

Assessment Schedule – 2022**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 - target audience. 	<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 – 7	8 – 13	14 – 18	19 – 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 the tone and / or style as positive / neutral / negative in a simple / straightforward way.	Describes how at least ONE aspect of the media coverage (headline, image, and quotation) identifies the tone and / or style as positive / neutral / negative.	Describes aspects of the media coverage (headline, image, and quotation) and explains how it supports the tone and / or style as positive / neutral / negative.	Describes aspects of the media coverage (headline, image, and quotation) and explains in detail how it supports the tone and / or style as positive / neutral / negative.	Explains how aspects of the media coverage (headline, image, and quotation) connect to commentary in the article to represent the tone and / or style as positive / neutral / negative. Explains reasons for this coverage and shows some understanding of the messaging, 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 the tone and / or style as positive / neutral / negative. Explains reasons for this coverage and shows understanding of the wider messaging, 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 tone and / or style as positive / neutral / negative without describing at least ONE aspect(s) of the media coverage (may be an opinion).</p> <p>N2 = Describes at least ONE aspect(s) of the media coverage but without any supporting detail / evidence.</p>					
<p>Sample evidence for Question One: Resource A</p> <p>(a) Is the tone and / or style of this article positive, neutral, or negative, e.g.: Negative</p> <p>(b) Explain how the article's choice of headline, image, and body text / quotation supports this tone and / or style, e.g.: The quotes in the headlines such as "off track" and "notoriously challenging" have negative connotations, suggesting that Government policy is misguided. The evidence from Professor Chapman reinforces this argument by suggesting electric cars are also "heavy on the wallet and the environment". Other evidence could also include:</p> <ul style="list-style-type: none"> • emotive words in the headline like "critics", "disappointed" • the blurred image of the cars suggesting emission reduction is necessary • body text that uses a lot of 'expert' voice to argue against the Government's proposal, or at least suggest potential fishhooks. 					

N0 = No response; no relevant evidence.
N1 = Identifies a viewpoint that is included OR a viewpoint that has been omitted from the media coverage without any supporting detail / evidence.
N2 = Identifies a viewpoint that is included OR a viewpoint that has been omitted from the media coverage with limited supporting detail / evidence.

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

Included viewpoint

Grant Robertson or Michael Wood.

Omitted viewpoint

Opposition voices, anti-policy lobbyists.

Possible reasons why could include:

- Story may have just broken.
- TVNZ 1News has limited airtime to cover all aspects.
- The 'cleaning' of the environment seen as a positive thing, so depending on where the story was placed in the broadcast, this may be a 'feel good' piece.
- Possibly reinforces a perceived pro-Government stance because the topic isn't overly polarising, so the arguments used in Resource A are not central to the positive nature of the idea of limiting carb emissions. as discussed in Resource B.

Schedule 3: Quality of candidate response for Question Three

A3	A4	M5	M6	E7	E8
<p>Uses a 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 a 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 a 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 a 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 a 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 a 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 a current issue OR Resources B and C 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 a current issue OR Resources B and C 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 chosen 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
<p>Description of the differences in covering the story, with positive / negative tone identified and some attempt to explain the difference, e.g.:</p> <ul style="list-style-type: none"> • ACT / AM host's negative take on the Government scheme in Resource C vs the positive spin from the Government in Resource B, i.e. the role of opposition parties is to argue against anything the Government proposes". <p><i>(The candidate may refer to the contrasting headlines, language styles, tone, etc.)</i></p>	<p>Explanation of the potential reasons for why news media report the same current issue or event in different ways, e.g.:</p> <ul style="list-style-type: none"> • Platform – listening / reading / watching demographic. • Ownership of outlet, e.g. government-funded TVNZ 1 vs Newshub. • Political imperatives in operation. • Other news values such as timeliness, placement, relevance to audience (proximity) etc, e.g. the AM show has traditionally more conservative commentators, as it tries to use the news value of controversy to hook in its audience. 	<p>Discussion moves beyond articles to examine the implications of reporting stories differently and specific and detailed evidence from a chosen current issue or event OR Resources B and C, e.g.:</p> <ul style="list-style-type: none"> • Ownership of media outlets will shape the political bias in some reporting. • The more controversial an issue, the more audiences will engage, as controversy 'sells' if the content is 'humanised', etc • As most of these organisations are driven by commercial imperatives, conflict is something that most audiences are intrinsically drawn to, so finding an angle that shows opposing sides is often the goal of news organisations.