



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

SENIOR SCHOOL CURRICULUM DESIGN

MEDIA TECHNOLOGY

GRADE 11

OCTOBER, 2025

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity

The people of Kenya belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by resolving conflicts and promoting positive attitudes of mutual respect, to live together in harmony and foster patriotism, and make a positive contribution to the life of the nation.

2. Promote the social, economic, technological, and industrial needs for national development

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

a) Social Needs

Education in Kenya must prepare children for changes in attitudes and relationships that are necessary for the smooth progress of a rapidly developing modern economy. In the wake of rapid modernisation, there is bound to be a silent social revolution. Education should assist our youth to adapt to this change.

b) Economic Needs

Education in Kenya should produce citizens with the skills, knowledge, expertise, and personal qualities required to support a growing economy. Kenya is building a modern and independent economy that needs an adequate and relevant domestic workforce.

c) Technological and Industrial Needs

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognises the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

4. Promote sound moral and religious values.

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

5. Promote social equality and responsibility.

Education should promote social equality and foster a sense of social responsibility within an education system that provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

6. Promote respect for and development of Kenya's rich and varied cultures.

Education should instil in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development to build a stable and modern society.

7. Promote international consciousness and foster positive attitudes towards other nations.

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

8. Promote positive attitudes towards good health and environmental protection.

Education should inculcate in young people the value of good health for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

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THE SENIOR SCHOOL IN THE COMPETENCY BASED CURRICULUM

Senior School is the fourth level of Basic Education in the Competency Based Curriculum (CBC) that the learner shall proceed to after the Pre-Primary School, Primary School and Junior School levels. The essence of Senior School is to offer learners a pre-tertiary/university/ pre-career experience in which the learners have an opportunity to choose pathways, tracks and subjects where they shall have demonstrated interest and/or potential at the earlier levels. Senior School comprises three years of education for learners generally in the 16-18 years age bracket and lays the foundation for further education and training at the tertiary level and the world of work. In the CBC vision, learners exiting this level are expected to be *engaged, empowered and ethical citizens* ready to participate in the socio-economic development of the nation.

At this level, the learner shall take seven (7) learning areas as recommended by the *Presidential Working Party on Educational Reforms* (PWPER, 2023). These shall comprise **four compulsory learning areas** namely: English, Kiswahili, Essential Mathematics/Core Mathematics and Community Service Learning (CSL). Learners will choose between Core Mathematics (for learners pursuing the Science Technology Engineering and Mathematics Pathway) and Essential Mathematics (for learners pursuing the non-STEM pathways). The learner will select three learning areas depending on their career choice, aptitude, interest and personality with guidance by the Senior School career teacher.

LEARNING OUTCOMES FOR SENIOR SCHOOL

By the end of Senior School, the learner should be able to:

1. communicate effectively and utilise information and communication technology across varied contexts,
2. apply mathematical, logical and critical thinking skills for problem solving,
3. apply basic research and scientific skills to manipulate the environment and solve problems,
4. exploit individual talents for leisure, self-fulfilment, career growth, further education and training,
5. uphold national, moral and religious values and apply them in day-to-day life,
6. apply and promote health care strategies in day-to-day life,
7. protect, preserve and improve the environment for sustainability,
8. demonstrate active local and global citizenship for harmonious co-existence,
9. demonstrate appreciation of diversity in people and cultures,
10. manage pertinent and contemporary issues responsibly.

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TABLE 1: LIST OF SUBJECTS AT SENIOR SCHOOL

Core Subjects	Arts & Sports Science	Social Sciences	Science, Technology, Engineering & Mathematics (STEM)
1. English 2. Kiswahili/KSL 3. Core Mathematics/ Essential Mathematics 4. Community Service Learning (CSL)	5. Sports and Recreation 6. Music and Dance 7. Theatre and Film 8. Fine Arts	9. Literature in English 10. Indigenous Languages 11. Fasihi ya Kiswahili 12. Sign Language 13. Arabic 14. French 15. German 16. Mandarin Chinese 17. Christian Religious Education 18. Islamic Religious Education 19. Hindu Religious Education 20. Business Studies 21. History and Citizenship 22. Geography	23. Biology 24. Chemistry 25. Physics 26. General Science 27. Agriculture 28. Computer Studies 29. Home Science 30. Aviation 31. Building Construction 32. Electricity 33. Metalwork 34. Power Mechanics 35. Woodwork 36. Media Technology 37. Marine and Fisheries Technology

Note:

- Physical Education (PE) and Information Communication and Technology (ICT) will be offered to all learners to facilitate learning, enjoyment and acquisition of life skills.
- Every school shall offer Pastoral/Religious Programme of Instruction (P/RPI) to enhance moral, spiritual and character development of the learners.
- There shall be one (1) lesson for personal or group study to deepen knowledge and enhance skills in areas of choice by the learners.

