

Assessment Schedule – 2014

Media Studies: Demonstrate understanding of the media coverage of a current issue or event (90991)

Evidence Statement

Note: The issue or event must be occurring now, or have occurred within the past year, to be considered as current.

Achievement	Achievement with Merit	Achievement with Excellence
<p>Describes ONE aspect of how the chosen current issue or event was presented by the media.</p> <p>The aspect involved may be:</p> <ul style="list-style-type: none"> • depth and duration of coverage • placement, eg medium, location • style • tone • point of view • selection and/or omission of viewpoints or material • source of material • any other specific aspect of the media treatment of the issue / event. <p>Includes supporting evidence for the aspect such as:</p> <ul style="list-style-type: none"> • headlines • quotes • descriptions of video sequences, shots, photos, radio segments • layout, design, and placement details in magazines, newspapers, billboards, and web pages • statistics of coverage • use of colour and text • reference to the actions or press releases of particular media personalities • use of social networking sites • use of sound bites and vox pops • repeated use of particular images or terminology • evidence relating to the omission of groups or ideas. 	<p>Explains TWO reasons why the media chose to present the current issue or event in that particular way.</p> <p>The reasons may relate to:</p> <ul style="list-style-type: none"> • news values • laws and/or regulations • professional practices • commercial considerations • political considerations • audience expectations. <p>Includes supporting evidence such as details and material from media texts; details and examples from media commentary, experts, interviews, or from comparison with other issues or events; or other relevant material.</p>	<p>Explains an effect of the way the media presented the current issue or event.</p> <p>The effect may relate to:</p> <ul style="list-style-type: none"> • public awareness • debate and discussion • forming of public opinion • changes in society • bias (reinforcing or challenging stereotypes and/or viewpoints) • representation and stereotyping. <p>Explains why the way the media presented the current issue or event has this effect.</p> <p>Includes supporting evidence such as details and material from media texts; details and examples from media commentary, experts, interviews; or from comparison with other issues or events, or other relevant material.</p>

<p><u>Partial example:</u></p> <p><i>The Boston Bombings happened on 15 April 2013. They showed the event many ways, including terrifying ways, through a third person, or getting someone that was there at the time to tell their story.</i></p> <p><i>The media used emotionalism to show the coverage in a sad and depressing way, making it more dramatic and heartbreaking, rather than showing it in an angry way. They did this because they didn't want to scare their viewers and wanted to cover this event in a more toned down way, yet still show viewers how upsetting this event was because they knew that this would make them want to see more.</i></p> <p><i>Regardless of a happy ending or not, viewers wanted to see more uplifting coverage and a closure to the end of the incident, so they would watch more to try and find it.</i></p> <p><i>The media also covered the incident in this way to make their viewers feel empathy for the victims of the Boston Bombings. This encouraged viewers to watch more to find out if the people were okay in the end or not. This led to more viewers because the media knew people would be curious about the severe injuries of the victims and whether they had survived or not.</i></p>	<p><u>Partial example:</u></p> <p><i>The media presented the issue of gay marriage by using the many points-of-view that different people had on the subject.</i></p> <p><i>One reason the media covered the issue this way was to present ideas of equality for gay couples to the rest of New Zealand, and to show the celebratory side of this event. Not even a day after this bill was passed, Amy Corkery, a journalist for the The New Zealand Herald, wrote an article with the headline "The Joy of Gay Marriage". This spoke of the rights of gay people and how they should be treated like heterosexual couples, ie normally, and with respect. She said, "There will be some people watching the news with frowns", and then went on to talk about how this shouldn't be the case and that gay marriage should be a reality for people now. Unlike other journalists, like Simon Collins, she used emotive language to emphasise the celebratory vibe that gay marriage should be giving New Zealand. She also said, "Human sexuality is fluid and continuum-based. I think that this relates to how equality for gay people nowadays is so important. Sexuality is such a personal thing, so you can stick labels on people but that isn't the way to go. New Zealand was the first country to let women vote, so why is there still so much controversy over equality"? Amy Corkery's article expressed this need for equality and it was really effective for me.</i></p>	<p><u>Partial example:</u></p> <p><i>An effect of a journalist developing an argument by the selection and omission of information to suit their viewpoint is manipulated material and bias. Bias is the prejudice towards or against a person or groups.</i></p> <p><i>In the case of the gay marriage debate, bias toward supporting and opposing homosexual marriage results as a consequence of Amy Corkery and Narelle Henson carefully choosing which information they include to support their argument, so that the reader has a narrow understanding of the gay marriage debate. Bias impacts point of view, as the reader is not able to develop a well-rounded and balanced perspective of the issue. An example of bias in Amy Corkery's article is her saying, "Not everyone that opposes gay marriage is hateful, but their yin-yang ideal of perfect opposites is a lovely fantasy that stigmatises dogma". This bias represents those who oppose homosexual marriage in an almost mocking tone, describing them as conservative and hateful.</i></p> <p><i>Noelle Henson states, "The advocates of real marriage realise homosexual marriage and heterosexual marriage will never be equal". This demonstrates her strong opinion with no evidence, and therefore bias. The effect of reinforcing viewpoints and developing an argument strongly in favour of the journalist's position or outlook is manipulated material and bias. Consequently, this impacts on the public's ability to form an opinion that is balanced and informed. Bias influences the reader's opinions and ideas and may manipulate their perspective on the issue. Material is manipulated due to the journalist's decision not to include information that opposed their viewpoint, resulting in a one-sided argument. The reader is given a swayed perception of the topic and is therefore unable to make an accurate conclusion from the information, resulting in a biased point of view.</i></p>
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N1	N2	A3	A4	M5	M6	E7	E8
Partially describes ONE aspect.	Describes ONE aspect.	Describes ONE aspect in some detail.	Describes ONE aspect in detail.	Explains ONE aspect in some detail.	Explains ONE aspect in detail.	Explains ONE aspect in detail, drawing valid conclusions from evidence.	Explains ONE aspect in detail, drawing valid and at times insightful conclusions from evidence.
Shows little understanding of media coverage.	Shows some understanding of media coverage shown in description.	Shows an understanding of media coverage. Provides sufficient relevant evidence.	Shows understanding of media coverage. Gives some reasons for coverage. Provides sufficient relevant evidence.	Shows a sound understanding of media coverage. Gives some sound reasons for coverage. Provides detailed and relevant evidence.	Shows a sound understanding of media coverage. Gives sound reasons for coverage. Provides detailed and relevant evidence.	Shows convincing understanding of media coverage. Reasons given are thoughtful. Provides detailed and judicious evidence.	Shows convincing understanding of media coverage. Reasons given are insightful. Provides detailed and judicious evidence.

N0 = No response; no relevant evidence.

Cut Scores

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 2	3 – 4	5 – 6	7 – 8