

## Assessment Schedule – 2015

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

#### Evidence

*Note: The issue or event must be occurring now, or have occurred within the past year, to be considered as current, and the candidate has either identified the statement responded to: 1, 2, 3, 4, 5, or 6; or made their selection evident in the answer.*

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

<ul style="list-style-type: none"> <li>• use of sound bites and vox pops</li> <li>• repeated use of particular images or terminology</li> <li>• evidence relating to the omission of groups or ideas.</li> </ul>		
--	--	--

<b>N1</b>	<b>N2</b>	<b>A3</b>	<b>A4</b>	<b>M5</b>	<b>M6</b>	<b>E7</b>	<b>E8</b>
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 consistent detail.
Shows little understanding of media coverage.	Shows some understanding of media coverage shown in description.	Shows an understanding of media coverage.	Shows some understanding of media coverage. May attempt to give reasons(s) for this, but these are generalised or broad.	Shows a sound understanding of media coverage. Gives some sound reason(s) for coverage.	Shows a sound understanding of media coverage. Gives sound reason(s) for coverage.	Shows convincing understanding of media coverage. Reasons given are thoughtful.	Shows convincing understanding of media coverage. Reason(s) given for the effect are insightful.
		Provides sufficient relevant evidence.	Provides sufficient relevant evidence.	Provides detailed and relevant evidence.	Provides detailed and relevant evidence.	Provides detailed and judicious evidence.	Provides detailed and judicious evidence.

**N0** = No response; no relevant evidence.

### Cut Scores

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

**Appendix – Sample answer material (partial examples only)**

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>• The candidate describes the coverage of a current event or issue.</li> <li>• The candidate describes the aspect of the media coverage in detail, e.g.:                             <ul style="list-style-type: none"> <li>- <i>The Boston Bombings happened on 15 April 2013.</i></li> <li>- <i>The media covered it in a terrifying way (in third person).</i></li> <li>- <i>The media got someone that was there at the time to tell their story.</i></li> <li>- <i>The media portrayed this event in a sad, depressing way, making it more dramatic and heartbreaking, rather than showing it in an angry way.</i></li> </ul> </li> <li>• The candidate shows some understanding of the aspect of media coverage, e.g.:                             <ul style="list-style-type: none"> <li>- <i>This viewpoint was shown because the producers did not want to scare their viewers and wanted to show it in a more toned down way.</i></li> <li>- <i>Another reason this viewpoint was shown was because it created an upsetting mood for the viewers because the producers knew that this would make the viewers want to watch more and to find out whether there would be a happy ending, or not.</i></li> <li>- <i>The coverage was shown this way because viewers wanted to see a more uplifting closure to the end of the incident, so they would watch more to try to find it.</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The candidate explains the coverage of a current event or issue, e.g.:                             <ul style="list-style-type: none"> <li>- <i>The media presented the issue of gay marriage by using the many points-of-view that different people had on the subject.</i></li> <li>- <i>The media producers presented the issue in this way because they wanted to present the ideas of equality for gay couples to the rest of New Zealand, and to show the celebratory side of this event.</i></li> <li>- <i>Amy Corkery goes on to talk about how this shouldn't be the case and that gay marriage should be a reality for people now, which relates to how equality for gay people nowadays is so important.</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The candidate explains the effect of the coverage of a current event or issue, e.g.:                             <ul style="list-style-type: none"> <li>- <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.</i></li> <li>- <i>A consequence of Amy Corkery and Narelle Henson carefully seeking which information they include to support their argument is that the reader has a narrower understanding of the gay marriage debate as a result. Bias impacts point-of-view, as the reader is not able to develop a well-rounded and balanced perspective of the issue.</i></li> <li>- <i>The effect of reinforcing viewpoints and developing an argument strongly in favour of the journalist position or outlook, is manipulated material and bias. Consequently, this impacts the public's ability to formulate a balanced and informed opinion.</i></li> <li>- <i>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></li> </ul> </li> </ul>