

# Years 7–8 standard elaborations — Australian Curriculum v9.0: Media Arts

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## Purpose

The standards elaborations (SEs) support teachers to connect curriculum to evidence in assessment so that students are assessed on what they have had the opportunity to learn. The SEs can be used to:

- make consistent and comparable judgments, on a five-point scale, about the evidence of learning in a folio of student work across a year/band
- develop task-specific standards (or marking guides) for individual assessment tasks
- quality assure planning documents to ensure coverage of the achievement standard across a year/band.

## Structure

The SEs have been developed using the Australian Curriculum achievement standard. The achievement standard for Media Arts describes what students are expected to know and be able to do at the end of each year/band. Teachers use the SEs during and at the end of a teaching period to make on-balance judgments about the qualities in student work that demonstrate the depth and breadth of their learning.

In Queensland, the achievement standard represents the C standard — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a matrix where the discernible differences and/or degrees of quality between each performance level are highlighted. Teachers match these discernible differences and/or degrees of quality to characteristics of student work to make judgments across a five-point scale.



**Years 7–8 Australian Curriculum: Media Arts achievement standard**

By the end of Year 8, students analyse the use of media arts concepts to construct representations that communicate ideas, perspectives and/or meaning in media arts works they produce and/or experience. They evaluate use of media arts concepts in media arts works from across cultures, times, places and/or other contexts. They describe respectful approaches to creating and/or responding to media arts works.

Students select and manipulate media languages and media technologies, and use production processes to construct representations. They produce media arts works that communicate ideas, perspectives and/or meaning. They present their work to an audience. They plan where and how they could distribute their work using responsible media practice.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 Media Arts for Foundation–10*  
<https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/media-arts/year-7?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0>

**Years 7–8 Media Arts standard elaborations**

	A	B	C	D	E
	<b>The folio of student work contains evidence of the following:</b>				
<b>Exploring and responding</b>	<u>discerning</u> analysis of the use of media arts concepts to construct representations that communicate ideas, perspectives and/or meaning in media arts works they produce and/or experience	<u>informed</u> analysis of the use of media arts concepts to construct representations that communicate ideas, perspectives and/or meaning in media arts works they produce and/or experience	analysis of the use of media arts concepts to construct representations that communicate ideas, perspectives and/or meaning in media arts works they produce and/or experience	<u>description</u> of the use of media arts concepts to construct representations that communicate ideas, perspectives and/or meaning in media arts works they produce and/or experience	<u>identification</u> of media arts concepts in media arts works they produce and/or experience
	<u>discerning</u> evaluation of the use of media arts concepts in media arts works from across cultures, times, places and/or other contexts	<u>informed</u> evaluation of the use of media arts concepts in media arts works from across cultures, times, places and/or other contexts	evaluation of the use of media arts concepts in media arts works from across cultures, times, places and/or other contexts	<u>description</u> of the use of media arts concepts in media arts works from across cultures, times, places and/or other contexts	<u>identification</u> of media arts concepts in media arts works from across cultures, times, places and/or other contexts
	<u>discerning</u> description of respectful approaches to creating, performing and/or responding to media arts works	<u>informed</u> description of respectful approaches to creating and/or responding to media arts works	description of respectful approaches to creating, and/or responding to media arts works	<u>identification</u> of respectful approaches to creating, and/or responding to media arts works	<u>statement/s about</u> respect in media arts

	A	B	C	D	E
Creating and making	<u>discerning</u> selection and manipulation of media languages, media technologies and use of production processes to construct representations	<u>informed</u> selection and manipulation of media languages, media technologies and use of production processes to construct representations	selection and manipulation of media languages, media technologies and use of production processes to construct representations	<u>use</u> of media languages, media technologies <u>and/or</u> use of production processes to construct representations	<u>fragmented</u> use of media languages, media technologies and/or use of production processes to construct representations
Presenting and performing	<ul style="list-style-type: none"> <li>• <u>discerning</u> [selection and manipulation of media languages, media technologies and use of production processes] to produce media arts works that <u>purposefully</u> <ul style="list-style-type: none"> <li>– communicate ideas, perspectives and/or meaning</li> <li>– present their work to an audience</li> </ul> </li> <li>• planning where and how they could distribute their work using responsible media practice.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>informed</u> [selection and manipulation of media languages, media technologies and use of production processes] to produce media arts works that <u>effectively</u> <ul style="list-style-type: none"> <li>– communicate ideas, perspectives and/or meaning</li> <li>– present their work to an audience</li> </ul> </li> <li>• planning where and how they could distribute their work using responsible media practice.</li> </ul>	<ul style="list-style-type: none"> <li>• [selection and manipulation of media languages, media technologies and use of production processes] to produce media arts works that <ul style="list-style-type: none"> <li>– communicate ideas, perspectives and/or meaning</li> <li>– present their work to an audience</li> </ul> </li> <li>• planning where and how they could distribute their work using responsible media practice.</li> </ul>	<ul style="list-style-type: none"> <li>• [<u>use</u> of media languages, media technologies <u>and/or</u> production processes] to produce media arts works that <ul style="list-style-type: none"> <li>– communicate <u>aspects of</u> ideas, perspectives and/or meaning</li> <li>– present their work to an audience</li> </ul> </li> <li>• planning where <u>and/or</u> how they could distribute their work using <u>aspects of</u> responsible media practice.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>fragmented</u> [use of media languages, media technologies and/or production processes] to <ul style="list-style-type: none"> <li>– <u>partially</u> produce <u>and/or</u> present their <u>work/s</u> for an audience</li> </ul> </li> <li>• use of aspects of responsible media practice <u>with direction</u>.</li> </ul>

**Note:** Words in the square brackets are not part of the achievement standard. However, they have been included to clarify that selection and manipulation of media languages, media technologies and production processes are used to assess this aspect of the achievement standard.

<b>Key</b>	<u>shading</u> emphasises the <u>qualities that discriminate between the A–E descriptors</u>
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