

Assessment Schedule – 2021**Media Studies: Demonstrate understanding of the media coverage of a current issue or event (90991)****Assessment Criteria**

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding of the media coverage of a current issue or event, involves:</i></p> <ul style="list-style-type: none"> • identifying/selecting/describing how the media coverage of a current issue or event is presented, which could include: <ul style="list-style-type: none"> - point of view - images/graphics - inclusion or omission of information/material - quotations - headlines - placement, etc. 	<p><i>Demonstrating in-depth understanding of the media coverage of a current issue or event, involves:</i></p> <ul style="list-style-type: none"> • explaining possible reasons why the media chose to present the current issue or event in that particular way, which could include: <ul style="list-style-type: none"> - news values - political and/or commercial considerations - laws and regulations, etc. 	<p><i>Demonstrating comprehensive understanding of the media coverage of a current issue or event, involves:</i></p> <ul style="list-style-type: none"> • explaining the possible implications or consequences of the media presenting the current issue or event in that particular way, which could include: <ul style="list-style-type: none"> - influencing public opinion - action or decision-making - contributing to discussion and debate - raising public awareness - influencing government policy, etc.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 8	9 – 14	15 – 19	20 – 24

Evidence

Candidate answers THREE questions. EACH response is marked holistically out of 8 against the descriptors for the Media Studies Level 1 Standard.

Schedules 1, 2, and 3 provide the criteria and examples of possible approaches for EACH question.

Schedule 1: Quality of candidate response for Question One

A3	A4	M5	M6	E7	E8
Describes how at least ONE aspect of the media coverage (headline, image, and quotation) identifies a negative / positive / neutral view of the migrants' concerns in a simple / straightforward way.	Describes how at least ONE aspect of the media coverage (headline, image, and quotation) identifies a negative / positive / neutral view of the migrants' concerns.	Describes aspects of the media coverage (headline, image, and quotation) and explains how it supports a negative / positive / neutral view of the migrants' concerns.	Describes aspects of the media coverage (headline, image, and quotation) and explains in detail how it supports a negative / positive / neutral view of the migrants' concerns.	Explains how aspects of the media coverage (headline, image, and quotation) connect to commentary in the article to represent a negative / positive / neutral view of the migrants' concerns. Explains reasons for this coverage and shows some understanding of the messaging around the migrants' concerns, e.g. political, social, public awareness, forming public opinion, debate / discussion.	Explains how aspects of the media coverage (headline, image, and quotation) connect to commentary in the article to represent a negative / positive / neutral view of the migrants' concerns. Explains reasons for this coverage and shows understanding of the wider messaging around the migrants' concerns, e.g. political, social, public awareness, forming public opinion, debate / discussion (may consider the wider implications of media coverage, e.g. target audience).
Includes some supporting detail / evidence from the resource.	Includes supporting detail / evidence from the resource.	Includes some supporting detail / evidence from the resource.	Includes supporting detail / evidence from the resource.	Includes some relevant supporting detail / evidence from the resource.	Includes relevant supporting detail / evidence from the resource.
<p>N0 = No response; no relevant evidence.</p> <p>N1 = Identifies the migrants' concerns without describing how they were covered (may be an opinion).</p> <p>N2 = Describes how the migrants' concerns were covered without any supporting detail / evidence.</p>					
<p>Sample evidence for Question One: Resource A</p> <p>(a) Are the migrants' concerns represented in a positive, neutral, or negative way, e.g.:</p> <ul style="list-style-type: none"> • Negative <p>(b) Explain how the article's choice of image, quotation, and headline supports this representation, e.g.:</p> <ul style="list-style-type: none"> • The image shows protestors. • The quotes throughout the article describe families being separated because of the Government's immigration policy, etc. • The headline uses negative language such as "unwanted". 					

N0 = No response; no relevant evidence.

N1 = Identifies a viewpoint that is represented OR a viewpoint that has been omitted from the media coverage without any supporting detail / evidence.

N2 = Identifies a viewpoint that is represented OR a viewpoint that has been omitted from the media coverage with limited supporting detail / evidence.

Identify a viewpoint that is represented OR a viewpoint that has been omitted from the media coverage, and explain why, e.g.:

Represented viewpoint

- Viewpoint represented is that of a horticultural grower.

Omitted viewpoint

- Viewpoint omitted is opposition party voices / RSE workers.
- The reasons for this could include:
 - The article is published in a magazine for horticultural growers, who rely on RSE workers during the harvesting season.
 - The news is positive for the sector and so there is a positive spin.
 - The length of the article is brief and so limited in its scope.
 - Alternative voices would move away from the largely fact-based news style.

