

Assessment Schedule – 2007**Scholarship Media Studies (93303)****Evidence Statement**

PDs	Critical Thinking / Structured Argument	Marks	Subject Knowledge	Marks	Totals
1	Candidates must demonstrate: <ul style="list-style-type: none"> • independence, flexibility and originality of thought • ability to integrate and synthesise an overarching view of topic / aspect of the topic(s) addressed. 	7–8	Candidates 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	Candidates 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 (see Subject Knowledge) • an ability to draw well-supported and thoughtful conclusions. 	5–6	Candidates 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 • (Q3) convincing knowledge of the significance / influence of the role of factors that shape a media industry. 	5–6	9–12
3	Candidates 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 (see Subject Knowledge) • an ability to draw supported conclusions. 	3–4	Candidates 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 • (Q3) knowledge of the role of factors that shape a media industry. 	3–4	5–8

4	<p>Candidates 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 (see Subject Knowledge) • an ability to draw some conclusions. 	1–2	<p>Candidates 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 • (Q3) some knowledge of the role of factors that shape a media industry. 	1–2	1–4
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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:

- *providing or not providing accurate and reliable information (eg news, current affairs, investigative journalism, documentaries, etc)*
- *providing entertainment to appeal to / satisfy audiences (eg reality TV, increasing sensationalism, superficiality, YouTube, etc)*
- *economic cross-impacts (eg in areas such as costing, advertising, marketing, product placement, influence of (for example) real estate programmes on the housing market, spending patterns / use of disposable income, etc)*
- *shaping attitudes and influencing opinion / beliefs (eg influence of fashion / style shows; influence on morals / values; government / business control and ramifications of this; news coverage bias / objectivity – embedded journalism, etc); presenting messages / values (eg the fallout from Al Gore's An Inconvenient Truth) and representations of groups / cultures (eg reality TV [eg UK Big Brother 2007]), movies, TV programmes, ads, music (Kiwi FM, Flava, CoastFM etc) and music videos, talkback, editorials and features, internet media sites (eg YouTube, 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 (eg TVNZ Charter, political correctness, attitudes to Māori, Polynesian, immigrant or other minority or non-conformist cultures and people, popular culture (eg Govt support of NZ music via Kiwi FM, etc)*
- *impact on social behaviours such as: passive culture; exercise and fitness; ability to suspend disbelief / use of imagination; tolerance for violence / sexual attitudes, etc*
- *providing a voice / platform for the people (eg Fair Go, Radio Live, etc)*
- *public funding support through taxation relief, funding bodies (eg NZ on Air, Creative New Zealand, NZ Film Fund, Govt support for Kiwi FM, Ministry of Culture and Heritage funding of NIU FM, etc)*
- *public / private or global / national / local ownership ramifications (eg YouTube)*
- *reasons for and significance of internal and / or external controls, eg self-regulatory bodies (ASA, Press Council, et al), government regulations (censorship, BSA, licences / frequencies, etc), pressure groups / lobby groups (Grey Power, etc), impact of Research International's Radio Diaries on commercial radio stations, etc*
- *increasing media awareness and access of audiences (digital technologies, web (eg YouTube), media education influence on younger generation, 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 society, including New Zealand
- 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 society, including New Zealand
- well-supported and thoughtful conclusions drawn about implications / ramifications of this relationship.

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

- demonstrate knowledge of the various contexts in which one or more media operate showing an awareness of past role(s) and an analysis of its current relationship with wider society.
- demonstrate an awareness of a range of aspects of the relationship between one or more media and 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).
- demonstrate an awareness of the relationship between one or more New Zealand media and New Zealand society specifically.
- demonstrate an understanding of media theory, by applying it to media texts and contexts.

Candidates need to present a coherent and informed analysis that is amply supported with specific details of media texts and of 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).

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

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

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, including New Zealand
- some supported conclusions drawn about implications / ramifications of this relationship.

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

- demonstrate 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.
- demonstrate 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.
- demonstrate some awareness of the relationship between one or more New Zealand media and wider New Zealand society specifically.
- demonstrate some understanding of media theory by applying it to media texts and contexts.

Candidates need to present an informed analysis that is supported with specific details of media texts. The analysis should draw some conclusions about implications of the relationship between 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.

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

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

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, including New Zealand
- some conclusions drawn about implications / ramifications of this relationship.

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

- demonstrate 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.
- demonstrate 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.
- demonstrate some awareness of some aspects of the relationship between one or more New Zealand media and wider New Zealand society specifically.
- demonstrate some understanding of media theory, by applying it to media texts or contexts.

