

**Assessment Schedule – 2006****Scholarship Media Studies (93303)****Assessment Table**

<b>PDs</b>	<b>Critical Thinking/Structured Argument</b>	<b>Marks</b>	<b>Subject Knowledge</b>	<b>Marks</b>
<b>1</b>	<p>Candidates must demonstrate:</p> <ul style="list-style-type: none"> <li>• Independence, flexibility and originality of thought</li> <li>• Ability to integrate and synthesise an overarching view of topic/aspect of the topic(s) addressed.</li> </ul>	<b>7–8</b>	<p>Candidates must demonstrate:</p> <ul style="list-style-type: none"> <li>• Extensive and detailed knowledge of the topic addressed, current and historical</li> <li>• Knowledge and/or understanding of identified or probable future trends and their ramifications/implications.</li> </ul>	<b>7–8</b>
<b>2</b>	<p>Candidates must demonstrate:</p> <ul style="list-style-type: none"> <li>• A coherent, well structured argument that addresses the question including consideration of various perspectives</li> <li>• An ability to use diverse media texts or other evidence to explain or illustrate the argument in a convincing way</li> <li>• Some insightful or perceptive analysis that includes detailed examination of significant aspects of the topic (see Subject Knowledge)</li> <li>• An ability to draw well-supported and thoughtful conclusions.</li> </ul>	<b>5–6</b>	<p>Candidates must demonstrate:</p> <ul style="list-style-type: none"> <li>• Consistent accuracy in matters of fact (all questions)</li> <li>• An awareness of media history (all questions)</li> <li>• Information that is current/up-to-date (all questions)</li> <li>• (Q1) Convincing knowledge of significant aspects of media influence/dependence on society and of wider society's influence/dependence on media – economic, social, educational/informative, entertainment etc</li> <li>• (Q2) Convincing knowledge of significant developments in a medium</li> <li>• (Q3) Convincing knowledge of the significance/ influence of the role of factors that shape a media industry.</li> </ul>	<b>5–6</b>
<b>3</b>	<p>Candidates must demonstrate:</p> <ul style="list-style-type: none"> <li>• An argument that addresses the question including consideration of various perspectives</li> <li>• An ability to use media texts or other evidence to explain or illustrate the argument in a convincing way</li> <li>• Analysis including examination of significant aspects of the topic (See Subject Knowledge)</li> <li>• An ability to draw supported conclusions.</li> </ul>	<b>3–4</b>	<p>Candidates must demonstrate:</p> <ul style="list-style-type: none"> <li>• Accuracy in matters of fact (all questions)</li> <li>• Some awareness of media history (all questions)</li> <li>• Information that is mostly current/up-to-date (all questions)</li> <li>• (Q1) Knowledge of the relationship between media and wider society</li> <li>• (Q2) Knowledge of developments in a medium</li> <li>• (Q3) Knowledge of the role of factors that shape a media industry industry.</li> </ul>	<b>3–4</b>

4	<p>Candidates must demonstrate:</p> <ul style="list-style-type: none"> <li>• Consideration of the question</li> <li>• Some ability to formulate a structured argument</li> <li>• An ability to use media texts or other evidence to illustrate the argument</li> <li>• Some analysis including examination of aspects of the topic (see Subject Knowledge)</li> <li>• An ability to draw some conclusions.</li> </ul>	1–2	<p>Candidates must demonstrate:</p> <ul style="list-style-type: none"> <li>• Reasonable accuracy in matters of fact (all questions)</li> <li>• Some awareness of media history (all questions)</li> <li>• Some information that is current/up-to-date (all questions)</li> <li>• (Q1) Some knowledge of the relationship between media and wider society</li> <li>• (Q2) Some knowledge of developments in a medium</li> <li>• (Q3) Some knowledge of the role of factors that shape a media industry.</li> </ul>	1–2
5	<p>Candidates demonstrate:</p> <ul style="list-style-type: none"> <li>• Little or no ability to address the topic</li> <li>• Little or no ability to formulate a structured argument</li> <li>• Little or no ability to support their essay with appropriate evidence</li> <li>• Little or no analysis of the topic or aspect(s) of the topic</li> <li>• Little or no ability to draw conclusions</li> <li>• A significantly incomplete answer, i.e. insufficient evidence is provided to enable assessment of the candidate's critical thinking ability.</li> </ul>	0	<p>Candidates demonstrate:</p> <ul style="list-style-type: none"> <li>• Significant inaccuracy in matters of fact (all questions)</li> <li>• Little or no awareness of media history (all questions)</li> <li>• Little or no information that is current/up-to-date (all questions)</li> <li>• (Q1) Little or no knowledge of the relationship between media and wider society</li> <li>• (Q2) Little or no knowledge of developments in a medium</li> <li>• (Q3) Little or no knowledge of the role of production processes in shaping texts.</li> <li>• Little or no subject knowledge</li> <li>• Insufficient examples, quotes or other evidence to support their essay</li> <li>• Frequent assumptions, generalisations and inaccuracies of fact</li> <li>• A significantly incomplete answer, i.e. insufficient evidence is provided to enable assessment of the candidate's topic knowledge.</li> </ul>	0

