Assessment Schedule – 2012

Scholarship Media Studies (93303)

Evidence Statement

PDs	Subject Knowledge	Marks	Critical Thinking / Structured Argument	Marks	Totals
1	The candidate demonstrates: • 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	The candidate demonstrates: • 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	The candidate demonstrates: • 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	The candidate demonstrates: • 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 *(see Subject Knowledge)* • an ability to draw well-supported and thoughtful conclusions.	5–6	9–12
3	The candidate demonstrates: • 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	The candidate demonstrates: • 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 *(see Subject Knowledge)* • an ability to draw supported conclusions.	3–4	5–8

| 4 | The candidate demonstrates:
• 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 | The candidate demonstrates:
• 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 *(see Subject Knowledge)*
• an ability to draw some conclusions. | 1–2 | 1–4 |

QUESTION ONE: THE RELATIONSHIP(S) BETWEEN MEDIA AND WIDER SOCIETY

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

(d)   "Television [and / or other media] misrepresentations and stereotypes help to both create and reinforce negative perceptions …."

Anita Palathingal

- *framing minority groups through misrepresentation / stereotyping / pre-conceived ideologies / type-casting (eg situation comedies, reality TV, YouTube, etc); representation of minority characters in film / TV / radio; the roles played by minority characters; the roles played by dominant cultures; the absence of minority characters in roles of power, responsibility, social status, and occupation; the stigmatisation of minority groups through media representations; the rejection of traditional cultural values by minority groups who see gain in embracing dominant cultural values; loss of diversity and rejection of alternative cultures; embracing of cultural trends / fashions / agencies / occupations of minority groups who replicate what they perceive as identifying marks of their culture (eg adoption of cultural tattoos, clothing styles, music tastes, occupation, etc); negative or lack of representation of minority groups creates negative feelings and / or identification with cultural groups, thus creating a rejection of identification within the society itself; historical representation of groups and minorities; how they have been represented / misrepresented through the media; changes in the perception and representation of the group over time; minority groups are often portrayed as comical and not to be taken seriously (reality shows, talk shows, and cop shows show minorities as deviant and threatening); minorities are depicted as outcasts or misfits, and used for amusement*

- *examination of dominant cultural ideologies / views / beliefs of minority groups (such as class, gender, race, disability, etc); over-representation of dominant cultures, values, and traditions in media (eg TV, film, radio, etc); harmonisation of cultural groups and the disappearance of groups from mainstream media (eg old people, immigrants, working classes, disappear from mainstream TV shows); depictions of happiness and normality represented in narrow confines (white, middle class, heterosexual, etc); narratives surrounding minorities deal with narrow subject matter (eg crime, deceit, corruption, welfare, poverty, etc); fish out of water narratives, where minorities are taken in by dominant culture, with the assumption that minorities can only succeed outside of their own culture; perception that minority groups are failed groups; the blaming of minority groups by dominant groups (eg for their own failures, crimes, burdens on welfare, etc);*

- *ownership of media institutions both private and public, the values of these institutions and their mandates; traditional mediums as a source of entertainment and gatekeeper of traditional values; interrelationship between media representations and audience and whether important sectors of the population (women, Māori, teens, new immigrants, etc) are served effectively; media education influence on young people; the targeting of groups by advertising agencies to create solidarity / cultural identity / displacement /*

communities, etc; dismissal of cultural discourse in traditional and new media agencies; minority groups needing to appeal to a mainstream audience to maintain ratings and advertising revenue.

Performance Descriptor 1

The 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

The 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.

The 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.

The 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*).

The 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. The candidate may refer to observations drawn from one personal production undertaken.

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

Performance Descriptor 3

The 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.

The 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.

The 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.

The 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.

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

Performance Descriptor 4

The 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.

The 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.

The 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.

The 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. The candidate may refer to observations drawn from one personal production undertaken.

The 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.

The candidate might approach this question in a number of ways:

(c) The biggest threat to media industries / conglomerates is consumers' ability to share media content online with one another.

- *traditional media industries continue to adhere to traditional and outmoded models of supply and distribution; media conglomerates such as Sony, EMI, Universal, and Warners, continue to produce, promote, and distribute media such as recorded music, films, TV, etc, through traditional avenues (mainly that of distribution of physical product through chains of production, wholesale, and retail); multinational corporations have used litigation to maintain the status quo of production and distribution to adhere to existing business models; size and structure of multinational corporations are too large and cumbersome to change structures and models quickly and efficiently in a fast changing, technological society;*