Candidates need to present some analysis that is supported with details of media texts. The analysis should draw some conclusions about implications of the relationship between 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; and influence on attitudes and / or ideologies, etc.

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

Candidates' responses make some reference to the statement provided.

QUESTION TWO: The development of a medium

Significant developments 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) or other significant developments.

Candidates might approach this question in a number of ways:

- *They may choose to look at the contributions of individuals, eg inventors of technology (Pathé – cameras, Thomas Dolby – sound...); artists (Tom Wolfe / Hunter S Thompson – ‘gonzo’ journalism, Paul Holmes – NZ broadcasting style, Tarantino / Hitchcock / and global film influences on film styles, eg Asian, Bollywood, Europe, South America, etc...); media corporations / companies / production houses (Brent Impey – CanWest / Radio Works, Julie Townsend / 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*
- *They might choose to 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 hyper-edited 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 (eg NZ Radio since deregulation 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*
- *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, 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
- well-supported and thoughtful conclusions drawn about implications / ramifications of this development(s), including implications / ramifications for the wider media industry and / or society.

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

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

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

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

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

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
- some supported conclusions drawn about implications / ramifications of this development(s).

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

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

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

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

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

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
- some conclusions drawn about implications / ramifications of this development(s).

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

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

Candidates need to present some analysis that is supported with details of media texts. The analysis should draw some conclusions about implications of the development for the specific medium. Illustrations of a significant historical or current development could include: new or significant developments within a genre of the medium;

technological advances; changes in roles and responsibilities; economic / social / political climate; legislative factors; changes in values, attitudes and / or ideologies; stylistic / thematic developments, etc.

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

Candidates' responses make some reference to the statement provided.

QUESTION THREE: The factors that shape a media industry

The factors that shape a media industry may include such things as:

- *influence / impact of ownership 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.*
- *influence / impact of key roles (and / or changes in key roles) and how they operate in the production process and the shaping of a media industry (eg CEOs, funders / financiers, producer, director, editor, journalist / writer, DOP 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 (filming, sound recording, writing, etc) to image creation (eg CGI), editing (eg real-time online video / film editing; computer proofreading, page layout, typesetting and printing; video / audio file compression such as MPEG / MP3, etc); and final output (digital TV; DVD; networked radio and remote programme production / delivery; use of broadband to deliver television, movies (eg YouTube), podcasts, etc) movies, sitcoms, dramas, reality TV, etc)*
- *issues arising from digitalisation such as: consumer control of digital TV; use of multiple platform in content delivery; ease of use / accessibility; impact of file sharing; digital piracy; reductions in costs; reductions in staffing; ability to work remotely; 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 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 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 influence of factors that shape a specific media industry
- 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 factors that shape a specific media industry, including in New Zealand
- well-supported and thoughtful conclusions drawn about implications / ramifications of this factor(s), and its influence in shaping a specific media industry, including implications / ramifications for wider society.

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

- demonstrate knowledge of the various contexts in which a media industry operates, showing an awareness of past factors and an analysis of current factors in the shaping of a media industry.
- demonstrate 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.
- demonstrate an awareness of the factors that shape a media industry in New Zealand.
- demonstrate an understanding of media theory, by applying it to the factors that shape a media industry and its contexts.

Candidates need to present a coherent and informed analysis that is amply supported with specific details of a media industry and of historical and current contexts. The analysis should draw conclusions about implications of factors that shape a media industry. Illustrations of the historical and current factors could include: examples of

technology / changes in technology; ownership; key roles and changes in key roles; social, political, or other values, attitudes and / or ideologies, and their influence on a specific media industry, etc.

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

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

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 factors that shape a specific media industry, including in New Zealand
- some supported conclusions drawn about implications / ramifications of this factor(s) and its influence in shaping a specific media industry.

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

- demonstrate some knowledge of the various contexts in which a media industry operates, showing some awareness of past factors and an analysis of current factors in the shaping of a media industry.
- demonstrate 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.
- demonstrate some awareness of the factors that shape a media industry in New Zealand.
- demonstrate some understanding of media theory by applying it to the factors that shape a media industry and its contexts.

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

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

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

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 factors that shape a specific media industry, including in New Zealand
- some conclusions drawn about implications / ramifications of this factor(s) and its influence in shaping a specific media industry.

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

- demonstrate some knowledge of some contexts in which a media industry operates showing either some awareness of past factors or some analysis of current factors in shaping a media industry.

- demonstrate 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.
- demonstrate some awareness of some aspects of the factors that shape a media industry in New Zealand.
- demonstrate some understanding of media theory, by applying it to a media industry or its contexts.

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

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

Candidates' responses should make some reference to the statement provided at the head of the question.