## Evidence Statement

### QUESTION ONE: The relationship between media and wider society

*The relationship between media and wider society might include positive and/or negative aspects of such things as:*

- *Providing or not providing accurate and reliable information (eg news, current affairs, investigative journalism, documentaries etc)*
- *Providing entertainment to appeal to/satisfy audiences (eg reality TV, increasing sensationalism, superficiality etc)*
- *Economic cross-impacts (eg in areas such as costing, advertising, marketing, product placement, influence of real estate programmes, spending patterns/use of disposable income etc)*
- *Shaping attitudes and influencing opinion/beliefs (eg influence of fashion/style shows; influence on morals/values; government/business control and ramifications of this; news coverage bias/objectivity – embedded journalism etc); presenting messages/values and representations of groups/cultures (eg movies, TV programmes, ads, music videos, talkback, editorials and features); ‘celebrity cult’/privacy/paparazzi,etc; copyright etc*
- *Reflecting and reinforcing our mainstream or currently most powerful culture, attitudes and beliefs (eg TVNZ Charter, political correctness, attitudes to Māori, Polynesian, immigrant or other minority or non-conformist cultures and people, popular culture etc)*
- *Impact social behaviours such as: passive culture; exercise and fitness; ability to suspend disbelief/use imagination; tolerance for violence/sexual attitudes, etc*
- *Providing a voice/platform for the people (eg Fair Go, etc)*
- *Public funding support through taxation relief, funding bodies (eg NZ on Air, Creative New Zealand, NZ Film Fund, etc)*
- *Public/private or global/national/local ownership ramifications*
- *Reasons for and significance of internal and/or external controls eg self-regulatory bodies, government regulations, pressure groups/lobby groups*
- *Increasing media awareness and access of audiences (digital technologies, web, media education influence on younger generation etc)*
- *Or others.*

### Performance Criteria (Performance Descriptor 1)

In addition to the criteria for Band B, candidates’ analysis must show independence, flexibility and originality of thought, and their ability to integrate and synthesise an overarching view of the implications and ramifications of the relationship between media and wider society.

### **Performance Criteria (Performance Descriptor 2)**

Through their strong analytical skills, candidates must demonstrate:

- Close reading skills applied to diverse texts
- An ability to consider a variety of perspectives
- An ability to use media texts to explain or illustrate the relationship between media and society, including New Zealand
- An ability to draw well-supported and thoughtful conclusions about implications of this relationship.

Candidates may take one or more of the following approaches to drawing conclusions about the relationship between media and wider society:

- Demonstrate knowledge of the various contexts in which the media operate showing an awareness of past role(s) and an analysis of its current relationship with wider society.
- Demonstrate an awareness of a range of aspects of the relationship between media and society such as providing information/entertainment, influencing opinion about issues or shaping socio-economic, cultural, social and/or political attitudes/values etc (see above).
- Demonstrate an awareness of the relationship between New Zealand media and New Zealand society specifically.
- Demonstrate an understanding of media theory, by applying it to media texts and contexts.

Candidates need to present a coherent and informed analysis that is amply supported with specific details of media texts, and historical and current contexts. The analysis should draw conclusions about implications of the relationship between media and wider society. Illustrations of the historical and current relationship could include examples of dissemination of information/disinformation, influence on social, political or other values, attitudes and/or ideologies, etc (see above).