Table 2 provides guidelines on distribution of lessons at Senior School.

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TABLE 2: LESSON DISTRIBUTION AT SENIOR SCHOOL

Subjects	No of Lessons Per Week (40 minutes per lesson)
Core Subjects 4	
1. English	5
2. Kiswahili	5
3. Essential Mathematics/Core Mathematics	5
4. Community Service Learning	3
Elective Subjects	
5. Elective 1	5
6. Elective 2	5
7. Elective 3	5
* Physical Education	3
* ICT Skills	2
*PPI	1
* Learner Personal /Group Study	1
Total Number of Lessons	40

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ESSENCE STATEMENT

Media Technology in the Senior School curriculum builds upon foundational competencies developed in Junior School Pre-Technical Studies, with an expanded focus on the dynamic interplay between media, information, communication, and the digital economy. Learners transition from general exposure to technological tools to a more specialized engagement with content creation, media production, and immersive digital environments. The subject introduces them to interactive platforms, emerging technologies, digital storytelling, and media entrepreneurship. Rooted in the principles of the National ICT Policy (2019) and aligned with the UNESCO 2030 Sustainable Development Goals, the curriculum emphasizes ethical digital citizenship, innovation, and critical engagement with media as both a tool and a transformative force in society.

Learning in Media Technology is experiential and inquiry-based, with a strong emphasis on hands-on activities, project-based learning, collaboration, and research. Learners are guided to think critically, work innovatively, and apply digital tools across various media formats. They engage with real-world scenarios through simulations, prototyping, and problem-solving tasks that foster analytical and entrepreneurial skills. Through iterative production processes and peer review, learners develop fluency in managing content, mastering digital tools, and adapting to technological shifts. The progression of learning equips them with the competencies required for further education and for responding to the evolving demands of the 21st-century knowledge economy.

Media Technology prepares learners for a broad spectrum of careers within the creative, digital, and communication sectors. Potential pathways include digital content creation, film and television production, multimedia design, animation, journalism, advertising, game design, virtual and augmented reality development, media research, and digital marketing. The subject also nurtures entrepreneurial capacity, enabling learners to innovate within the digital economy and contribute meaningfully to Kenya's creative industries and global media landscape. The subject cultivates a generation of innovative, digitally literate, ethically grounded, and technologically adept industry-ready professionals equipped to drive progress in their higher education and in the creative and digital industries both locally and globally.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of Senior School, the learner should be able to:

1. Effectively communicate with media technologies in promoting the social, economic, technological and industrial needs for national development.
2. Apply critical thinking and problem-solving skills while using media technologies.
3. Employ technical skills in media technology to carry out fundamental research.
4. Develop individual creativity and digital competencies for personal fulfilment, career development, further education and training.
5. Demonstrate ethical practices in media production and consumption.
6. Utilise media literacy skills to promote public health and conservation of the environment towards sustainable development.
7. Engage in local and international media as part of bringing about positive social change and coexistence in society.
8. Appreciate cultures and global outlook represented through media with respect.

SUMMARY OF STRANDS AND SUB STRANDS

Strand	Sub Strand
1.0 Media Content Creation	1.1 Fundamentals of Emerging Media Technology
	1.2 Pre-production
	1.3 Production
	1.4 Post-production
2.0 Media Components	2.1 Photography
	2.2 Digital Video Production
	2.3 Audio Production
3.0 Media Entrepreneurship	3.1 Media ownership and management

