

Assessment Schedule – 2009**Scholarship Media Studies (93303)****Evidence Statement**

PDs	Subject Knowledge	Marks	Critical Thinking / Structured Argument	Marks	Totals
1	Candidate must demonstrate: <ul style="list-style-type: none"> extensive and detailed knowledge of the topic addressed, current and historical knowledge and / or understanding of identified or probable future trends and their ramifications / implications. 	7–8	Candidate must demonstrate: <ul style="list-style-type: none"> independence, flexibility and originality of thought an ability to integrate and synthesise an overarching view of the topic / aspect of the topic(s) addressed. 	7–8	13–16
2	Candidate must demonstrate: <ul style="list-style-type: none"> consistent accuracy in matters of fact (all questions) an awareness of media history (all questions) information that is current / up-to-date (all questions) (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 (Q2) convincing knowledge of significant developments in a medium and / or the factors that shape a media industry (Q3) convincing knowledge of media texts and the inferences drawn from close reading of media texts. 	5–6	Candidate must demonstrate: <ul style="list-style-type: none"> a coherent, well-structured argument that addresses the question including consideration of various perspectives well-developed and consistent links between their response and the statement provided at the head of the question an ability to use diverse media texts or other evidence to explain or illustrate the argument in a convincing way some insightful or perceptive analysis that includes detailed examination of significant aspects of the topic (<i>see Subject Knowledge</i>) an ability to draw well-supported and thoughtful conclusions. 	5–6	9–12
3	Candidate must demonstrate: <ul style="list-style-type: none"> accuracy in matters of fact (all questions) some awareness of media history (all questions) information that is mostly current / up-to-date (all questions) (Q1) knowledge of the relationship between media and wider society (Q2) knowledge of developments in a medium and / or the factors that shape a media industry (Q3) knowledge of media texts and the inferences drawn from close reading of media texts. 	3–4	Candidate must demonstrate: <ul style="list-style-type: none"> an argument that addresses the question, including consideration of various perspectives developed links between their response and the statement provided at the head of the question an ability to use media texts or other evidence to explain or illustrate the argument in a convincing way analysis including examination of significant aspects of the topic (<i>see Subject Knowledge</i>) an ability to draw supported conclusions. 	3–4	5–8

4	<p>Candidate must demonstrate:</p> <ul style="list-style-type: none"> reasonable accuracy in matters of fact (all questions) some awareness of media history (all questions) some information that is current / up-to-date (all questions) (Q1) some knowledge of the relationship between media and wider society (Q2) some knowledge of developments in a medium and / or the factors that shape a media industry (Q3) knowledge of media texts and of some inferences drawn from close reading of media texts. 	1–2	<p>Candidate must demonstrate:</p> <ul style="list-style-type: none"> consideration of the question some links between their response and the statement provided at the head of the question some ability to formulate a structured argument an ability to use media texts or other evidence to illustrate the argument some analysis including examination of aspects of the topic (<i>see Subject Knowledge</i>) an ability to draw some conclusions. 	1–2	1–4
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QUESTION ONE: THE RELATIONSHIP(S) BETWEEN MEDIA AND WIDER SOCIETY

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

- *the corrosive effects of blogging on mainstream journalism; earnest amateurs; talentless / frustrated citizens motivated by resentment against traditional media formats; citizen journalism and its focus on access, interactivity and choice that has developed as a result of Web 2.0; repositories for narcissistic trivia; spaces that challenge traditional rules of old media; allows for more niche preoccupations of individual writers and media companies – particularly in specialist areas not usually covered well by the traditional media; the content of blogs, etc, is determined solely by the enthusiasms of their writers, which allows them to create their own constituent audiences compared with the 'old media', which is largely tied to traditional forms of demographic segmentation; can break news stories and influence aspects of contemporary culture, etc; the interactivity allows for the creation and editing of content (eg Wikipedia); can respond with speed and agility to any issue or event and can continue to discuss ideas and issues long after mainstream media coverage has tailed off; allows for the democratisation of content without the restrictive editorial policies of media corporations and the commodity-time of consumer capitalism; users' freedom to design their pages anyway they like and the implications for traditional media; etc*
- *impact on implications of moving image representation of Māori (eg River Queen, Once Were Warriors vs Whale Rider or Ngāti; Shortland Street; Outrageous Fortune, etc) on both Pākehā and Māori audiences; the politics of Māori representation and the associated negative connotations (cf with other indigenous groups – eg Native American Indians, or Australian Aborigines and their representations); the denial of Māori world views and stories by Pākehā image makers; the rise of Māori television and its creation of content that reflects 'wider realities of Māori people' both past and present; etc*
- *or other approaches.*