Schedule 3: Quality of candidate response for Question Three

A3	A4	M5	M6	E7	E8
<p>Uses their chosen current issue OR Resources B and C to describe how the news media report the same current issue or event in different ways.</p> <p>Makes some attempt to describe the use of an aspect of style, tone, commercial and / or political imperative, format / platform for delivery, etc.</p> <p>Includes some supporting detail / evidence (at least ONE quote) from their chosen current issue or event or the resources.</p>	<p>Uses their chosen current issue OR Resources B and C to describe in detail how the news media report the same current issue or event in different ways.</p> <p>Attempts to describe the use of an aspect of style, tone, commercial and / or political imperative, format / platform for delivery, etc.</p> <p>Includes supporting detail / evidence (at least ONE quote) from their chosen current issue or event or the resources.</p>	<p>Uses their chosen current issue OR Resources B and C to explain the reason(s) why the news media report the same current issue or event in different ways.</p> <p>Provides some reasons behind the use of the identified aspect(s).</p> <p>Includes some supporting detail / evidence from their chosen current issue or event or the resources (media texts, media commentary, media experts, interviews).</p>	<p>Uses their chosen current issue OR Resources B and C to explain, in detail, the reason(s) why the news media report the same current issue or event in different ways.</p> <p>Provides reasons behind the use of the identified aspect(s).</p> <p>Includes supporting detail / evidence from their chosen current issue or event or the resources (media texts, media commentary, media experts, interviews).</p>	<p>Uses their chosen current issue OR Resources B and C to explain an implication or probable / possible consequence of the news media reporting the same current issue or event in different ways.</p> <p>Shows some insight into the wider implications of the differences in media coverage by examining the reasons behind the choices used to present a news issue or event in a particular way, such as the commercial or political nature of news, the fragmented and multi-platform nature of news, and the media theory behind this.</p> <p>Includes some supporting detail / evidence from their chosen current issue or event or the resources (media texts, media commentary, media experts, interviews; or a comparison with other current issues or events, or other relevant material).</p>	<p>Uses their chosen current issue OR Resources B and C to explain, in detail, an implication or probable / possible consequence of the news media reporting the same current issue or event in different ways.</p> <p>Shows insight into the wider implications of the differences in media coverage by examining the reasons behind the choices used to present a news issue or event in a particular way, such as the commercial or political nature of news, the fragmented and multi-platform nature of news, and the media theory behind this.</p> <p>Includes supporting detail / evidence from their chosen current issue or event or the resources (media texts, media commentary, media experts, interviews; or a comparison with other current issues or events, or other relevant material).</p>
<p>N0 = No response; no relevant evidence.</p> <p>N1 = Uses Resources B and C OR the chosen current issue without any attempt to describe how the news media reported the same current issue or event in different ways (may be opinion).</p> <p>N2 = Uses Resources B and C OR the chosen current issue to make some attempt to describe how the news media reported the same current issue or event in different ways, without any supporting detail / evidence.</p>					

Sample evidence for Question Three: A chosen current issue or event OR Resources B and C

Use a current issue or event OR Resources B and C to explain why news media report the same current issue or event in different ways, e.g.:

	Achievement	Merit	Excellence
<u>Resources B and C</u>	<p>The resources show different ways news media report the same current issue or event. Resource B offers a news-style, fact-based information piece, which contrasts with the more editorial approach of Resource C.</p> <p>The Resource B article uses lots of factual details: the former Horticulture New Zealand chair grows apples and kiwifruit; he has 50 full-time staff and hires 126 Pacific Island workers under the Recognised Seasonal Employer (RSE) scheme to help harvest 40,000 bins of fruit.</p> <p>In Resource C, there is more opinion: “But who is looking out for the well-being of our Pacific Island whānau, and is the Government turning to the Pacific to remedy New Zealand’s issues?”...</p> <p>“A few years later and those workers were turned into targets. The Government has since apologised and change has happened.”</p> <p><i>(The candidate may refer to the contrasting headlines, language styles, tone, etc.)</i></p>	<p>The positive vs cautionary tone is used by the news media because these two articles are written for different audiences (Rural news / Te Au Māori News), in differing styles and for different purposes.</p> <p>Resource B is focused on RSE workers being given easier access to New Zealand and the potential good that will do for the horticultural industry.</p> <p>Resource C is an editorial piece that examines the potential issue of abuse of rights of these workers, e.g. it focuses on the welfare of the RSE workers and connects with historical issues in New Zealand that are currently topical in the media (Dawn Raids). In editorial style, it uses rhetorical questions to focus on potential problems.</p> <p>The potential risks to workers are only raised in the last sentence of Resource B, while it is the focus in Resource C.</p>	<p>Some wider implications of the news media reporting the same current issue or event in different ways could include, e.g. uses and gratification theory, reception theory, agenda-setting theory, cultivation theory, etc; or more recent ideas such as echo chambers, filter-bubbles, virality, click-bait, confirmation bias, selective exposure, fake news, etc.</p> <p>For example, different outlets will target their readership for any number of reasons – commercial, philosophical, political, etc. The style of article often reflects the function of the piece, as seems to be the case in looking at these two articles.</p>