Candidates will be expected to provide evidence of having read a diverse range of texts. *Diversity* refers to both the type and range of texts. Text types could include primary texts (eg films, documentaries, newspaper articles), and secondary texts (such as critiques, commentary, reference material). Text range could include texts from and/or about a number of different media. Candidates may refer to observations drawn from one personal production undertaken.

Candidates' responses relate closely to the quotation/statement provided. Responses may agree or disagree with the proposition of the quotation/statement.

### **Performance Criteria (Performance Descriptor 3)**

Through their analytical skills, candidates must demonstrate:

- Close reading skills applied to texts
- An ability to consider perspectives
- An ability to use media texts to illustrate the relationship between media and wider society, including New Zealand
- An ability to draw supported conclusions about implications of this relationship.

Candidates may take one or more of the following approaches to drawing conclusions about the relationship between media and wider society:

- Demonstrate some knowledge of the various contexts in which the media operate showing some awareness of past role(s) and an analysis of its current relationship with wider society.
- Demonstrate some awareness of a range of aspects of the relationship between media and wider society such as providing information/entertainment, influencing opinion about issues or shaping socio-economic, cultural, social and/or political attitudes/values etc.
- Demonstrate some awareness of the relationship between New Zealand media wider New Zealand society specifically.
- Demonstrate some understanding of media theory by applying it to media texts and contexts.

Candidates need to present an informed analysis that is supported with specific details of media texts. The analysis should draw some conclusions about implications of the relationship between media and wider society. Illustrations of the historical and current relationship could include examples of dissemination of information/disinformation, influence on or reflection of social, political or other values, attitudes and/or ideologies, etc.

Candidates will be expected to provide evidence of having read a number of texts. Text types could include primary texts (eg films, documentaries, newspaper articles), and secondary texts (such as critiques, commentary, reference material). Texts could include texts from or about a specific medium or a number of different media. Candidates may refer to observations drawn from one personal production undertaken.

Candidates' responses relate to the quotation/statement provided. Responses may agree or disagree with the proposition of the quotation/statement.

**Performance Criteria (Performance Descriptor 4)**

Through their analytical skills, candidates must demonstrate:

- Close reading skills applied to texts
- An ability to consider perspectives
- An ability to use media texts to illustrate the relationship between media and wider society, including New Zealand
- An ability to draw some conclusions about implications of this relationship.

Candidates may take one or more of the following approaches to drawing conclusions about future developments:

- Demonstrate some knowledge of some contexts in which the media operate showing either some awareness of past role(s) or some analysis of its current relationship with wider society.
- Demonstrate some awareness of some aspects of the relationship between media and wider society such as: providing information/entertainment, influencing opinion about issues or shaping socio-economic, cultural, social and/or political attitudes/values, etc.
- Demonstrate some awareness of some aspects of the relationship between New Zealand media and wider New Zealand society specifically.
- Demonstrate some understanding of media theory, by applying it to media texts or contexts.

Candidates need to present some analysis that is supported with details of media texts. The analysis should draw some conclusions about implications of the relationship between media and wider society. Illustrations of the historical and current relationship could include examples of dissemination of information/disinformation, influence on social, political or other values, attitudes and/or ideologies, etc.

Candidates will be expected to provide evidence of having read a number of texts. Text types could include primary texts (eg films, documentaries, newspaper articles), and secondary texts (such as critiques, commentary, reference material). Texts could include texts from or about a specific medium or a number of different media. Candidates may refer to observations drawn from one personal production undertaken.

Candidates' responses make some reference to the quotation statement provided.

**Performance Criteria (Performance Descriptor 5)**

Candidate response is insufficient to establish grade i.e. no response or extremely minimal response that does not provide any assessable evidence of the candidate's argument, subject knowledge or critical thinking abilities.

