

## Achievement Standard

<b>Subject Reference</b>	Media Studies 2.5		
<b>Title</b>	Produce a design and plan for a developed media product using a range of conventions		
<b>Level</b>	2	<b>Credits</b>	4
		<b>Assessment</b>	Internal
<b>Subfield</b>	Social Science Studies		
<b>Domain</b>	Media Studies		
<b>Status</b>	Registered	<b>Status date</b>	17 November 2011
<b>Planned review date</b>	31 December 2019	<b>Date version published</b>	20 November 2014

This achievement standard involves producing a design and plan for a developed media product using a range of conventions.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Produce a design and plan for a developed media product using a range of conventions.</li> </ul>	<ul style="list-style-type: none"> <li>Produce a detailed design and plan for a developed media product using a range of conventions.</li> </ul>	<ul style="list-style-type: none"> <li>Produce a detailed, integrated design and plan for a developed media product using a range of conventions.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from the Level 7 achievement objectives in the Social Sciences Learning Area of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; and is related to the three strands in the *Teaching and Learning Guide for Media Studies*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.

This standard is also derived from Te Marautanga o Aotearoa. For details of Te Marautanga o Aotearoa achievement objectives to which this standard relates, see the [Papa Whakaako](#) for the relevant learning area.

- Produce a design and plan* involves completing a concept, treatment, and pre-production activities that:
  - contain design choices that meet the requirements of a given brief
  - incorporate a range of key features of the medium and/or genre
  - identify practicalities that may affect the production process

- identify milestone dates and resources required to complete pre-production activities
- demonstrate evidence of reflection and reworking of ideas
- have some appeal to the target audience.

*Produce a detailed design and plan* involves completing a detailed concept, treatment, and pre-production activities that:

- consider the impact of practicalities on the production process
- identify milestone dates and allocate required resources to complete pre-production activities
- demonstrate evidence of refinement of ideas through reflection and reworking
- appeals to and/or have some impact on the target audience.

*Produce a detailed, integrated design and plan* involves completing a precise concept, treatment, and detailed pre-production activities that:

- incorporate the key features of the medium and/or genre into a coherent whole
- consider the impact of practicalities on the production process and outline strategies to overcome potential obstacles
- demonstrate evidence of ongoing refinement of ideas through reflection and reworking
- are effective, appeals to and/or have impact on the target audience (includes capturing and holding the attention of the audience).

3 *A developed media product* includes but is not limited to:

- one A3 or two A4 pages for a newspaper or magazine
- radio show (30 minutes)
- website (5 pages)
- narrative film (3 minutes plus)
- news or magazine item (3 minutes plus)
- music video
- school promotional video (3 minutes plus)
- film trailer (3 minutes plus).

4 *Given brief* means a set of instructions given to the students outlining the requirements for the production, and includes but is not limited to:

- intended audience
- length
- a range of conventions
- format
- practicalities
- copyright considerations.

5 *Concept* means a detailed, creative idea for a media product that includes reference to target audience, purpose (message, effect on the audience), plot synopsis, characters, content elements, practicalities.

6 *Treatment* means a detailed description of how the concept is to be realised.

- In moving image production, for example, this may include considered discussion of narrative, genre, characterisation, setting, mood, specific conventions to be used, and technical elements such as lighting, sound, and SFX.

- In print, for example, this may include story structure, genre, angle, tone and technical elements such as font, layout, use of graphics, language choice.
- In radio, for example, this may include genre, tone, choice of talent, structure and technical elements such as sound effects, music, voice breaks, station IDs, audience participation (phone-ins, outside broadcast), stings.

7 *Plan* includes but is not limited to:

- permissions (eg copyright, locations, talent, cast, interviewees)
- casting
- wardrobe
- script
- graphics and/or illustrations and/or photographs
- interviewees and/or guests
- milestone dates and resources required to complete pre-production activities
- storyboard and/or clocks and/or edit sheets and/or page dummies.

8 *Practicalities* include but are not limited to:

- locations
- transport
- equipment
- weather
- costs
- cast and/or crew
- time restrictions.

9 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.

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### Replacement Information

This achievement standard and AS91253 replaced AS90282 and AS90765.

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### Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233