Performance Descriptor 1

Candidate's response demonstrates:

- strong analytical skills
- knowledge of a diversity of media texts and contexts, used to explain or illustrate the relationship between ONE or more media and wider society
- integration and synthesis of an overarching view of the implications and ramifications of the relationship between ONE or more media and wider society
- independence and originality of thought.

Performance Descriptor 2

Candidate's response demonstrates:

- strong analytical skills
- knowledge of a diversity of media texts and contexts, used to explain or illustrate the relationship between ONE or more media and wider society
- well-supported and thoughtful conclusions drawn about implications / ramifications of this relationship.

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

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

Candidate needs 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 ONE or more 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*).

Candidate will be expected to show that he / she has 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, commentaries, reference materials). Text range could include texts from / about a number of different media. Candidate may refer to observations drawn from one personal production undertaken.

Candidate's response relates closely to the quotation provided. Response may agree or disagree with the proposition of the quotation.

Performance Descriptor 3

Candidate's response demonstrates:

- analytical skills
- some knowledge of a diversity of media texts and contexts, used to explain or illustrate the relationship between ONE or more media and wider society
- some supported conclusions drawn about implications / ramifications of this relationship.

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

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

Candidate needs 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 one or more 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.

Candidate will be expected to show that he / she has 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 / about a specific medium or a number of different media. Candidate may refer to observations drawn from one personal production undertaken.

Candidate's response relates to the quotation provided. Response may agree or disagree with the proposition of the quotation.

Performance Descriptor 4

Candidate's response demonstrates:

- some analytical skills
- some knowledge of a diversity of media texts and contexts, used to explain or illustrate the relationship between ONE or more media and wider society
- some conclusions drawn about implications / ramifications of this relationship.

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

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

Candidate needs to present some analysis that is supported with details of media texts. The analysis should draw some conclusions about implications of the relationship between one or more 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.

Candidate will be expected to show that he / she has 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 / about a specific medium or a number of different media. Candidate may refer to observations drawn from one personal production undertaken.

Candidate's response makes some reference to the quotation provided.

QUESTION TWO: THE DEVELOPMENT OF A MEDIUM AND / OR THE FACTORS THAT SHAPE A MEDIA INDUSTRY

Significant developments in a medium and / or factors that shape a media industry might include such things as changes in production processes / distribution / technology (eg digitalisation, high definition, cable / satellite and other wireless technologies); style; theme(s); content (eg new genres or significant developments in a genre that impact the medium in a significant way); participatory / interactive culture versus passive media spectatorship; or other significant development and factors.

Candidate might approach this question in a number of ways:

