



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 2–3, 2008

Media Studies

National Moderator's Report

National Moderator’s Report for Media Studies

General Guidance for Assessors of Achievement and Unit Standards

The purpose of external moderation is to provide assurance that assessor judgments are at the national standard and are made on the basis of assessment materials that are fair and valid.

All assessment materials are expected to:

- give the learner the opportunity to meet the requirements of the standard
- have an assessment schedule that gives evidence of appropriate learner responses and clear judgments at all levels.

The Ministry of Education contracted subject experts to write assessment resources for achievement standards. These are not pre-moderated. The intention is that they are modified to suit teaching programmes and learner needs. They do not provide “rules” but suggest different ways of assessing to the nationally registered standard.

General Overall Comment

Use of Standards

Teachers should ensure that they are using the current versions of standards and TKI assessment activities. Previous versions are no longer valid for use. The latest versions of all standards are available from the [NZQA web site](#).

Teachers are reminded that modification of the content of standards is not appropriate. Unit and achievement standards are national documents that must be applied consistently across the country. They can only be modified through an official review process.

Appropriateness

Teachers should observe censor ratings and avoid material that is not appropriate to the students’ age group. In the design and creation of media products (90765, 90604, 90606), teachers should not approve topics, behaviour or use of locations that expose students, staff or schools to risk.

Use of Evidence Statements

Evidence statements (examples of appropriate student responses) must be developed for all assessment activities.

Evidence statements that provide sample answers for texts used in assessment activities should not be shown to students prior to their completion of the assessment and any further assessment opportunities. Sample answers based on different texts or media products should be used to provide guidance to students about the quantity and quality of work required.

Moving Image Production videotape

For film products and use of technology (90765, 90282, 90606), the Moving Image Production videotape (2004) available from the Ministry of Education (Telephone 0800 660 662: item reference 11032), provides appropriate examples of some products, but not all. For example, there are no sample music videos or trailers.

Not all of the original grades and comments are appropriate. Teachers should refer to [Using the Moving Image Production Videotape](#) on the Media Studies Subject Specific Resources section of the NZQA website for further details.

Teachers do not need to send the videotape in with materials for moderation. However, when the specific items from the videotape are used as evidence statements for students, these should be identified in the assessment schedule by item number/title.

Further assessment opportunities

To avoid the need for further assessment opportunities, teachers could (for example) use a draft submission check point to identify omissions/insufficiencies in student responses without coaching or supplying specific information to assist, and students given the opportunity to address these before final summative assessment submission.

These should require students to use different texts/tasks unless only minor adjustments are required and responses have not been returned and discussed in specific detail.

Assessment of production

a. Group size

The recommended maximum group size for producing a media product (90765 – Explanatory Note 6; 90606 – Explanatory Note 10) is three students, and this recommendation should be followed unless the product is particularly complex. This limit does not include students used to transport others, act or deliver pre-written lines, if these students are not also involved in other aspects of production such as taking photos, writing stories, laying out pages, operating a camera, editing, pre-recording, hosting on-air etc.

b. Individual assessment

Each student should be assessed individually on the quantity and quality of their contribution to the production of a media product. In assessment of 90606 *Create a media product using appropriate media technology* (Level 3), this includes use of appropriate media technology.

The contribution of each student must also be “*significant, clearly identifiable and assessable*” (Explanatory Notes, as above). Casual or very limited involvement is not sufficient.

Records (teacher observations, production schedules/diaries, technology use logs, peer evaluations etc) must be sufficiently detailed to identify specific work completed by each student. Examples might include, for example: specific shots/sequences that they composed, shot or edited (film); specific audio material that they recorded, edited or delivered on-air (radio); specific articles/photos/layouts they created and prepared for publication (print).

Multiple-year submissions

Teachers should send samples of assessed student work from only one year. Samples from the current year are the preferred option. However, if students have not yet completed the assessment, teachers may send samples from the previous year that have not previously been moderated. Teachers should not send earlier work samples than this or samples that have been previously moderated, nor mix samples from different years.

Not yet assessed samples

Occasionally, teachers send student work samples that have not yet been assessed or for which a clear grade has not been awarded, and ask for guidance. The appropriate forum for this is in the additional teacher selected samples opportunity. For all of the main assessed work samples, teachers should make a clear judgement.