STRAND 1.0: MEDIA CONTENT CREATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
1.0 Media Content Creation	1.1 Fundamentals of Emerging Media Technology formats of emerging media (<i>podcast, vodcast, blog, vlogs, social media, virtual reality, augmented reality, media apps</i>) channels of emerging media (<i>websites, video on demand platforms, mobile applications, digital streaming platforms</i> such as YouTube)	By the end of the Sub Strand, the learner should be able to: a) explain formats of emerging media in media technology, b) analyse emerging distribution channels in media technology, c) create content for a 2–3-minute emerging media format addressing a pertinent and contemporary issue, d) distribute a media format using an emerging media distribution channel, e) appreciate the content delivery methods of streaming platforms.	The learner is guided to: - research and make presentation on formats of emerging media (<i>podcast, vodcast, blog, vlogs, social media, virtual reality, augmented reality, media apps</i>), - watch videos to identify the unique characteristics of each emerging media format, - research and make presentation on the distribution channels of emerging media (<i>websites, video on demand platforms, mobile applications, digital streaming platforms</i> such as YouTube), - write an essay on distribution channels of emerging media available in Kenya, - debate on the pros and cons of the different emerging media formats and distribution channels,	- What is the influence of emerging media trends to the youth? - How can we use emerging media to address Pertinent and Contemporary Issues?

			• research to identify a Pertinent and Contemporary Issue within the community, • create content for a 2–3-minute media format, • upload and distribute the media format using an emerging media channel, • watch the media format for peer critique, • make entries in a reflective logbook/journal (manual or digital) to document your experience of emerging media, • store the media format in a digital portfolio.	
Core Competencies to be developed: • Communication and Collaboration: The learner acquires effective speaking and listening skills while debating the pros and cons of different emerging media formats and distribution channels. • Digital Literacy: The learner acquires ICT skills during research on forms of media and storing their work in a digital portfolio. • Creativity and Imagination: The learner develops imaginative skills and creatively produces a 1-minute media format.				
Values: • Respect: The learner demonstrates a sense of appreciation for other learners' views and opinions during the debates. • Patriotism: The learner exhibits a sense of national pride when creating content addressing a Pertinent and Contemporary Issue.				

Pertinent and Contemporary Issues (PCIs):

- Effective communication: The learner effectively communicates while engaging in peer critiquing of media forms.
- Cyber-security: The learner responsibly uses the internet while researching, downloading and uploading media content.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
1.0 Media Content Creation	1.2 Pre-production elements of a production pitch (<i>target audience, unique selling points, concept, format</i>) documents in media technology (<i>treatment, shooting script, storyboard, script breakdown sheet, shooting schedule</i>)	By the end of the Sub Strand, the learner should be able to: - describe key elements of a production pitch, - write an audiovisual script in media content creation, - write an audio script in media content creation, - develop pre-production documents in media technology, - design a pitch deck for a media format, - value the pre-production stage in media content creation.	The learner is guided to: - watch clips to identify the key elements of a production pitch (<i>target audience, unique selling points, concept, format</i>), - brainstorm on different script layouts (<i>audio visual script, audio script</i>), - write an audiovisual script in media content creation, - write an audio script in media content creation, - store the written scripts in a digital portfolio, - research and make a presentation on pre-production documents in media technology (<i>treatment, shooting script, storyboard, script breakdown sheet, shooting schedule</i>), - develop pre-production documents (<i>treatment, shooting script, storyboard, script breakdown sheet, shooting schedule</i>),	How do the various pre-production documents and processes contribute to the overall success of a media content creation?

			- present the pre-production documents for peer review, - research on the format of a pitch deck in media production, - develop a pitch deck for media production, - present the pitch deck (digital or physical) for peer review, - make entries in the reflective logbook/journal (physical or digital) on the experiences of developing pre-production documents.	
Core Competencies to be developed: - Learning to Learn: The learner acquires research skills while analysing various script format presentations. - Digital Literacy: The learner acquires ICT skills while selecting and watching clips to identify key elements of a successful pitch. - Self-Efficacy: The learner develops resilience while presenting pre-production documents for peer review.				
Values: - Responsibility: The learner observes safety precautions while selecting and watching clips to identify key elements of a successful pitch. - Unity: The learner demonstrates team spirit during the presentation of a pitch deck.				
Pertinent and Contemporary Issues (PCIs): - Self-esteem: The learner confidently presents pre-production documents for peer review. - Self-awareness: The learner recognises strength and weaknesses and makes entries in the reflective logbook/journal.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
1.0 Media Content Creation	1.3 Production production documents (<i>continuity log sheets, call sheets, shooting recording reports, cue sheet, inventory</i>) Creating (<i>continuity log sheets, call sheets, inventory</i>) How to direct (<i>crew, talent, multi camera</i>)	By the end of the Sub Strand the learner should be able to: a) analyse the layout of media production documents, b) explain the director's relationship with the crew and cast in media production, c) direct crew and talent in a media production, d) recognise the director as an integral part of the production process.	The learner is guided to: - research and discuss media production documents (<i>continuity log sheets, call sheets, shooting recording reports, cue sheet, inventory</i>), - discuss the purpose and significance of the documents in media production process (<i>continuity log sheets, call sheets, shooting recording reports, cue sheet, inventory</i>), - create media production documents (<i>continuity log sheets, call sheets, inventory</i>), - watch a live or recorded media production to explore the role of the director, - write an essay on the directors' relationship with the crew and cast, - research and make a presentation on how to direct a media	How can the director's decisions during the production phase shape the narrative in the media production?