- the rise of the internet and the impact of time shifting technology on access to media content; traditional models of content distribution vs digital distribution and its implications; delivering what media audiences want, when and where; the impact of social network sites like MySpace, Facebook on media content and the way they create a new kind of media entity, via advertising, marketing, and distribution (and its influence on popular culture); the rise of Apple itunes as a hub for music, television shows and movie downloads and its impact on traditional forms of media distribution; traditional media using a range of media platforms (eg NZ Herald using their website to add and stream extra news content as well as moving image material) to engage different audiences and the implications this has for employment in these media; for example, traditional newspapers are less about a physical newspaper and more about content creation across a range of delivery platforms; etc*
- the problems associated with the funding of NZ television that fails to find an audience locally; commercial vs cultural considerations; lack of transparency with the funding of NZ television content and its reporting to the NZ public; the ongoing support of NZ stories in commercial television; too much emphasis on imitating overseas tv product rather than local quirky stories (eg The Insider's Guide to Happiness (2004)); monopoly of TV funding by NZ On Air; problems with the demise of the TVNZ Charter (in the past there was a balancing act between the TVNZ Charter and the need to return the NZ Government a profitable dividend); the implications of commercial channels (TV1 and 2, TV3, Sky, etc), being dominated by foreign programming (mainly American and British); the issue of cultural colonisation, and New Zealand programming being dominated by mass media conglomerates; etc*
- the fragmentation of journalism into an array of news sources and social networking sites and its impact on the physical newspaper as we know it; impact of the loss of advertising and the rise of online news; dumbing down of the newspaper industry (the growth of opinion pieces, personalities, the cult of celebrity) less time by journalists to research stories carefully and therefore less likely to question the validity of information and / or PR spin; the trend towards sensationalist journalism and trying issues in the court of public opinion before they reach a legal jurisdiction; impact of and / or changes in ownership of newspaper industry; the effects of the world recession on newspaper jobs; globalisation vs local / national ownership, responsibilities to shareholders vs the public duty of newspapers; financial profit vs. cultural / social profit, etc; as well as distribution and marketing processes; impact of file sharing; digital piracy; reductions in costs; reductions in staffing; improvements / reductions in quality; automation; effect of new digital platforms / loss of 'hands-on' involvement; delivery to audiences (eg web-based); etc*
- or other approaches.*

Performance Descriptor 1

Candidate's response demonstrates:

- strong analytical skills
- knowledge of a diversity of media texts and contexts
- integration and synthesis of an overarching view of the implications and ramifications of ONE or more identified developments in a specific medium and / or the influence of factors that shape a media industry, including for the wider media industry and / or society
- independence and originality of thought.

Performance Descriptor 2

Candidate's response demonstrates:

- strong analytical skills
- knowledge of a diversity of media texts and contexts, used to explain or illustrate ONE or more specific developments in a medium and / or factors that shape a specific media industry
- well-supported and thoughtful conclusions drawn about implications / ramifications of this development(s), including implications / ramifications for the wider media industry and / or society, and / or its influence in shaping a specific media industry.

Candidate may take ONE or more of the following approaches to drawing conclusions about developments and / or the factors that shape a media industry:

- demonstrates knowledge of the various contexts in which the media and / or media industry operate, showing an awareness of previous and / or subsequent developments and / or past and current factors in the shaping of a media industry and an analysis of current status
- demonstrates 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
- demonstrates an awareness of a range of factors in shaping a media industry, such as providing information / entertainment, influencing opinion about issues or shaping socio-economic, cultural, social, and / or political attitudes / values, etc
- demonstrates an understanding of media theory, by applying it to media texts and contexts and / or the factors that shape a media industry and its contexts
- demonstrates an awareness of the factors that shape a media industry in New Zealand.

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

Candidate will be expected to show that he / she has 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 / about a specific medium or genre of the medium, and / or a number of different media. Candidate may refer to observations drawn from one personal production undertaken.

Candidate's response relates closely to the quotation provided. Response may agree or disagree with the proposition of the quotation.

Performance Descriptor 3

Candidate's response demonstrates:

- analytical skills
- some knowledge of a diversity of media texts and contexts, used to explain or illustrate ONE or more specific developments in a medium and / or the factors that shape a media industry, including in New Zealand
- some supported conclusions drawn about implications / ramifications of this development in a medium and / or the influence of factors that shape a media industry.

Candidate may take ONE or more of the following approaches to drawing conclusions about future developments in a medium and / or the factors that shape a media industry:

- demonstrates some knowledge of the various contexts in which the media and / or the media industry operate, showing some awareness of previous and / or subsequent developments in a medium and / or past and current factors in the shaping of a media industry and an analysis of current status
- demonstrates 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
- demonstrates some awareness of a range of factors in shaping a media industry, such as providing information / entertainment, influencing opinion about issues or shaping socio-economic, cultural, social, and / or political attitudes / values, etc
- demonstrates some understanding of media theory by applying it to media texts and contexts, and / or the factors that shape a media industry and its context
- demonstrates some awareness of the factors that shape a media industry in New Zealand.

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

Candidate will be expected to show that he / she has 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 / about a specific medium or genre of the medium, and / or a number of different media. Candidate may refer to observations drawn from one personal production undertaken.