More than one activity or medium

It is not possible to moderate more than one activity or more than one medium. Teachers should provide one activity for one medium, with associated assessed work samples.

Specific Standards

90277 Close read unfamiliar media text

The 2007 National Moderator’s Report comments are endorsed. To further clarify the requirements of the standard:

- More specific detail of the technique, how it is used and the specific effect it creates could be reasonably expected than is provided in the example for achievement.
- The merit example is mostly expanded description. More explanation of why the element is used and why it has the effect claimed should be provided.
- The excellence example is a better indication of high merit explanation than it is of excellence (analysis of wider implications). More specific examples of further use of this technique from the text or other texts in the genre/medium should support general comments such as: “*This shot recurs through the film/other films at many points just before characters are attacked...*” Responses should also more clearly address wider implications/ramifications for the industry, medium or audience.
- Description of the use of five elements of media language is sufficient for achievement.
- Achievement, plus explanation of the use of three of the five elements of media language is sufficient for merit.
- Achievement with Merit, plus analysis of the use of two of the five elements of media language is sufficient for excellence.
- Students should not use the same material in responses to more than one question.
- **Media/2/2-A2 “See it for Yourself”**
There are more than sufficient questions in this activity, often resulting in repetition of the same element of language and/or examples. Question 9 is not essential for achievement at any level, encourages speculative and usually inadequate responses, and could be omitted. Students should be instructed not to repeat the same material in more than one response.

90280 Demonstrate understanding of narrative conventions in media texts

This is a problematic standard that overlaps and is often confused with 90277 *Close read media text*. Narrative refers to the structuring of the plot as a whole.

The 2007 National Moderator’s Report comments are endorsed. To further clarify the requirements of the standard:

- Students should describe, explain and analyse how the narrative (story) is created/developed in media texts, using such things as character interaction and development, conflict, three-act structure, setting, inverted pyramid structure, symbolism/motifs, themes, narrative perspective, manipulation of time etc.
- Assessment activities and student responses should avoid focusing on the details of media language (shot selection, cross cutting, passive constructions etc) without linking responses to how the narrative of the texts is created and developed.
- Students should not use the same material in responses to more than one question.
- **Media/2/5-A3 “Film Stories”**
Students should answer all three questions in responding to this activity. Four appropriate responses (two narrative conventions used in two texts each) are the minimum required but students must therefore reach an appropriate standard in all four responses to achieve at any level. Requiring students to attempt all three questions (six responses) allows students to achieve the standard even if they do not reach the required level of response in one question. The questions on conflict and character direct students towards responses more appropriate for 90277. Conflict is a narrative convention itself and students should be required to describe, explain and analyse how conflict is used to create or develop the narrative in media texts. This activity will be modified and a revised version provided on TKI.

90282 Use technology in media production

The 2007 National Moderator’s Report comments are endorsed. To further clarify the requirements of the standard:

- Group sizes should be restricted as indicated in Explanatory Note 6, and adequate records of individual student work kept as indicated in the ‘General Overall Comment’ section above.
- There must be some work/product to look at. Mark sheets and reflections alone are not usually sufficient, unless they are very detailed and specific about what technology the student used and what actions were undertaken, and assessed against specific criteria, signed and verified by student and/or other group members.
- Submissions that only provide checklists, mark sheets or reflections cannot usually be verified. Reflections and mark sheets can help to authenticate and clarify what the product shows about the student’s technology use. Video footage of the student completing production tasks using appropriate media technology could also provide appropriate evidence.
- **Media/2/7-C3 “Tool Time”** was not revised in line with the version 2 of the standard and is not valid. The activity will be removed from TKI and teachers should use, and modify if required, **Media 2/7-A4 “Techno Times”**, which covers the same medium (print).

