/review/article for magazine or journal – analytical, persuasive or informative essay – blog • spoken/signed or multimodal – interview – seminar – visual recording with audio commentary – podcast – webpage – slideshow – device application – film or video script with annotated storyboard.	• photographs/still images, scanned images or images drawn on a tablet (with or without text and/or sound) • moving image media (with or without text and/or sound) • animation (with or without text and/or sound) • character images, e.g. for video games • multi-platform project.	• response to stimulus.
Conditions	Suggested length:* **Responding to own work/making** • written responses 300–400 words • spoken/signed responses 1–1½ minutes • multimodal responses 1–2 minutes. **Responding to work of others** • written responses 400–500 words • spoken/signed responses 1–2 minutes • multimodal responses 2–3 minutes.	Suggested length:* **Making** • treatments 400–500 words • storyboards 8–12 shots • scripts 1–2 minutes • moving image media productions 45 seconds–1 minute.	Suggested time: • up to 90 minutes, plus 10 minutes perusal. Suggested length:* • 200–500 words.
Notes			
Responses may be written, spoken/signed or multimodal (integrating visual, print and/or audio features), recorded or live.			
* Length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement.			