

Assessment Schedule – 2010**Scholarship Media Studies (93303)****Evidence Statement**

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

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

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

- *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 DRM (Digital Rights Management) on preventing copyright infringement – and its unpopularity with consumers over restrictive usage practices; the first peer-to-peer case (A&M Records v 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 connection and human rights; debate surrounding criminalising versus 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 gaming 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 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 its 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*
- *why do nation states need publicly funded broadcasters?; lack of a proper public television broadcaster in New Zealand cf to other western countries; less money spent on public broadcasting cf to other countries; the need for public broadcasting to serve minorities – social and cultural benefits as well as create well-informed citizens; the change in the TVNZ Charter in 2009 led to more commercialisation of TVNZ programming; NZ On Air now sole funder of public New Zealand television content – but inefficient way of contracting public broadcasting as it is a funding agency; broadcasters are the gatekeepers; catch-22 situation arises – if a producer cannot get an agreement from a broadcaster to screen a worthy programme NZ On Air will not fund it; therefore the system works only if the broadcasters are prepared to come to NZ On Air; NZ On Air will not fund high-quality news and current affairs; TVNZ has no imperative to screen programmes of cultural or social / political significance as they do not match the commercial landscape it now operates within; New Zealand is already suffering with an obvious lack of quality current event TV programmes covering issues of importance to New Zealanders; the establishment of TVNZ 6 and 7 are seen as the new outlets for public broadcasting – but funding streams for these two channels are due to end in 2011; Māori TV is a publicly funded Māori broadcaster – but not a national public broadcaster; cf to Radio New Zealand, which operates from a charter (funded by NZ On Air), but is now under attack from the government over funding issues; etc*
- *or other approaches.*

Performance Descriptor 1

Candidate's response demonstrates:

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

Performance Descriptor 2

Candidate's response demonstrates:

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

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

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

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

Candidate will be expected to show that he/she has read a diverse range of texts. *Diversity* refers to both the type and range of texts. Text types could include primary texts (eg films, documentaries, newspaper articles), and secondary texts (such as critiques, commentaries, reference materials). Text range could include texts from/about a number of different media. Candidate may refer to observations drawn from one personal production undertaken.

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

Performance Descriptor 3

Candidate's response demonstrates:

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

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

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

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

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

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

Performance Descriptor 4

Candidate's response demonstrates:

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

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

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

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

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

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

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

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

Candidate might approach this question in a number of ways:

- Media conglomerates want to make money from the internet; current models are not profitable; advertising revenue has almost evaporated while web-users have proliferated – leaving newspaper executives searching for a viable digital business model; eg The New York Times has gained a far wider following on the web (20 million website hits per month), than in its printed form – but without any commercial gain; therefore media companies (particularly the newspaper industry) want to monetarize their web content and avoid the problems faced by the music industry in combating illegal music downloading; the need for media industries to find low-cost ways of experimenting with different pathways is crucial in order to stay in business; debate over securing government subsidies to support the newspaper industry; cf to Chris Anderson's philosophy of "Free" and its implications for all media industries; etc*
- Impact of technological changes on the business of film-making – particularly through the use of expensive CGI, digital production (eg 3D), distribution and exhibition. Films are expensive to make, particularly with the advent of 3D, and therefore need to be successful to cover the costs of using these technologies. Stories are often becoming subservient to the new visual aspects of mainstream film (eg Avatar). As a result of the huge costs of making these films, studios are playing it safe by focusing on the "remake", or recycling previous successful stories (eg The A Team, Alice in Wonderland, The Karate Kid, etc). However, the advent of lighter, cheaper technologies allows for wider diversity of personal stories; etc.*

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:

- *narrative structure linear versus non-linear; art house vs classical Hollywood cinema expectations; TV series such as Lost and Fast Forward, which have an initial premise which builds across more than one series; audience expectations vs keeping people interested by changing genre and/or narrative expectations; multilayer narratives in TV shows, such as The Sopranos and The Wire; Jean-Luc Godard as a film-maker was always outside the mainstream and was partly responsible for the French “New Wave” Movement; he challenged mainstream cinema, particularly the Hollywood narrative structure, and influenced many directors today; other contemporary auteurs like Quentin Tarantino (Pulp Fiction, Reservoir Dogs), or Christopher Nolan (Memento, Inception), have offered alternative models of narrative to conventional Hollywood story arcs, turning points and resolutions; however, the dominant form of film narrative (classic Hollywood cinema), is familiar to film audiences and is commercially more successful, so why risk changing it; etc*
- *female perspectives informing narrative, eg Juno (2007) – fresh perspective on teen pregnancy by a female scriptwriter, Diablo Cody; Kathryn Bigelow directing masculine/war film The Hurt Locker (2008); Gaylene Preston WW2 documentary vs Jane Campion’s focus on female perspectives; many narratives about or targeting women; audience expect 90 % Hollywood Directors are men, yet actions vs telling universal stories; Niki Caro and Whale Rider (2002); Sima Urale and O Tamaiti (1996); Peter Jackson Heavenly Creatures (1994) and The Lovely Bones (2009) – sympathetic male director; need female directors to confront ideology of the mainstream cinema via challenging its depiction of reality and therefore turn sexist ideology on its head; historically the films of Dorothy Arzner, eg Dance, Girl, Dance (1940), worked against the ideology of classic Hollywood cinema by reworking genre conventions to displace the male discourse and focus on the female’s point of view; or Stephanie Rothman’s films of the 1970s, eg The Student Nurses (1970), attempted to use parody and mixed styles to criticise the underlying preconceptions of sexploitation material, and at the same time, expose and criticise the male myths of woman; etc*
- *genre reflecting disease in society over environmental, science, ethical issues in dystopia, vampire, horror genres; gangster films exploring tension between good/bad, right/wrong, state vs religion; local culture can be represented within genre framework for more universal appeal, eg Black Sheep (2007), Once Were Warriors (1994); etc*

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, 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.

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, 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.

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, or discuss both opinions.

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 quotation.