90765 Design and produce a media product and evaluate the process used to create the product

The 2007 National Moderator’s Report comments are endorsed. To further clarify the requirements of the standard:

- Group sizes should be restricted as indicated in Explanatory Note 6, and adequate records of individual student work kept (‘General Overall Comment’ section above).
- Designs should be practicable. This includes meeting safety requirements as outlined in the ‘General Overall Comment’ section above.
- Integration is not established by the meeting of more polish criteria alone. Integration is an indication of a consistent mood, tone and point of the product being supported coherently by all aspects (e.g. Film: camera operation, mise en scène, costume, script, on-screen performance(s), music/sfx, titling, voiceovers, editing etc; Print: design and layout, colours, fonts, grammar, style and structure, illustrations etc). These elements should all work together to create a focused product of considerable impact and outstanding quality at this level. Polish refers to the parts; integration to the whole.
- To maintain parity and equity:
For print publications (**Media/2/6-A4 “Making the News”**; **Media2/6-E4 “A Magazine for Me”**), students working alone should be required to create one A3 or two A4 pages. For larger groups the page requirements should be doubled.
Moving image products should be at least 2 minutes long. Two 30-second television commercials (TVCs) for different products should be required unless a student works alone.

90600 Explain how meaning is created in media texts

The 2007 National Moderator’s Report comments are endorsed. To further clarify the requirements of the standard:

- An assessment activity that interweaves assessment of both AC1 and AC2 can be created. However, teachers who adopt this approach are likely to find it more complex to identify the specific evidence required to satisfy each achievement criterion. The few examples moderated this year raised some sufficiency issues. Teachers should adopt this approach with care.
- AC1 overlaps with 90277 to some extent. Teachers should ensure that the level of work produced by students is of appropriate quality for Level 3 NCEA. In particular, students must

explain how and why the same three elements of language are used in more than one media text, and how/why they create meaning in those texts for achievement of this criterion.

- Students must produce two different readings of the same media text for achievement of AC2.
- Readings may take more complex approaches such as sociological, feminist or negotiated readings, but may also be clearly justified and explained readings that could be made by any individual or group with a specific perspective, e.g. boy racers may ‘read’ news stories or court reports about boy racer events very differently from parents who have lost a relative as the result of boy racer driving.
- Readings should be of appropriate depth and detail for Level 3 NCEA explanation and analysis.
- Responses at all levels and for both criteria of this standard should be supported by specific examples. Generalisations are not sufficient.
- **Media/3/2-E2 “Comics”** is less demanding than assessment activities for other media/genres and needs modification to maintain parity and equity.

90604 Complete and justify a concept and treatment for a media product

The 2007 National Moderator’s Report comments are endorsed. To further clarify the requirements of this standard:

- Concepts and treatments that have been created after the product was made are not appropriate. Some obvious instances of this appeared in some materials for moderation and had been accepted by the teacher. A concept and treatment for a media product must be developed in detail and approved by the teacher before a product is made.
- Assessment of this standard should be of the individual student’s own work. Groups should not be larger than two, as recommended in Explanatory Note 7 of the standard.
- In group activities, work may be based on group discussions and decisions but each student must produce their own, individual concept and treatment for achievement of this standard, or provide clear evidence of a significant and assessable contribution, sufficient to justify achievement of the standard.
- Not all students will necessarily gain the same grade for a group concept and treatment. The individual achievement grade depends on the quality of the concept and treatment and clear evidence provided of sufficient contribution to the group concept and treatment to justify the grade awarded.
- Concepts and treatments should be practicable. Concepts or treatments which present insurmountable technical, safety, or other logistical challenges should not be approved. This includes meeting safety requirements as outlined in the ‘General Overall Comment’ section above.
- A significant number of approved short film concepts and treatments moderated this year included inappropriate and sometimes disturbing material such as date rape, binge drinking, drink driving, etc. Teachers should exercise professional caution in approving such material.
- For excellence, the concept and treatment should be integrated, as outlined in the ‘General Overall Comment’ section above.
- The quality of the students’ justification should not affect the overall grade awarded, since the criterion does not change at higher levels (merit and excellence).
- A one-sentence justification is not likely to be sufficient. Students must provide sufficient evidence to show that their proposed concept and treatment will (for example) satisfy the brief, meet the target audience expectations, achieve its purpose, and be realisable and practicable given the local restrictions of time allocated, equipment available, costs, crew and cast numbers available, safety, appropriateness, skill/experience, industry practice etc.

