

Years 9–10 standard elaborations — Australian Curriculum v9.0: Media Arts

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 9–10 Australian Curriculum: Media Arts achievement standard

By the end of Year 10, students analyse how and why media arts concepts are manipulated to construct representations in media arts works they produce and/or experience. They evaluate how and why media artists across cultures, times, places and/or other contexts use media arts concepts to represent and/or challenge ideas, perspectives and/or meaning. They evaluate how media arts are used to celebrate and challenge perspectives of Australian identity.

Students use media arts concepts to construct representations and communicate ideas, perspectives and/or meaning. They use responsible media practice and production processes to create media arts works in a range of genres/styles and/or forms, for specific audiences. They present their work to an audience. They plan where and how they could distribute their work and the relationships they could develop with their audiences, 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-10?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 9–10 Media Arts standard elaborations

	A	B	C	D	E
The folio of student work contains evidence of the following:					
Exploring and responding	discerning analysis of how and why media arts concepts are manipulated to construct representations in media arts works they produce and/or experience	informed analysis of how and why media arts concepts are manipulated to construct representations in media arts works they produce and/or experience	analysis of how and why media arts concepts are manipulated to construct representations in media arts works they produce and/or experience	description of how and/or why media arts concepts are used to communicate representations in media arts works they produce and/or experience	identification of media arts concepts used in media arts works they produce and/or experience
	discerning evaluation of how: <ul style="list-style-type: none"> and why media artists across cultures, times, places and/or other contexts use media arts concepts to represent and/or challenge ideas, perspectives and/or meaning media arts are used to celebrate and challenge perspectives of Australian identity 	informed evaluation of how: <ul style="list-style-type: none"> and why media artists across cultures, times, places and/or other contexts use media arts concepts to represent and/or challenge ideas, perspectives and/or meaning media arts are used to celebrate and challenge perspectives of Australian identity 	evaluation of how: <ul style="list-style-type: none"> and why media artists across cultures, times, places and/or other contexts use media arts concepts to represent and/or challenge ideas, perspectives and/or meaning media arts are used to celebrate and challenge perspectives of Australian identity 	description of how: <ul style="list-style-type: none"> and/or why media artists across cultures, times, places and/or other contexts use media arts concepts to represent and/or challenge ideas, perspectives and/or meaning media arts are used to celebrate or challenge perspective/s of Australian identity 	identification of: <ul style="list-style-type: none"> media artists across cultures, times, places and/or other contexts media arts used to celebrate or challenge perspective/s of Australian identity
Creating and making	discerning use of media arts concepts to construct representations and communicate ideas, perspectives and/or meaning	informed use of media arts concepts to construct representations and communicate ideas, perspectives and/or meaning	use of media arts concepts to construct representations and communicate ideas, perspectives and/or meaning	variable use of media arts concepts to construct representations to communicate aspects of ideas, perspectives and/or meaning	fragmented use of media arts concepts to construct representations

	A	B	C	D	E
Presenting and performing	<ul style="list-style-type: none"> • use of responsible media arts practice and <u>discerning</u> use of [media arts concepts] and production processes to create media arts works in a range of genres/styles and/or forms, for specific audiences to <u>purposefully</u> [communicate ideas, perspectives and/or meaning] and present their work to an audience • planning where and how they could distribute their work and the relationships they could develop with their audiences, using responsible media practice. 	<ul style="list-style-type: none"> • use of responsible media arts practice and <u>informed</u> use of [media arts concepts] and production processes to create media arts works in a range of genres/styles and/or forms, for specific audiences to <u>effectively</u> [communicate ideas, perspectives and/or meaning] and present their work to an audience • planning where and how they could distribute their work and the relationships they could develop with their audiences, using responsible media practice. 	<ul style="list-style-type: none"> • use of responsible media arts practice and use of [media arts concepts] and production processes to create media arts works in a range of genres/styles and/or forms, for specific audiences to [communicate ideas, perspectives and/or meaning] and present their work to an audience • planning where and how they could distribute their work and the relationships they could develop with their audiences, using responsible media practice. 	<ul style="list-style-type: none"> • use of <u>aspects of</u> responsible media arts practice and <u>variable</u> use of [media arts concepts] and production processes to create media arts works in a range of genres/styles and/or forms, for specific audiences to [communicate <u>aspects of</u> ideas, perspectives and/or meaning] and present their work to an audience • planning where <u>and/or</u> how they could distribute their work and the relationships they could develop with their audiences, using <u>aspects of</u> responsible media practice. 	<ul style="list-style-type: none"> • use of aspects of responsible media arts practice <u>with direction</u> and <u>partial</u> use of [media arts concepts] and production processes to create <u>aspects of</u> media arts works in a range of genres/styles and/or forms, and <u>partially</u> present their work to an audience • planning where <u>and/or</u> how they could distribute their work <u>and/or</u> the relationships they could develop with their audiences, <u>with guidance</u> using <u>aspects of</u> responsible media practice.

Note: Words in the square brackets are not part of the achievement standard. However, they have been included to clarify that media concepts as well communication of ideas, perspectives and/or meaning are used to assess this aspect of the achievement standard.

Key shading emphasises the qualities that discriminate between the A–E descriptors



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