

Assessment Schedule – 2023**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 – 12	13 – 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.

N0 = No response; no relevant evidence.

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).

N2 = Describes at least ONE aspect(s) of the media coverage but without any supporting detail / evidence.

Sample evidence for Question One: Resource A

- (a) Is the tone and / or style of this article positive, neutral, or negative, e.g.:
- Negative or neutral.
- (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 "scared" and "guard against" have negative connotations, suggesting Sam Altman, "We've got to be careful here ...", supports a negative tone.
- Other evidence could also include:
- **Negative:**
 - emotive words in the resource, such as "We deserve better from the tools we use ..."
 - caption of the image has negative tone
 - dark silhouette of the image suggests negative tone.
 - **Neutral:**
 - the even balance of positive and negative views in the body text, such as "the greatest technology humanity has yet developed".

Schedule 2: Quality of candidate response for Question Two

A3	A4	M5	M6	E7	E8
Identifies at least ONE viewpoint that is included and / or a viewpoint that has been omitted from the media coverage.	Identifies at least ONE viewpoint that is included and / or a viewpoint that has been omitted from the media coverage. Provides a straightforward reason why the viewpoint has been included OR omitted.	Identifies at least ONE viewpoint that is included and / or a viewpoint that has been omitted from the media coverage. Shows some understanding of why the viewpoint has been included OR omitted by explaining the possible reasons (political, social, public opinion).	Identifies at least ONE viewpoint that is included and / or a viewpoint that has been omitted from the media coverage. Shows understanding of why the viewpoint has been included OR omitted by explaining the possible reasons (political, social, public opinion).	Identifies at least ONE viewpoint that is included and / or a viewpoint that has been omitted from the media coverage. Shows some understanding of the wider implications of the viewpoint being included OR omitted by explaining how presenting a news issue in a particular way can be used to influence public opinion, and contribute to debate / discussion.	Identifies at least ONE viewpoint that is included and / or a viewpoint that has been omitted from the media coverage. Shows understanding of the wider implications of the viewpoint being included OR omitted by explaining how presenting a news issue in a particular way can be used to influence public opinion, and contribute to debate / discussion.
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.

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.

Sample evidence for Question Two: Resource B

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:

- Professor Leonie Rowan (Director of Griffith Institute for Educational Research)
- Queensland Department of Education spokesperson (unnamed)

Omitted viewpoint:

- Business / industry voices
- Student voices
- International and ChatGPT creators' voices

Possible reasons why viewpoint could be included:

- Relevant in education.
- Queensland joined NSW in banning the app, while other states have not. This is reinforcing that decision.
- This is an information / educational piece to help non-experts understand the impact and uses of ChatGPT.
- Possibly countering a perceived fear or confusion around it.
- Professor Rowan reinforces a positive spin, not naming the other "official" gives Rowan's opinion more weight.

Schedule 3: Quality of candidate response for Question Three

A3	A4	M5	M6	E7	E8
<p>Uses a current issue OR Resources A and B 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 A and B 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 A and B 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 A and B 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 A and B 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 A and B 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 A and B 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 A and B 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 A and B

Use a chosen current issue or event OR Resources A and B 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"> Two articles that respond in different ways to the same issue / event. One in first person, one in third person. Different audiences. <i>The Guardian</i> is reader-funded and potentially a more left-wing / gutsy source. RNZ is public service multimedia, government-funded / crown owned, and potentially the most trustworthy source. <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 RNZ vs reader-funded <i>The Guardian</i>. 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 A and B, 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. In a crowded and competitive media marketplace, points of difference, personal address, and emotional triggers attract clicks.