Candidate's response relates to the quotation provided. Response may agree or disagree with the proposition of the quotation.

Performance Descriptor 4

Candidate's response demonstrates:

- some analytical skills
- some knowledge of a diversity of media texts and contexts, used to explain or illustrate ONE or more specific developments in a medium and / or the factors that shape a media industry
- some conclusions drawn about implications / ramifications of this development in a medium and / or the influence of factors that shape a media industry.

Candidate may take ONE or more of the following approaches to drawing conclusions about future developments in a medium and / or the factors that shape a media industry:

- demonstrates some knowledge of some contexts in which the media and / or the media industry operate, showing either some awareness of previous and / or subsequent developments and / or past and current factors in the shaping of a media industry or some analysis of current status

- demonstrates 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
- demonstrates some awareness of some aspects of the factors that shape a media industry, such as providing information / entertainment, influencing opinion about issues or shaping socio-economic, cultural, social, and / or political attitudes / values, etc
- demonstrates some understanding of media theory, by applying it to media texts or contexts, and / or media industry or its contexts
- demonstrates some awareness of some aspects of the factors that shape a media industry in New Zealand.

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

Candidate will be expected to show that he / she has 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 / about a specific medium / genre of the medium, or a number of different media. Candidate may refer to observations drawn from one personal production undertaken.

Candidate's response makes some reference to the quotation provided.

QUESTION THREE: THE CLOSE READING OF MEDIA TEXTS

The close reading of media texts may include such things as:

- *issues over genre as a method of standardisation (with its recognisable elements of codes and conventions running across plot, image, characterisation, setting, soundtrack and narrative developments) and product differentiation; genre as a framework of structuring forms, styles, patterns and to help audiences read visual texts; the rise of generic forms to help organise the production and marketing of feature films and television drama and the implications surrounding this; the rise of the auteur (eg Hitchcock, Altman, Ford, Goddard, etc) and their challenge of conventional Hollywood genres; the restrictive practice associated with repetition in genre vs the differentiation model; the implications of stepping outside genre expectations and liberating the genre form; the ramifications of Todorov's theory that genres should be recognised as an abstract, theoretical structure associated with specific examples but transformed by each new film / tv production; how generic conventions allow meanings / readings to be constructed against a film's ideological underpinnings; or Jacques Derrida's theory that no media text can ever escape being generic (the idea that all utterances are encountered in a context of one kind or another, and are therefore always confronted with expectations and labels or names ie codes / conventions); etc*
- *the use of specific codes and conventions in helping to support the narrative in media texts; contrasting media approaches in 'telling' the story (eg the use of image (mise-en-scène), sound, graphics, special effects, editing, mixing, language features); for example Errol Morris's The Thin Blue Line (1988) illustrates how the genre of documentary can effectively use a range of narrative elements in understanding the truth eg juggling time, the use of re-enactments, flashbacks, the symbolic use of red and blue colours, Philip Glass's repetitive soundtrack, while at the same time avoiding the typical convention of the voice-over narrator; the use of signs and syntax; etc*
- *the social / historical / cultural role that films have performed; the representation of cultural identities; the creative process of authorship and its application to filmmaking; for example Lee Tamahori's Once Were Warriors (1994) resonated with not only Pākehā and Māori audiences, but audiences all over the world; or others.*

Performance Descriptor 1

Candidate's response demonstrates:

- strong analytical skills
- knowledge of a diversity of media texts and contexts
- integration and synthesis of an overarching view of the implications and ramifications of the inferences drawn from the close reading of media texts
- independence and originality of thought.

Performance Descriptor 2

Candidate's response demonstrates:

- strong analytical skills
- knowledge of a diversity of media texts and contexts, used to explain or illustrate ONE or more inferences drawn from the close reading of media texts with reference to ONE or more media and / or genres
- well-supported and thoughtful conclusions drawn about implications / ramifications of the close reading of media texts, and inferences drawn from it.