90606 Create a media product using appropriate media technology

The 2007 National Moderator's Report comments are endorsed. To further clarify the requirements of this standard:

- Pre-production work required (planning, page dummies/storyboards, research, site and talent releases, etc) should not be excessive but should be sufficiently detailed to provide evidence of a coordinated approach and workable plan, and to assist in identifying individual contributions to the creation of the final product. Some teachers are accepting inadequate pre-production work and this is usually reflected in the quality of the final product.
- Assessment should be of the quantity and quality of each individual student's work. Production logs, peer evaluations, technology use logs, teacher observation records etc must be sufficiently specific to identify individual contributions to the production process and use of media technology.
- For excellence, the completed media product should be integrated, as outlined in the 'General Overall Comment' section above. Use of technology must also be 'expert' for Level 3 NCEA.
- Consistent assessment of technology use is problematic. Some uses of technology which even two years previously were considered skilful or expert are now merely competent because of improvements in hardware or software. As a result some technology-use judgement statements provided in schedules of TKI activities are no longer accurate. Teachers should adjust range items where technological changes have changed skilful or expert use. The Standards Alignment Review group has made draft revision proposals intended to address this.

90779 Investigate an aspect of media and explain its significance for New Zealand

The 2007 National Moderator's Report comments are endorsed. To further clarify the requirements of this standard:

- Teachers should direct students away from aspects of media that rely on overseas evidence unless clear, direct links to the significance for New Zealand can be made and supported with specific New Zealand evidence.
- Teachers should exercise care in the degree of guidance they provide to students. For further information, teachers should consult the [*Teacher Guidance in Investigations*](#).
- Students should be required to acknowledge sources adequately within the text and in supporting reference lists (EN1). At this level, students could be expected to be able to use footnotes, quotations with attributions within the text, and basic bibliographical formats (e.g. simplified APA formats). Many are now doing this but the practice is not yet consistent. Please note that students may not be disqualified on the basis of the quality of referencing, nor should this be used to determine the achievement grade awarded.
- Many investigations are still excessively long. This is usually because too many words are devoted to excessive or irrelevant background details, or because students answer 'focusing' questions that do not directly address the standard's requirements.

Unit Standards

General Comments

Approximately 15% of the materials moderated this year were for unit standards.

Some providers are using these standards well and requiring appropriate quality and quantity of work. However, the standards are too often being used inappropriately.

Teachers considering the use of these standards are advised to consider their intended purpose and target student cohort carefully. The quantity and quality of work required is generally the same as for achievement standards at the same level, and some of the unit standards are more demanding. Most of the material could be assessed using the achievement standards.

All the requirements of each standard should be met, including all performance criteria and all items in range statements, unless these are expressed in terms that offer some choice or flexibility, e.g. such as; any of; any three of; may include but are not limited to, etc.

The unit standards have not been updated or clarified since they were written, and include a number of anachronisms.

The activities originally provided to support the Media Studies standards are not valid and should not be used. Most of the activities do not adequately assess the standards they were designed for and few have adequate assessment schedules.

There are no TKI or New Zealand Journalists' Training Organisation (NZJTO) activities available. NZJTO intends to revise the Preliminary Journalism Skills standards in 2009.

The National Moderator has this year worked with NZJTO, other moderators and subject experts to develop clarifications of the requirements of most of the standards used in schools.

The [Media Studies / Journalism Glossary of Standard Terminology](#) provides definitions of most key terms in the standards.

The 2007 National Moderator's Report general comments are endorsed. The following comments further clarify the requirements of these standards.

Media Studies Unit Standards

Level 2

- *7466 Investigate how media audiences are identified and targeted* (version 3) requires considerable work. Each student should complete his/her own work and submit separate materials for assessment. Group discussions may be involved in formative work but final assessment evidence should be gathered, prepared and presented individually.
- *7467 Investigate how different audiences interact with media text* (version 3) also requires considerable work. Element 3 requires student to complete variant readings as in the second achievement criterion of the Level 3 achievement standard, *90600 Explain how meaning is created in media texts*.
- *7468 Describe the history of a genre and explore its present role in society* (version 3) is very demanding in its scope. Special Note 2 is confusing and should be ignored.
- *7470 Investigate print conventions by producing a print publication, 7471 Investigate television conventions by producing a video item and 7472 Investigate radio conventions by producing a radio programme* (all version 3), require similar quality and quantity of work to *90765 Design and produce a media product and evaluate the process used to create the product* but for fewer credits. Students do not have the opportunity to achieve with merit or excellence. Teachers are advised to use the achievement standard, since this is also better supported with a range of assessment activities.