## **QUESTION TWO: The development of a medium**

*Significant developments might include such things as changes in: production processes/technology, style, theme(s), content (eg new genres or significant developments in a genre that impact the medium in a significant way) or other significant developments.*

*Candidates might approach this question in a number of ways:*

- *They may choose to look at the contributions of individuals eg inventors of technology (Pathé – cameras, Thomas Dolby – sound...); artists (Tom Wolfe/Hunter S Thompson – ‘gonzo’ journalism, Paul Holmes – NZ broadcasting style, Tarantino/Hitchcock – film style...); media companies/production houses (Julie Townsend/Touchdown Productions – NZ and global reality television; Kerry Packer/Rupert Murdoch – global pay TV/media ownership...), etc*
- *They might choose to discuss the developments from a social, political or economic viewpoint eg contribution of ‘concerns/values of the age’ to film themes and style (1950s Cold War; 70s disillusionment with the system/Vietnam, 80s materialism etc); impact of legislation eg de-regulation/privatisation of media in NZ; censorship; tax breaks (1980s – NZ); copyright; privacy, impact of reality television etc*
- *Or other approaches.*

### **Performance Criteria (Performance Descriptor 1)**

In addition to the criteria for Band B, candidates’ analysis must show independence, flexibility and originality of thought, and their ability to integrate and synthesise an overarching view of the implications and ramifications of identified developments in a specific medium and their implications for the wider media industry and society.

### **Performance Criteria (Performance Descriptor 2)**

Through their strong analytical and communication skills, candidates must demonstrate:

- Close reading skills applied to diverse texts
- An ability to consider a variety of perspectives
- An ability to use media texts to explain or illustrate the developments and their impact
- An ability to draw well-supported and thoughtful conclusions about implications of the developments.

Candidates may take one or more of the following approaches to drawing conclusions about developments:

- Demonstrate knowledge of the various contexts in which the media operate showing an awareness of previous and/or subsequent developments and an analysis of current status.
- Demonstrate an awareness of a range of effects of the developments on such things as: style, content, commercial viability, audiences and tastes, production processes, roles and relationships within the industry, etc.
- Demonstrate an understanding of media theory, by applying it to media texts and contexts.

Candidates need to present a coherent and informed analysis that is amply supported with specific details of media texts, and historical and current contexts. The analysis should draw conclusions about implications of the developments on the medium, the wider media industry and audiences. Illustrations of a significant historical or current developments could include: new or significant developments within a genre of the medium; technological advances; changes in roles and responsibilities; economic/social/political climate; legislative factors; changes in values, attitudes and/or ideologies; stylistic/thematic developments, etc.

Candidates will be expected to provide evidence of having read a diverse range of texts. *Diversity* refers to both the type and range of texts. Text types could include primary texts (eg films, documentaries, newspaper articles), and secondary texts (such as critiques, commentary, reference material). Text range could include works by a specific director, texts from or about a specific medium or genre of the medium, and/or a number of different media. Candidates may refer to observations drawn from one personal production undertaken.

Candidates' responses relate closely to the quotation/statement provided. Responses may agree or disagree with the proposition of the quotation/statement.

**Performance Criteria (Performance Descriptor 3)**

Through their analytical and communication skills, candidates must demonstrate:

- Close reading skills applied to texts
- An ability to consider perspectives
- An ability to use media texts to illustrate the developments
- An ability to draw supported conclusions about implications for the medium and the wider media industry.

Candidates may take one or more of the following approaches to drawing conclusions about future developments:

- Demonstrate some knowledge of the various contexts in which the media operate showing some awareness of previous and/or subsequent developments and an analysis of current status.
- Demonstrate some awareness of a range of effects of the developments on such things as: style, content, commercial viability, audiences and tastes, production processes, roles and relationships within the industry, etc.
- Demonstrate some understanding of media theory, by applying it to media texts and contexts.

Candidates need to present an informed analysis that is supported with specific details of media texts. The analysis should draw some conclusions about implications of the developments for the specific medium, the wider media industry and its audiences. Illustrations of significant historical or current developments could include: new or significant developments within a genre of the medium; technological advances; changes in roles and responsibilities; economic/social/political climate; legislative factors; changes in values, attitudes and/or ideologies; stylistic/thematic developments, etc.

Candidates will be expected to provide evidence of having read a number of texts. Text types could include primary texts (eg films, documentaries, newspaper articles), and secondary texts (such as critiques, commentary, reference material). Texts could include works by a specific director, texts from or about a specific medium or genre of the medium, and/or a number of different media. Candidates may refer to observations drawn from one personal production undertaken.

Candidates' responses relate to the quotation/statement provided. Responses may agree or disagree with the proposition of the quotation/statement.