			production (<i>crew, talent, multi camera</i>), - record the director directing a media production, - store the recorded media in the digital portfolio.	
Core Competencies to be developed: - Self-Efficacy: The learner acquires trust, self-confidence and self-esteem while directing a media form. - Communication and Collaboration: The learner develops writing skills while creating media production documents. - Critical Thinking and Problem Solving: The learner develops negotiation skills while directing crew and talent in media production.				
Values: - Responsibility: The learner demonstrates accountability while watching a live or recorded media form to explore the role of the director. - Integrity: The learner exhibits honesty while directing and recording media content. - Love: The learner demonstrates compassion while collaborating with the crew and talent during media production.				
Pertinent and Contemporary Issues (PCIs): - Promoting Social Cohesion: The learner exhibits conflict resolution skills while collaborating with crew and talent in a media production. - Safety and Security: The learner observes safety and health of the crew and talent while producing media content.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
1.0 Media Content Creation	1.4 Post-Production branding strategies peers (<i>logos, brand messaging, jingles, trailers, previews</i>)	By the end of the Sub Strand the learner should be able to: a) examine the components of branding for a media format, b) explain branding strategies in media content creation, c) develop a proposal for a media format, d) appreciate branding as critical components of media content creation.	The learner is guided to: - brainstorm on the components of branding and packaging for a media format, - research and write an essay on effective branding strategies in media content creation and present to your peers (<i>logos, brand messaging, jingles, trailers, previews</i>), - discuss on the different types of proposals for media formats, - develop a proposal for a media format, - peer review the proposals developed.	How branding strategies in post-production influence the perception and success of media formats?
Core Competencies to be developed: - Citizenship: The learner acquires local, national and global identity while branding media content for peer review. - Learning to Learn: The learner carries out research and writes an essay on effective branding strategies in media content creation. - Creativity and Imagination: The learner explores new ideas during branding for media content.				
Values: Unity: The learner shows appreciation of others when peer reviewing the proposals developed.				

Responsibility: The learner engages in research on different types of media proposals.
Pertinent and Contemporary Issues (PCIs): - Social Awareness Skills: The learner builds on effective communication skills when researching and writing essays with peers. - Cyber Security: The learner develops ICT skills while safely researching on different types of branding proposals.

Suggested Assessment Rubric: Strand 1.0 Media Content Creation

Indicator \ Level	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explain formats of emerging media in content creation.	Elaborately explains with examples all formats of emerging media in content creation.	Correctly explains all formats of emerging media in content creation.	Correctly explains most formats of emerging media in content creation.	Explains few formats of emerging media in content creation with accuracy.
Ability to develop pre-production documents.	Skilfully develops all pre-production documents providing finer details.	Accurately develops all pre-production documents.	Develops most pre-production documents.	Develops some pre-production documents.
Ability to direct crew and talent in a media format.	Creatively directs crew and talent in a media format, incorporating all elements.	Directs crew and talent in a media format, incorporating all elements.	Directs crew and talent in a media format, incorporating most elements.	Directs crew and talent in a media format, incorporating few elements.
Ability to explain branding strategies in media content creation.	Comprehensively explains all branding strategies in media content creation with precise examples.	Correctly explains branding strategies in media content creation with examples.	Correctly explains most branding strategies in media content creation.	Explains few branding strategies in media content creation.