Level 3

- *7473 Investigate the promotion of New Zealand identity in the media* (version 3) is exhaustive. Element 3 is largely irrelevant and usually poorly assessed. The material could be assessed more easily and flexibly using *90779: Investigate an aspect of media and explain its significance for New Zealand* for the same credits. Students would have the additional opportunity to achieve with merit or excellence.
- *7475 Analyse media and media texts as commercial products* (version 3) is not recommended for use. The demands of this standard are extensive, and problematic in some areas. It is difficult to gather reliable, current information about (for example) costs and revenue (PC 2.2).

Teachers who wish to study and assess this aspect of media are advised to use either 90599 *Demonstrate understanding of a specific media industry* or 90779 *Investigate an aspect of media and explain its significance for New Zealand*.

- 7476 *Analyse a period of the history of one of the media in New Zealand* (version 3) requires analysis for achievement (merit level work for achievement standards) and a significant amount of student work, including a potentially large report of similar or greater demand than an investigation for 90779. Teachers are advised to assess the material covered by this standard with a modified version of Media/3/3-A1, *Generic Investigation*. Students would only need to *investigate and describe* the period of history of one medium and *explain* the significance of it for New Zealand. Students may also achieve with merit or excellence.
- 7478 *Investigate multimedia conventions by producing a multimedia programme* (version 3) could similarly be assessed using 90604 *Complete and justify a concept and treatment for a media product* and 90606 *Create a media product using appropriate media technology* for greater reward.

Preliminary Journalism Skills Unit Standards

These standards are intended for use with students who are exploring journalism as a possible future career. The skills are specific for this industry.

Journalism standards requiring writing or editing are not suitable for students with limited language skills or ESOL students who are not fluent writers of English, unless assessed in their own language. Examples include 10820, 10821, 10827 and 10828.

The following comments are provided to further clarify the main intent and requirements of specific standards.

Level 2

- 10818 *Demonstrate knowledge of current events in journalism* (version 2) requires significant work – extended study of news over at least three terms. Students must also have a good understanding of the journalistic requirements of ‘newsworthiness’.
- 10819 *Conduct interviews for news stories* (version 2) is not often appropriately assessed. All performance criteria must be met, and interviews should be recorded on video to provide evidence of body language, appropriate dress, interaction etc.
- 10820 *Write short news stories* (version 2) is the most commonly used standard. This standard requires students to adhere to the journalistic conventions of news stories and preparation for publishing. Features, opinion pieces and other article types are not appropriate, and news stories should be short (150–300 words maximum), tightly written and (usually) top-down, inverted pyramid in structure.
- For 10821 *Sub-edit news stories and features* (version 2) students should be required to provide draft copy and sub-edited copy and should not sub-edit their own stories.
- 10822 *Provide photos for news stories and features* (version 2) requires students to take a range of photos for one news story and one feature, select a photo for each that fulfils the criteria, crop and trim it ready for publication. Photos must be of suitable resolution for print, and both raw and adjusted photos should be provided. The standard also requires students to gather information about the action and people involved, with correct spelling of names etc. Photos must illustrate the focus (angle) of the story or feature and observe the fundamental principles of photojournalism.

Level 3

- For 10827 *Write feature stories* (version 2), students must write two extended feature articles of approximately 800 words each. Other types of articles are not appropriate. As in 10820, this standard requires students to adhere to the journalistic conventions of feature articles and preparation for publishing.
- For 10828 *Write a variety of stories for print* (version 2), students should write at least three

different stories for Element 1, as well as a one review (Element 2) and two stories set in different cultures (Element 3). ‘Cultures’ can be interpreted in a variety of ways, although at least one story must be set within the Maori culture.

- *10829 Lay out pages for publication* (version 2) does not require students to write an article or take photos. However, students must have a sound knowledge of page design principles for newspapers or magazines and be able to use software to pace text, photos, graphics etc, apply styles and lay out pages ready for publication. Two A3 / tabloid pages (newspapers) or four A4 pages (magazines) should be required.
- *10830 Manage a team in the production of a print publication* (version 2) is not suitable for a class or group but should be offered to appropriate individual students. Only a few schools have a sufficiently well developed journalism programme with more than one edition of a newspaper or magazine per year to consider offering this standard.
- *10831 Produce radio news stories* (version 2) and *10832 Write and produce news stories for television* (version 2) require specialist knowledge of news and production conventions for those media and should not be offered by teachers without this understanding.