Candidate may take ONE or more of the following approaches to drawing conclusions about the close reading of media texts:

- demonstrates knowledge of the various contexts in which media texts operate, showing an awareness of past factors (developments in genres, codes / conventions, visual / oral and narrative styles), and an analysis of current factors in the receiving, processing and interpreting of media texts
- demonstrates an awareness of how elements of media language, narrative conventions, auteur / director / writer styles contribute to meaning and the shaping of media texts
- demonstrates an awareness of the messages, values, and representations within media texts, in influencing opinion about issues or shaping socio-economic, cultural, social and / or political attitudes / values, etc
- demonstrates an understanding of media theory, by applying it to the factors that contribute to meaning and the shaping of media texts and its contexts.

Candidate needs 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 inferences or conclusions drawn from the close reading of media texts, the wider media and genres. Illustrations of significant historical and current factors could include new or significant developments within a genre (codes and conventions); stylistic / thematic / narrative developments; economic / social / political / cultural climate; changes in values, attitudes and / or ideologies and their influence on specific media texts, etc.

Candidate will be expected to show that he / she has 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 / about a number of different media.

Candidate's response makes well-developed and consistent links to the quotation provided. Response may agree or disagree with the proposition of the quotation.

Performance Descriptor 3

Candidate's response demonstrates:

- analytical skills
- some knowledge of a diversity of media texts and contexts, used to explain or illustrate one or more inferences drawn from the close reading of media texts
- some supported conclusions drawn about implications / ramifications of the inferences drawn from the close reading of media texts.

Candidate may take ONE or more of the following approaches to drawing conclusions about the factors that shape a media industry:

- demonstrates some knowledge of the various contexts in which media texts operate, showing an awareness of past factors (developments in genres, codes / conventions, visual / oral and narrative styles), and an analysis of current factors in the receiving, processing and interpreting of media texts
- demonstrates some awareness of how elements of media language, narrative conventions, auteur / director / writer styles contribute to meaning and the shaping of media texts
- demonstrates some awareness of the messages, values, and representations within media texts, in influencing opinion about issues or shaping socio-economic, cultural, social and / or political attitudes / values, etc
- demonstrates some understanding of media theory, by applying it to the factors that contribute to meaning and the shaping of media texts and its contexts.

Candidate needs to present an informed analysis that is supported with specific details of media texts, and historical and current contexts. The analysis should draw some conclusions about implications of the close reading of media texts, the wider media and genres. Illustrations of significant historical and current factors could include new or significant developments within a genre (codes and conventions); stylistic / thematic / narrative developments; economic / social / political / cultural climate; changes in values, attitudes and / or ideologies and their influence on specific media texts, etc.

Candidate will be expected to show that he / she has 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 / about a specific medium or a number of different media.

Candidate's response makes developed links to the quotation provided. Response may agree or disagree with the proposition of the quotation.

Performance Descriptor 4

Candidate's response demonstrates:

- some analytical skills
- some knowledge of a diversity of media texts and contexts, used to explain or illustrate ONE or more influences drawn from the close reading of media texts
- some conclusions drawn about implications / ramifications of the close reading of media texts.

Candidate may take one or more of the following approaches to drawing conclusions about the factors that shape a media industry:

- demonstrates some knowledge of the various contexts in which media texts operate, showing either some awareness of past factors (developments in genres, codes / conventions, visual / oral and narrative styles), or some analysis of current factors in the receiving, processing and interpreting of media texts
- demonstrates some awareness of some elements of media language, narrative conventions, auteur / director / writer styles that contribute to meaning and the shaping of media texts
- demonstrates some awareness of some messages, values, and representations within media texts, in influencing opinion about issues or shaping socio-economic, cultural, social and / or political attitudes / values, etc
- demonstrates some understanding of media theory, by applying it to media texts and its contexts.

Candidate needs to present some analysis that is supported with specific details of media texts, and historical and current contexts. The analysis should draw some conclusions about implications in the close reading of media texts, the wider media and genres. Illustrations of historical and current factors could include new or significant developments within a genre (codes and conventions); stylistic / thematic / narrative developments; economic / social / political / cultural climate; changes in values, attitudes and / or ideologies and their influence on specific media texts; etc.

Candidate will be expected to show that he / she has 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 / about a specific medium or a number of different media.

Candidate's response makes some links to the statement provided at the head of the question. Response may agree or disagree with the proposition of the statement.