**Performance Criteria (Performance Descriptor 4)**

Through their analytical and communication skills, candidates must demonstrate:

- Close reading skills applied to texts
- An ability to consider perspectives
- An ability to use media texts to illustrate the developments
- An ability to draw some conclusions about implications for the medium and the wider media industry.

Candidates may take one or more of the following approaches to drawing conclusions about future developments:

- Demonstrate some knowledge of some contexts in which the media operate showing either some awareness of previous and/or subsequent developments or some analysis of current status.
- Demonstrate some awareness of influences on media affecting or affected by the developments, such as audiences and tastes, commercial imperatives, technical developments, socio-economic, cultural and political factors.
- Demonstrate some understanding of media theory, by applying it to media texts or contexts.

Candidates need to present some analysis that is supported with details of media texts. The analysis should draw some conclusions about implications of the development for the specific medium. Illustrations of a significant historical or current development could include: new or significant developments within a genre of the medium; technological advances; changes in roles and responsibilities; economic/social/political climate; legislative factors; changes in values, attitudes and/or ideologies; stylistic/thematic developments etc.

Candidates will be expected to provide evidence of having read a number of texts. Text types could include primary texts (eg films, documentaries, newspaper articles), and secondary texts (such as critiques, commentary, reference material). Texts could include works by a specific director, texts from or about a specific medium or genre of the medium, or a number of different media. Candidates may refer to observations drawn from one personal production undertaken.

Candidates' responses make some reference to the quotation statement provided.

**Performance Criteria (Performance Descriptor 5)**

Candidate response is insufficient to establish grade i.e. no response or extremely minimal response that does not provide significant assessable evidence of the candidate's argument, subject knowledge or critical thinking abilities.



### **QUESTION THREE: The factors that shape a media industry**

*The role of production processes in shaping a media industry may include such things as:*

- *Influence/impact of ownership and/or changes in ownership in shaping media texts (globalisation vs local/national ownership, responsibilities to shareholders, commercial corporations vs public broadcasters, community radio/newspapers, financial profit vs cultural/social profit etc)*
- *Influence/impact of key roles (and/or changes in key roles) and how they operate in the production process for media texts (eg funders/financers, producer, director, editor, journalist/writer, DOP etc)*
- *Influence/impact of technologies and changes in technologies associated with the production of media texts (eg computers, move from analogue to digital in all aspects of the production process from 'data' capture (filming, sound recording, writing etc) to image creation (eg CGI), editing (eg real-time online video/film editing; computer proofreading, page layout, typesetting and printing; video/audio file compression such as MPEG/MP3 etc); and final output (digital TV; DVD; networked radio and remote programme production/delivery; use of broadband to deliver television, movies, radio, podcasts etc) movies, sitcoms, dramas, reality TV, etc)*
- *Issues arising from digitalisation such as: ease of use/accessibility; reductions in costs; reductions in staffing; ability to remote work; ability to create alternative realities through CGI etc; improvements/reductions in quality; automation; dependence on computers/loss of 'hands-on' involvement; delivery to audiences; privacy, copyright and other legal/ethical issues, etc*
- *Influence of government and its agencies/policies on the shape of media texts (eg TVNZ Charter, NZ Film Fund parameters, legislation such as the Broadcasting Act etc)*
- *Or others.*

#### **Performance Criteria (Performance Descriptor 1)**

In addition to the criteria for Band B, candidates' analysis must show independence, flexibility and originality of thought, and their ability to integrate and synthesise an overarching view of the implications and ramifications of the role of production processes in shaping media texts.

#### **Performance Criteria (Performance Descriptor 2)**

Through their strong analytical skills, candidates must demonstrate:

- Close reading skills applied to diverse texts
- An ability to consider a variety of perspectives
- An ability to use media texts to explain or illustrate the role of production processes in shaping media texts, including in New Zealand
- An ability to draw well-supported and thoughtful conclusions about implications of this role.

Candidates may take one or more of the following approaches to drawing conclusions about the role of production processes in shaping media texts:

- Demonstrate knowledge of the various contexts in which the media operate showing an awareness of past role(s) and an analysis of its current role.