STRAND 2.0 MEDIA COMPONENTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
2.0 Media Components	2.1 Photography photography techniques (<i>composition, focus techniques, exposure</i>) capture (<i>composition, focus techniques, exposure</i>) photo editing techniques (<i>cropping and resizing, rotating and angle correction, basic colour correction</i>) Apply (<i>cropping and resizing, rotating and angle correction</i>)	By the end of the Sub Strand the learner should be able to: - describe techniques employed in photography, - capture a photograph employing photography techniques, - examine editing techniques in photography, - edit photos for a media format, - appreciate the essence of photography techniques in a media format.	The learner is guided to: - research and make a presentation photography techniques (<i>composition, focus techniques, exposure</i>), - capture photos using the photography techniques (<i>composition, focus techniques, exposure</i>), - watch tutorials on photo editing techniques (<i>cropping and resizing, rotating and angle correction, basic colour correction</i>), - compare edited and unedited photos to recognise the distinct differences, - apply the editing techniques to the photos captured (<i>cropping and resizing, rotating and angle correction</i>),	- How is photography integral in shaping our lives? - How does emerging media affect photo editing?

			- share the edited photos for peer review, - store the edited photos in a digital portfolio.	
Core Competencies to be developed: - Digital Literacy: The learner develops digital skills while storing the developed catalogue in a digital portfolio. - Critical Thinking and Problem Solving: The learner develops critical thinking skills while peer reviewing edited photos.				
Values: - Unity: The learner collaborates with others while sharing the edited photos for peer review. - Integrity: The learner exhibits self-discipline while developing a catalogue in a digital portfolio. - Responsibility: The learner exhibits a sense of dependability while developing a catalogue of edited photos.				
Pertinent and Contemporary Issues (PCIs): - Cyber security: The learner demonstrates responsible use of digital space while carrying out research on photography techniques. - Citizenship Education: The learner exhibits civic responsibility while capturing photographs for media production.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
2.0 Media Components	2.2 Digital Video Production the types of light (<i>natural light and artificial light</i>) lighting equipment (<i>LED, HMIs, Fresnel, accessories (gels, diffusers, stands)</i>) lighting techniques (<i>three-point lighting technique, flat lighting, bouncing</i>)	By the end of the Sub Strand the learner should be able to: a) describe lighting equipment used in digital video production, b) analyse techniques used in lighting for digital video production, c) create a 3-5 minute video employing lighting techniques in digital video production, d) evaluate technologies in video editing software, e) appreciate lighting techniques and video editing technologies in improving media content creation.	The learner is guided to: - brainstorm on the types of light (<i>natural light and artificial light</i>), - research and present on lighting equipment used in digital video production (<i>LED, HMIs, Fresnel, accessories (gels, diffusers, stands)</i>), - watch videos to identify the lighting techniques used in video production (<i>three-point lighting technique, flat lighting, bouncing</i>), - demonstrate the lighting techniques using readily available resources, - create a 3-5 minute video employing lighting techniques, - showcase the created videos for peer review, - research on video editing technologies in digital video production (editing software's	- How does editing influence the impact of a media format? - How can lighting techniques enhance storytelling and audience engagement in media content creation in media content creation?

			such as ("Adobe premiere", "Filmora", "Capcut"), - discuss video editing technologies in media (editing software's ("Adobe premiere", "Filmora", "Capcut")) - store the videos in a digital portfolio.	
Core Competencies to be developed: Creativity and Imagination: The learner develops creative skills while creating a 3-5 minute video to showcase various lighting techniques. Critical Thinking and Problem Solving: The learner develops problem solving skills while using readily available resources to demonstrate lighting techniques.				
Values: Social Justice: The learner observes ethical and legal precautions while using emerging technologies in media production. Responsibility: The learner displays a sense of duty to self while creating and storing the videos in a digital portfolio.				
Pertinent and Contemporary Issues (PCIs): Effective communication: The learner communicates effectively while discussing and editing video for media production. Life skills: The learner appreciates the use of locally available resources while demonstrating the lighting techniques. Safety and Security: The learner observes precaution while handling lighting equipment during media production.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
2.0 Media Components	2.3 Audio Production microphone setup (<i>microphone connectors and converters (XLR, Coaxial, USB, HDMI)</i>) basic audio signal chain (<i>microphone, mixer and speaker</i>), basic audio signal chain (<i>simple synchronised recording chain, live mixing recording chain, studio recording chain</i>) set up a basic audio signal chain (<i>placement,</i>	By the end of the Sub Strand the learner should be able to: a) describe microphone set up in an audio production, b) set up audio equipment for a basic audio signal chain, c) record a 2–3 minute audio clip employing the audio signal chain for a media format, d) appreciate the process of microphone placement and setup in audio production.	The learner is guided to: • watch videos and tutorials on microphone setup (<i>microphone connectors and converters (XLR, Coaxial, USB, HDMI)</i>), • discuss on microphone placement and set up, • demonstrate microphone placement and setup, • illustrate audio equipment in basic audio signal chain (<i>microphone, mixer and speaker</i>), • research and make a presentation on setting up basic audio signal chain (<i>simple synchronised recording chain, live mixing recording chain, studio recording chain</i>), • watch video tutorials on how to set up a basic audio signal chain (<i>placement, connection, audio output</i>) • create an audio signal chain using available resources,	How do emerging technologies in audio production shape media content creation?

