Years 9–10 assessment techniques and conditions

The Arts — Media Arts

This document outlines assessment techniques and response conditions that could be used to achieve range and balance within an assessment program. Schools should consider the local context, and the age and capabilities of the students, when selecting appropriate assessment techniques, modes and response conditions.

	Techniques			
	Project — pre-produce media	**Project — produce media**	**Extended response**	**Examination**
Description	focuses on responding to a problem, question, stimulus and/or series of focused tasks within a scenario or context. This may involve using a process to solve a problem, or to inform new actions and/or understandings.		focuses on responding in a detailed way to a task or stimulus for a purpose and/or audience. It may occur over an extended period. While students may undertake some research when creating their response, it is not their focus.	focuses on responding independently to seen or unseen assessment item/s under supervised conditions and in a set timeframe. Assessment items may include question/s, scenario/s and/or problem/s.
Learning area advice	Students pre-produce media artwork for a specific audience, using media arts concepts to construct representations and communicate ideas, perspectives and/or meaning. They pre-produce artwork in a range of styles/genres and/or forms.	Students produce media artwork for a specific audience using production processes (production and post-production) to communicate ideas, perspectives and/or meaning. They plan where and how they could distribute their work and the relationships they could develop with their audiences, using responsible	Students respond to their own or others' media artwork/s or products, ideas and/or information, using media arts terminology, knowledge, understanding and skills to: • analyse how and why media arts concepts are manipulated to construct representations and/or	Students create one or more short responses, or an extended response based on items that are either seen or unseen. Students may respond through description, analysis, interpretation and/or evaluation. Items may be based on stimulus, e.g. advertisements, photographs, short films, contextual information.

	Techniques			
	Project — pre-produce media	**Project — produce media**	**Extended response**	**Examination**

	Media arts concepts include:
	• technologies, e.g. proposed types of technologies
	• representations of people, places, events, ideas, and/or emotions
	• audiences, e.g. consumers for the product
	• institutions, e.g. considering platforms, distribution processes, and regulations
	• languages, e.g. symbolic, technical, audio, and written codes and conventions
	• relationships between and within technologies, representations, audiences, institutions, and/or languages.
	
	A project may be used to connect two or more assessment techniques to extend the creative process and/or broken into components and completed over multiple lessons.
		media practice. Students produce media artwork in a range of styles/ genres and/or forms for specific audiences using media arts concepts such as:
		• technologies, e.g. use of technologies to produce artwork
		• representations of people, places, events, ideas and/or emotions
		• audiences, e.g. consumers for the product
		• institutions, e.g. considering platforms, distribution processes, and regulations
		• languages, e.g. symbolic, technical, audio and written codes and conventions
		• relationships between and within technologies, representations, audiences, institutions and/or languages.
		
		A project may be used to connect two or more assessment techniques to extend the creative process and/or broken into components and completed over multiple lessons.
			communicate ideas, perspectives and/or meaning
			• evaluate:
			  – how and why media artists from across cultures, times, places and/or other contexts use media arts concepts to represent and/or challenge ideas, perspectives and/or meaning
			  – how media arts are used to celebrate and challenge perspectives of Australian identity.
				Note:
				• Seen stimulus should be provided with sufficient time for students to adequately engage with the materials prior to the examination.
				• Unseen stimulus should not have been directly used in class.

Mode	written, spoken/signed, practical^ or multimodal	practical^ or multimodal	written, spoken/signed or multimodal	written

	Techniques			
	Project — pre-produce media	**Project — produce media**	**Extended response**	**Examination**
Examples	Examples may include: • treatment • storyboard • shot list • script • character profiles • mood board • annotated photograph/illustration • pitch or pitch deck • scene map for choose your own adventure story.	Examples may include: • audio or sound-based media art works, e.g. podcast • moving image media, e.g. advertisement, short film, animation, serialised narrative, comic strip • multi-platform project, e.g. magazine cover and social media post • multi-arts project, e.g. music video.	Examples may include: • artist statement, e.g. analysing and/or evaluating choices in students' own media artwork or product • investigation, e.g. of a genre or style to inform pre-production or production • panel discussion or podcast • digital response, e.g. vlog to review a film.	Examples may include: • analysis of the ways media arts concepts are used to communicate meaning in a stimulus • review, e.g. media product or media artwork such as a scene, short film • response to a series of questions relevant to the provided stimulus.

Conditions	**Suggested length:***
	• written responses
	  – treatment up to 600 words
	  – 3 column script up to 3 minutes of production (approximately 3 pages)
	• spoken/signed responses up to 2 minutes
	• practical or multimodal responses
	  – storyboard up to 10 frames
	  – folio up to 6 x A4 pages or digital equivalent, e.g. annotated images, experiments, or practical components
	  – up to 2 minutes.
		Suggested length:*
		• practical or multimodal responses
		  – moving image
		    ▪ up to 3 minutes
		    ▪ submitted as .mp4, .avi or .mov format
		  – up to 3 still images.
			Suggested length:*
			• written responses may include
			  – short responses 50–200 words per item, up to 600 words for the task or folio of responses
			  – extended responses 400–600 words
			• spoken/signed or multimodal responses 2–3 minutes.
				Suggested time:
				• up to 90 minutes, plus 10 minutes planning, completed in a single allocation of time, or over several lessons, under supervised conditions.
				Suggested length:*
				• short, extended or combination responses 400–600 words, comprising
				  – short responses 50–200 words per item
				  – extended responses 400–600 words per item.

* Length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement.

^ All practical work must be organised with student safety in mind. Schools must ensure their practices meet current guidelines.