- Demonstrate an awareness of a range of aspects of the role of production processes in shaping media texts such as providing information/entertainment, influencing opinion about issues or shaping socio-economic, cultural, social and/or political attitudes/values etc.
- Demonstrate an awareness of the role of role of production processes in shaping media texts in New Zealand media specifically.
- Demonstrate an understanding of media theory, by applying it to media texts and contexts.

Candidates need to present a coherent and informed analysis that is amply supported with specific details of media texts, and historical and current contexts. The analysis should draw conclusions about implications of the role of production processes in shaping media texts. Illustrations of the historical and current role could include examples of technology/changes in technology, ownership, key roles and changes in key roles, social, political or other values, attitudes and/or ideologies and their influence on specific media texts, etc.

Candidates will be expected to provide evidence of having read a diverse range of texts. *Diversity* refers to both the type and range of texts. Text types could include primary texts (eg films, documentaries, newspaper articles), and secondary texts (such as critiques, commentary, reference material). Text range could include texts from and/or about a number of different media. Candidates may refer to observations drawn from one personal production undertaken.

Candidates' responses relate closely to the quotation/statement provided. Responses may agree or disagree with the proposition of the quotation/statement.

### **Performance Criteria (Performance Descriptor 3)**

Through their analytical skills, candidates must demonstrate:

- Close reading skills applied to texts
- An ability to consider perspectives
- An ability to use media texts to illustrate the role of production processes in shaping media texts, including in New Zealand
- An ability to draw supported conclusions about implications of this role.

Candidates may take one or more of the following approaches to drawing conclusions about the role of production processes in shaping media texts:

- Demonstrate some knowledge of the various contexts in which the media operate showing some aware ness of past role(s) and an analysis of its current role.
- Demonstrate some awareness of a range of aspects of the role of production processes in shaping media texts such as providing information/entertainment, influencing opinion about issues or shaping socio-economic, cultural, social and/or political attitudes/values etc.
- Demonstrate some awareness of the role of role of production processes in shaping media texts in New Zealand media specifically.
- Demonstrate some understanding of media theory by applying it to media texts and contexts.

Candidates need to present an informed analysis that is supported with specific details of media texts. The analysis should draw some conclusions about implications of the role of production processes in shaping media texts. Illustrations of the historical and current role could include examples of technology/changes in technology, ownership, key roles and changes in key roles, social, political or other values, attitudes and/or ideologies and their influence on specific media texts, etc.

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Candidates' responses relate to the quotation statement provided. Responses may agree or disagree with the proposition of the quotation/statement.

**Performance Criteria (Performance Descriptor 4)**

Through their analytical skills, candidates must demonstrate:

- Close reading skills applied to texts
- An ability to consider perspectives
- An ability to use media texts to illustrate the role of production processes in shaping media texts, including New Zealand
- An ability to draw some conclusions about implications of this role.

Candidates may take one or more of the following approaches to drawing conclusions about the role of production processes in shaping media texts:

- Demonstrate some knowledge of some contexts in which the media operate showing either some awareness of past role(s) or some analysis of its current role.
- Demonstrate some awareness of some aspects of the role of production processes in shaping media texts such as: providing information/entertainment, influencing opinion about issues or shaping socio-economic, cultural, social and/or political attitudes/values, etc.
- Demonstrate some awareness of some aspects of the role of production processes in shaping media texts in New Zealand media specifically.
- Demonstrate some understanding of media theory, by applying it to media texts or contexts.

Candidates need to present some analysis that is supported with details of media texts. The analysis should draw some conclusions about implications of the role of production processes in shaping media texts. . Illustrations of the historical and current role could include examples of technology/changes in technology, ownership, key roles and changes in key roles, social, political or other values, attitudes and/or ideologies and their influence on specific media texts, etc.

Candidates will be expected to provide evidence of having read a number of texts. Text types could include primary texts (eg films, documentaries, newspaper articles), and secondary texts (such as critiques, commentary, reference material). Texts could include texts from or about a specific medium or a number of different media. Candidates may refer to observations drawn from one personal production undertaken.

Candidates' responses make some reference to the quotation statement provided.

**Performance Criteria (Performance Descriptor 5)**

Candidate response is insufficient to establish grade i.e. no response or extremely minimal response that does not provide significant assessable evidence of the candidate's argument, subject knowledge or critical thinking abilities.