

## Assessment Schedule – 2011

### Media Studies: Demonstrate understanding of the media coverage of a current issue or event (90991)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Demonstrate understanding</i> of the media coverage of a current issue or event.	<i>Demonstrate in-depth understanding</i> of the media coverage of a current issue or event.	<i>Demonstrate comprehensive understanding</i> of the media coverage of a current issue or event.

#### Evidence Statement

Note: The first task is not assessed, but candidates are required to complete it so the marker can identify the specific current issue OR current event that is being discussed. The issue or event must be occurring now, or within the past year, to be considered as current.

Achievement	Achievement with Merit	Achievement with Excellence
<p>In (a), <b>describes, with supporting evidence</b>, TWO different aspects of how media covered the selected current issue or event.</p> <p>The <b>aspects</b> involved may be:</p> <ul style="list-style-type: none"> <li>• depth and duration of coverage</li> <li>• placement, eg medium, location</li> <li>• style</li> <li>• tone</li> <li>• point of view</li> <li>• selection and / or omission of viewpoints or material</li> <li>• source of material</li> <li>• or any other specific aspect of the media treatment of the issue / event.</li> </ul>	<p>In (a), <b>provides reasons</b> for why media covered the issue or event in that particular way.</p> <p>The <b>reasons</b> may relate to:</p> <ul style="list-style-type: none"> <li>• news values</li> <li>• laws and / or regulations</li> <li>• professional practices</li> <li>• commercial considerations</li> <li>• political considerations</li> <li>• audience expectations.</li> </ul>	<p>In (b), <b>explains</b> the effect of media coverage of a current issue or event.</p> <p>The <b>effect</b> may relate to:</p> <ul style="list-style-type: none"> <li>• public awareness</li> <li>• debate and discussion</li> <li>• forming of public opinion</li> <li>• changes in society</li> <li>• bias (reinforcing or challenging stereotypes and / or viewpoints)</li> <li>• representation and stereotyping.</li> </ul> <p>The <b>reasons</b> should also explain <b>why</b> the media coverage has this effect.</p>

Supporting evidence for EACH aspect, could include:

- headlines
- quotes
- descriptions of video sequences shots, photos, radio segments
- layout, design and placement details in magazines, newspapers, billboards and web pages
- statistics of coverage
- use of colour and text
- reference to the actions or press releases of particular media personalities
- use of social networking sites
- use of sound bites and vox pops
- repeated use of particular images or terminology
- evidence relating to the omission of groups or ideas.

Example:

*The aspect of depth and duration looks at how detailed and long the coverage of the event is. In newspapers this could mean how many pages are dedicated to the story and how long the story is reported about. Also in television news, it could mean how much of the news broadcast is taken up with the event.*

*The coverage of the Pike River Mine disaster was shown in a lot of depth and had the duration of two to three weeks. In the main newspaper, the New Zealand Herald, the story was front page for at least a week. For the first week, at least four pages of the newspaper's first pages were dedicated to the disaster. Large photos and diagrams were used to show what had happened and who was involved. The weekend newspapers such as the Weekend Herald and Sunday Star Times, ran the story for two weekends as front page news. Headlines included 'Bleaker by the day', 'The Darkest Hour', and 'I*

Supporting evidence is included. This evidence could include details and material from media texts, details and examples from media commentary, experts, interviews, or from comparison with other issues, or events, or other relevant material.

Example:

*The immediate and detailed coverage of the Pike River Mine disaster reflected the importance to New Zealand of how many people were affected. As soon as news broke about the disaster, there was ongoing television coverage of the event on TV ONE and TV3 that interrupted the broadcast of normal programmes. The breaking news reflected the expectations of the audience to hear the news as it happened, as it was a story that could change at any time. Because people's lives were in danger, the coverage kept the audience up-to-date as things happened. People wanted to know what was happening, and if the men would be all right.*

*The newspaper coverage was detailed, up to four pages per day of the first week, and lasted for at least two weeks as the most covered story. This reflected how much of a national disaster the event was and how many lives were lost. This coverage reflected the intense interest in the story and how it impacted the*

Supporting evidence is included. This evidence could include details and material from media texts, details and examples from media commentary, experts, interviews, or from comparison with other issues, or events, or other relevant material.

Example:

*The coverage of the Pike River Mine disaster reflected the extent to which New Zealand was affected by the terrible events. The story dominated all newspapers for at least two weeks and the news broadcasts on television as well. This reflected the importance of the event and its effect on New Zealand as a whole. We can see this in the headline from the Herald on Sunday, 'In the Nation's Prayers'. As the story broke, there was an expectation for coverage to interrupt normal broadcasting, and updates to occur on a regular basis.*

*There was a clear expectation from the audience both via television and newspaper that the facts and people's individual stories would be told. The New Zealand people as a whole bonded with the people of Greymouth, and each person killed in the disaster was given a face and name. The need of the public to see the events as they happened at times disrupted the families' need for privacy as their grief-stricken*

*thought I was dead'.*

*Other mediums also covered the story. Women's magazines such as the New Zealand Woman's Weekly, New Idea, and Woman's Day, had background stories about the people affected and the families left waiting. The Listener had the disaster on the cover, and dedicated fourteen pages to the story, covering family stories, the business, and the history of mine tragedies.*

*The television coverage was detailed, with both TV ONE and TV3 News having ongoing coverage throughout the first day, and most of the news dedicated to it.*

*nation. The coverage reflected the readers' need to hear the facts and the stories of the people behind the news.*

*faces were splashed across the front pages of newspapers and television news coverage.*

Not Achieved			Achievement		Merit		Excellence	
N0	N1	N2	A3	A4	M5	M6	E7	E8
No response; no relevant evidence.	Incomplete coverage of aspects.	Incomplete coverage of aspects.	TWO aspects are described.	TWO aspects are described.	TWO aspects are explained.	TWO aspects are explained in detail.	TWO aspects are explained in detail, drawing valid conclusions from evidence.	TWO aspects are explained in detail, drawing valid and at times insightful conclusions from evidence.
No response; no relevant evidence.	Little understanding of media coverage shown in description.	Shows some understanding of media coverage.	Shows understanding of media coverage.	Shows understanding of media coverage. Attempts to give reasons for this, but they are oversimplified, or weak.	Shows understanding of media coverage. Gives reasons for coverage.	Shows a sound understanding of media coverage. Gives sound reasons for coverage.	Shows convincing understanding of media coverage. Reasons given are thoughtful.	Shows convincing understanding of media coverage. Reasons given are insightful.
No response; no relevant evidence.	Insufficient evidence used.	Insufficient evidence used.	Sufficient evidence used that is mainly relevant.	Sufficient relevant evidence provided.	Detailed and relevant evidence provided.	Detailed and relevant evidence provided.	Detailed and relevant evidence provided.	Detailed and judicious evidence provided.

### Judgement Statement

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 2	3 – 4	5 – 6	7 – 8
<b>Codes</b> <b>C(1) + (2)</b> = Description of aspect of coverage in media, with supporting evidence <b>R</b> = Reasons provided to explain why media covered issue / event that way <b>SW</b> = So what? / Implications / issues / effects and / or ramifications of specific media coverage				