	<i>connection, audio output</i>)		• record a 2–3-minute audio employing the audio signal chain for a media format, • peer review each other's audio recording and give feedback.	
Core Competencies to be developed: • Creativity and Imagination: The learner develops creative skills while creating a dummy of microphone placements and set-up. • Communication and Collaboration: The learner develops speaking, listening and writing skills while discussing the microphone placement and set-up. • Learning to learn: The learner develops research skills while brainstorming on basic audio signal chains set-ups.				
Values: • Respect: The learner exhibits open-mindedness while peer reviewing other learners' audio recording. • Peace: The learner displays tolerance of others' views while creating a dummy of the audio signal chain.				
Pertinent and Contemporary Issues (PCIs): • Self-Management Skills: The learner achieves self-esteem while successfully setting up basic audio signal chains using available resources. • Promoting Social Cohesion: The learner works with others while creating a dummy of microphone placements and set-up.				

Suggested Assessment Rubric

Indicator	Level	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe techniques employed in photography.		Describes with in-depth detail and example all techniques employed in photography.	Describes all techniques employed in photography.	Describes most techniques employed in photography.	Describes few techniques employed in photography.
Ability to capture photographs using photography techniques.		Skilfully captures photographs using photography techniques.	Captures photographs using all photography techniques.	Captures photographs using most photography techniques.	Captures photographs using few photography techniques.
Ability to employ editing techniques in photography.		Creatively employs editing techniques in photography.	Employs all editing techniques in photography accurately.	Employs most editing techniques in photography accurately.	Employs few editing techniques in photography accurately.
Ability to create a 1–3-minute video employing lighting techniques.		Creatively creates a 1–3-minute video employing all lighting techniques.	Correctly creates a 1–3-minute video employing all lighting techniques.	Creates a 1–3-minute video employing most lighting techniques accurately.	Creates a 1–3-minute video employing few lighting techniques accurately.
Ability to execute audio signal chain setup in an audio production.		Executes audio signal chain setup in an audio production with precision and ease.	Correctly executes audio signal chain setup in an audio production.	Executes audio signal chain setup in an audio production with minor omission.	Executes audio signal chain setup in an audio production with major omission.

STRAND: 3.0 MEDIA ENTREPRENEURSHIP

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
3.0 Media Entrepreneurship	3.1 Media Ownership and Management plan for a media enterprise (<i>financing, marketing, packaging</i>),	By the end of the Sub Strand the learner should be able to: a) explain the fundamentals of a media business plan, b) develop a business plan for a media enterprise, c) create a portfolio for a media enterprise set-up, d) value the importance of doing a business plan for media entrepreneurship.	The learner is guided to: - research and make a presentation on the fundamentals of a media business plan, - write a business plan for a media enterprise (<i>financing, marketing, packaging</i>), - present and peer review the business plan, - research on the media enterprise set-up, - create a portfolio for a media enterprise set-up, - archive the business plan and portfolio created in the digital portfolio, - make entries in the reflective logbook/journal (manual or digital) on the experience of creating a portfolio for media business setup.	How does a good business plan affect the media business set-up?