- *copyright laws are infringing on people's access to media, particularly the legality of file sharing (music, movies, and games); the rise of litigation by media industries (particularly media conglomerates) against private individuals; legal issues surrounding file sharing; the impact of Digital Rights Management (DRM) on preventing copyright infringement – and its unpopularity with consumers over restrictive usage practices; the first peer-to-peer case (A&M Records vs Napster) and its ramifications; in 2006, five billion songs were swapped on peer-to-peer websites; the introduction in the UK of the Digital Economy Bill to reduce copyright infringement and set-up conditions for the regulation of copyright licensing (cf to New Zealand) via a 'three strikes' policy; impact on media industries, individuals' internet connections and human rights; debate surrounding criminalising vs education as an alternative; disconnecting individuals will simply force people to create other user names to hide their identities in order to continue downloading, forcing internet service providers to act as online police; will young people take any notice?; the economic impact of file sharing on the music industry, and film and game industries, is not clear, eg just because someone downloads a song or film illegally does not equate to a lost purchase for that media industry; overpriced CDs may be the main reason for the drop in sales; some creative artists choose to support freeware, and the use of file sharing as a means of promotion; file sharing supports media industries by allowing consumers to sample the product and therefore discovering an artist and / or director; financially, movie and game companies may not be losing sales; although media companies' intellectual property is being copied – they can afford it because they are so large; access to music and films – because of their cultural significance – seen as a right that should not be subject to copyright practices; Web 2.0 has significantly changed society to the extent that individual behaviour and business models make copyright laws redundant; the rise of Creative Commons as a way to mitigate the restrictive copyright models; etc*

- *file sharing has become the most popular way for people to get their music, and the file sharing community is the largest market place on the planet; introduction of streaming services like spotify / steam/ netflix, reinforce new models and new ideas about the distribution of music / video games / movies; file sharing is the most successful and direct form of product sampling; file sharing can be seen as merely an extension of online behaviour; file sharing has become the most popular way for people to find out about music (75 % of US teenagers engage in it); file sharing is a definitive glimpse of the future of music and media marketing, creating and solidifying communities of people; file sharing also means people visit artist websites, send text messages, find out about shows, listen to online radio, watch YouTube music videos, make fan-videos, trade files with friends, etc;, file sharing can be seen as a great way to test a song, or an artist; many people eventually buy the CDs, and many do not – just like it was in the days of trading vinyl; corporations could look toward these communities as being the biggest marketing opportunity available to them – and not the largest of criminals; the criminalisation of file sharing; subpoenas filed against individuals in the US; the introduction of the Skynet Copyright Act (infringing file sharing amendment bill in New Zealand); Napster as a historical model idea for analysis; Megaupload could serve as a current case study.*

Performance Descriptor 1

The 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

The 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.

The 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.

The 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.

The 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. The candidate may refer to observations drawn from one personal production undertaken.

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

Performance Descriptor 3

The 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.

The 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.

The 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.

The 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. The candidate may refer to observations drawn from one personal production undertaken.

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

Performance Descriptor 4

The 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.

The 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.

The 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.

The 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. The candidate may refer to observations drawn from one personal production undertaken.

The candidate's response makes some reference to the quotation or statement provided.

QUESTION THREE: THE CLOSE READING OF MEDIA TEXTS

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

(a) "The primary goal of any film-maker [or television / print / radio creator] is to elicit emotion in the audience."
Michael Hauge

- *movies / TV / feature articles start and end with story; regardless of the technical wizardry available to even the most novice film-maker, it is the story that is king; a camera operator knows how to create a specific shot, but a director knows why; part of a director's required knowledge is to understand the technical properties of film and then employ them creatively to advance the story; for many film-makers, a shot is not considered unless it advances the plot or character; the first part of a film-maker's job is to know their audience and what they should be feeling, the second part is harnessing the tools to get them there*
- *cinematic storytelling manipulates our emotions, revealing character and plot, often without our immediate knowledge, such as the opening ten minutes of the film* E.T. *– without so much as a word being spoken, the audience is able to determine who the bad guys are, what their purpose and motivations are; as cinematic storytelling often operates on our subconscious, it is difficult to pin down, yet this does not diminish the need for film-makers to become fluent in its use*
- *cinematic storytelling requires a great story and the ability to render the story cinematically; film introduces technical elements that the film-maker is expected to exploit, the film-maker's ability to do this is what differentiates them from other mediums; when film-makers forgo the creative opportunities of the medium, they leave a lot of their movie behind, often at the expense of the story*
- *cinematic storytelling is the difference between documenting and dramatising; between employing the potent storytelling tools in the medium, or leaving them silent;*
- *cinematic storytelling employs the tools of image and motion, sound, editing – by cross-cutting and pace; introduces new perspectives of viewing such as close-ups and vantage points such as extreme angles; lenses can distort shapes and people, creating perceptions and qualities that can be exploited to enhance the story told; camera movement, facilitated by a host of methods such as the crane, dolly, and steadicam, suggest a whole world of possibilities.*

Performance Descriptor 1

The 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

The 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.

The 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, writer / director / auteur 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.

The 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.

The 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.

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

Performance Descriptor 3

The 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.

The 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, writer / director / auteur 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.

The 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.

The 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.

The candidate's response makes developed links to the quotation or statement provided. Response may agree or disagree with the proposition of the quotation or statement, or discuss both opinions.

Performance Descriptor 4

The 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.

The 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.

The 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.

The 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.

The 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 quotation or statement.