

Assessment Schedule – 2008**Scholarship Media Studies (93303)****Evidence Statement**

PDs	Critical Thinking / Structured Argument	Marks	Subject Knowledge	Marks	Totals
1	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	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	13–16
2	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	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	9–12
3	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	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	5–8

4	<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	<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	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:

- *providing gratification / entertainment to appeal to / satisfy audiences (eg reality TV, increasing sensationalism, superficiality, YouTube, etc); impact of media identification and measurement techniques on the interrelationship between media products and audiences and whether important sectors of the population (children, Māori, women, new immigrants), are served effectively; increasing media awareness and access of audiences (eg digital technologies, web such as YouTube), media education influence on younger generation, etc; implications of audience surveillance methods to assist commercial interests (eg AC Nielsen, Research International, etc); the development of niche markets to accommodate the fragmentation of audiences ('The Long Tail'); debate surrounding audiences as citizens (public service broadcasting) and audiences as consumers (commercial broadcasting); audiences and scheduling; etc*
- *impact on social behaviours such as passive culture; exercise and fitness; ability to suspend disbelief / use imagination; tolerance for violence / sexual attitudes; the effects and gratification debate; etc*
- *economic cross-impacts (eg in areas such as costing, advertising, marketing, product placement); issues surrounding quality television versus ratings driven production; 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 (eg the fallout from Al Gore's 'An Inconvenient Truth') and representations of groups / cultures (eg reality TV such as UK 'Big Brother' 2007, movies, TV programmes, ads, music and music videos, talkback, editorials and features, internet media sites such as YouTube, My Space, etc); 'celebrity cult' / privacy / paparazzi, etc; copyright issues (eg infringement of YouTube content); etc*
- *reflecting and reinforcing our mainstream or currently most powerful culture, attitudes and beliefs; maintaining a balancing act between commerce and public service (eg TVNZ Charter, political correctness, attitudes to Māori, Polynesian, immigrant or other minority or nonconformist cultures and people); popular culture (eg government support of NZ music via Kiwi FM, etc); etc*
- *reasons for and significance of internal and / or external controls, regulation versus economic freedom eg self-regulatory bodies (eg ASA, Press Council et al), versus government regulated bodies (eg Office of Film and Literature Classification, BSA, licences / frequencies, etc), pressure groups / lobby groups (eg Grey Power, etc); comparisons between NZ and other countries; etc*
- *the relevance of media standards in the face of internet and digital delivery systems (altering the way a media text is viewed); concerns over privacy, balance, good taste and decency in the media; issues regarding the protection of children and safeguards against denigration and discrimination (eg BSA case taken against ALT TV); balancing outdated broadcasting standards / codes within the new media environment; freedom of information versus censorship; prejudice against popular and youth culture; etc*
- *or others.*

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:

- *look at the contributions of individuals eg inventors of technology (both hardware and software); artists (Paul Holmes – NZ broadcasting style, Tarantino / Hitchcock / global film influences on film styles, eg Asian, Bollywood, Europe, South America, etc); media corporations / companies / production houses (Brent Impey – CanWest / RadioWorks, Julie Christie – Eyeworks New Zealand / Touchdown Productions – NZ and global reality television; Kerry Packer / Rupert Murdoch – global pay TV / media ownership, entertainment conglomerates); distribution issues (eg changes in cinema practices, and the international lock by global corporations on distribution and production); Microsoft and others' secret copy-blocking codes; etc*
- *discuss the developments from a technological (eg the impact of computer-generated effects on film and television, and the rise of the internet and the web as alternative visual / information mediums), social, political or economic, aesthetic viewpoint (eg contribution of MTV hyperedited shot fragment on action films and TV dramas), or the '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 deregulation / privatisation of media in NZ such as NZ Radio since deregulation in 1989); censorship; tax breaks (1980s NZ); copyright; privacy; impact of reality television and influence of media audiences (eg films that are relentlessly teen driven), etc*
- *influence / impact of and / or changes in ownership in shaping a media industry (globalisation vs local / national ownership, responsibilities to shareholders, commercial corporations vs public broadcasters, community radio / newspapers, financial profit vs cultural / social profit, etc); as well as distribution and marketing processes*
- *issues arising from digitalisation and convergence such as cultural shift as consumers fight for control of digital TV; the migratory behaviour of media audiences; use of multiple platforms in content delivery; ease of use / accessibility; impact of file sharing; digital piracy; reductions in costs; reductions in staffing; ability to remote work; ability to create alternative realities through the likes of YouTube, CGI, etc; improvements / reductions in quality; automation; dependence on computers / loss of 'hands-on' involvement; delivery to audiences (eg web-based, cable, DVD); privacy, copyright and other legal / ethical issues, etc*
- *influence / impact of factors like technologies and changes in technologies associated with the production, distribution and consumption in a media industry (eg computers, move from analogue to digital in all aspects of the production process from 'data' capture such as filming, sound recording, writing, etc, to image creation such as 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 (eg YouTube, radio podcasts, etc); sitcoms; dramas; reality TV; etc*
- *influence of government and its agencies / policies on the shaping of a media industry (eg MPAA, TVNZ Charter, NZ Film Fund parameters, legislation such as the Broadcasting Act, 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:

- *influence / impact of key roles (and / or changes in key roles), and how they operate in media texts (eg producer, director, actors, editor, journalist / writer, DOP, etc)*
- *influence of different theoretical approaches to media analysis including auteurs (eg Hitchcock, Altman, Ford, Goddard, etc); the impact and influence of industrial developments and historical conditions on media texts (eg the influence of World War II on film noir texts, etc); the nationalist approach to media texts; the characteristics of NZ films and media texts (eg the cinema of unease, post-colonialist approaches, the representation of Māori in media texts, etc); as well as semiotic / political / cultural / ideological / feminist / psychological and formalist readings of media texts*
- *the analysis and development of media texts within a genre and the codes and conventions associated, along with issues of narrative, representation, race and spectatorship within media texts; also that nothing the audience views is value-free (eg we all bring our world view, past experiences, biases, culture, etc), to create meaning*
- *impact on society of trends, styles in media texts in terms of both content and form (eg audience attention spans shaped by periodic TV viewing patterns / ad break formats); Tarantino's theories about violence and audience indifference / desensitisation; post-modernist influences and the consequent devaluing of absolutes in terms of quality judgements, moral values (eg film noir and its evolution into shows like 'Dexter', or impact of 'on the edge' shows such as 'Weeds' where dope dealing is 'normalised'; cf the acceptance of gay behaviours / lifestyles achieved through media saturation of comedy shows, etc); formulaic production vs subverted formulas (eg 'Flight of the Conchords', etc); 'over-analysis' – where too much is inferred from texts based on ideologies, rather than specific evidence; role of 'personal baggage' in audience reading of texts; etc*
- *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.