

Achievement Standard

Subject Reference	Media Studies 3.2		
Title	Demonstrate understanding of the meaning of a media text through different readings		
Level	3	Credits	3
		Assessment	Internal
Subfield	Social Science Studies		
Domain	Media Studies		
Status	Registered	Status date	4 December 2012
Planned review date	31 December 2019	Date version published	17 November 2016

This achievement standard involves demonstrating understanding of the meaning of a media text through different readings.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Demonstrate understanding of the meaning of a media text through different readings. 	<ul style="list-style-type: none"> Demonstrate in-depth understanding of the meaning of a media text through different readings. 	<ul style="list-style-type: none"> Demonstrate perceptive understanding of the meaning of a media text through different readings.

Explanatory Notes

- This achievement standard is derived from the Level 8 strands and related achievement objectives in the Social Sciences learning area of *The New Zealand Curriculum*, Ministry of Education, 2007, and is related to the material 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.

- Demonstrate understanding* involves explaining the meaning of a media text through different readings.

Demonstrate in-depth understanding involves analysing the effect of different readings of a media text. This analysis may involve the ways in which a reading uncovers, adds, or changes the meaning of a media text and may make connections to media theory.

Demonstrate perceptive understanding involves evaluating the significance of the effect of different readings for the text and/or society. This significance may include aesthetic, social, cultural, political, historical, economic, technological, or ideological considerations.

- 3 *Different readings* involve interpreting the text from different perspectives or theoretical viewpoints in order to understand a possible meaning. Different perspectives and theoretical viewpoints may include: auteur, genre, technical, representational, stylistic, narrative, cultural, gendered, psychological, political, historical, sociological, semiotic, director, dominant, intended, negotiated, variant, opposition.
 - 4 Conditions of Assessment related to this achievement standard can be found at www.tki.org.nz/e/community/ncea/conditions-assessment.php.
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Replacement Information

This achievement standard replaced AS90600.

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