Core Competencies to be developed:	
● Learning to Learn: The learner acquires knowledge in media ownership and management through research and writing a reflective journal. ● Self-Efficacy: The learner participates in presenting and peer reviewing the proposals for the media business plan. ● Citizenship: The learner develops a sense of initiative and entrepreneurial skills while creating a media enterprise business plan.	
Values:	
● Integrity: The learner appreciates prudent utilisation of resources while writing a proposal for a media business plan. ● Unity: The learner builds a sense of teamwork while brainstorming the need for a business plan. ● Patriotism: The learner upholds national interests while creating and promoting local content for media production.	
Pertinent and Contemporary Issues (PCIs):	
● Financial Literacy: The learner adheres to accountability guidelines while making a business plan for a media enterprise. ● Gender Equity and Inclusion: The learner appreciates the role of gender equity and inclusion while setting up and managing a media enterprise.	

Suggested Assessment Rubric: 3.0 Media Entrepreneurship

Indicator \ Level	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explain the fundamentals of a media business plan.	Exhaustively explains the fundamentals of a media business plan.	Correctly explains the fundamentals of a media business plan.	Explains most of the fundamentals of a media business plan accurately.	Explains few fundamentals of a media business plan accurately.
Ability to develop a business plan for a media enterprise.	Comprehensively develops a well-structured business plan for a media enterprise.	Correctly develops a business plan for a media enterprise.	Develops a business plan for a media enterprise leaving out few aspects.	Develops a business plan for a media enterprise leaving out many aspects.
Ability to create a portfolio for a media enterprise.	Meticulously and artistically creates a portfolio for a media enterprise.	Creates a portfolio for a media enterprise.	Creates a portfolio for a media enterprise incorporating most elements.	Creates a portfolio for a media enterprise incorporating few elements.

APPENDIX I: SUGGESTED ASSESSMENT METHODS, RESOURCES, LEARNING MATERIALS AND NON-FORMAL ACTIVITIES

Strand	Sub Strand	Suggested Assessment Methods	Suggested Assessment Resources	Suggested Learning Materials	Non-Formal Activities
1.0 Media Content Creation	1.1 Fundamentals of Emerging Media Technology	Project work, oral presentations, peer critique, portfolio review, content creation tasks	Rubrics, checklists, digital portfolio logs, reflective journals	Videos, social media platforms, podcast software, content upload tutorials	Creating short videos or podcasts on PCs, uploading content to YouTube or school platforms, class debates on emerging media
	1.2 Pre-production	Script writing, peer review, pitch deck development, oral presentations, formative tests	Script templates, pitch deck guides, peer feedback forms	Samples of scripts (AV, audio, news), storyboard templates, production planning tools	Scriptwriting workshops, pitching contests, pre-production group work assignments
	1.3 Production	Practical directing tasks, video recordings, observation, media production document creation	Recording tools, directing logs, rubrics for directing and collaboration	Call sheets, cue sheets, sample media productions	Role-play as production crew, directing school news/drama projects
	1.4 Post-production	Essay writing, proposal	Proposal templates,	Branding and packaging	Branding competitions,

Strand	Sub Strand	Suggested Assessment Methods	Suggested Assessment Resources	Suggested Learning Materials	Non-Formal Activities
		development, branding portfolio, peer review, reflective journals	branding strategy outlines, logos and trailers	tutorials, sample media proposals	proposal presentations in media club
2.0 Media Components	2.1 Photography Technology and Techniques	Practical photography, photo editing tasks, class exhibitions, peer review	Editing rubrics, photo catalogs, digital portfolios	Photography tutorials, photo editing software, exposure triangle guides	School photography exhibitions, themed photo challenges, photo story projects
	2.2 Digital Video Production	Video creation projects, peer-reviewed screening, editing critiques, presentations	Video editing software, peer feedback forms, rubrics	Lighting equipment demos, video tutorials, editing platforms (CapCut, Adobe Premiere)	School-wide video documentary projects, inter-class video showcases
	2.3 Audio Production	Audio recording tasks, peer reviews, audio chain setup evaluations	Audio signal diagrams, audio logbooks, peer review sheets	Sample microphones, audio mixers, video tutorials on audio production	Podcast production, school audio drama contests, sound recording for events

Strand	Sub Strand	Suggested Assessment Methods	Suggested Assessment Resources	Suggested Learning Materials	Non-Formal Activities
3.0 Media Entrepreneurship	3.1 Media Ownership and Management	Business plan development, portfolio presentation, oral defense, peer assessment	Business plan templates, management structure charts, reflective logs	Sample business plans, portfolio samples, proposal templates	School media enterprise simulations, business plan pitching, media club enterprise projects