



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

# **National Qualifications Framework Levels 1-3, 2003**

## **Media Studies**

### **National Moderator's Report**

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### General Guidance for Assessors of Achievement and Unit Standards

The purpose of external moderation is to provide reassurance that assessor judgements are at the national standard and are made on the basis of assessment activities 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 judgements 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

The vast majority of assessors submitted material in print and moving image media for 90277 and 90280. A small number of submissions for the practical standards (90281, 90282 and 90283) were made because most teachers offered them later in the school year following the 'theory first, then practice' principle.

Most assessors used exemplars from the TKI website. Some assessors made appropriate modifications to these exemplars to better suit their needs.

There was significant variation from the national standard at all three levels of achievement, but this variation was most marked at Achievement with Merit and Achievement with Excellence level.

## Level Two

### 90277 *Close read unfamiliar text*

While *unfamiliar* is embedded in the standard, assessors should be aware of the origins of this standard as an external one. It is not necessary for learners to be responding to texts of which they have no knowledge. In a film study, for example, assessors might consider studying several sequences of a film in class and then set another sequence for assessment. For analysis (Excellence), it is particularly important that learners have experienced the whole text in order for them to carry *the study to wider implications, issues or ramifications*. *Unfamiliar* should be read as requiring learners to respond to samples of media language that they have not specifically studied in class.

This standard does not have to be assessed under test conditions over a single class. Other approaches are exemplified in current activities on the TKI website.

For Achievement, description (a detailed account) of the way media language *contributes to meaning* is required. A standard interpretation of this is that learners must give an 'effect' comment. However, it is not sufficient for the effect to be described in general terms, for example, 'The high angle shot makes him look vulnerable'. A *detailed* account is one where description of a specific effect occurs.

For example:

‘The high angle shot makes him look vulnerable as he comes through the door. He is about to get attacked from behind by the villain. The high angle emphasises his vulnerability to this attack.’

For Achievement with Merit, using the same example, the ‘effect’ comment needs to be explained (*include reasons/justification*).

For example:

‘The high angle shot makes him look vulnerable as he comes through the door. The director has deliberately done this to foreshadow the attack that is going to happen in the next few shots. We peer down at him as if we are perched on the ceiling and the effect is to make him seem unsettled, as if we are spying on him and the attack to come. The attack then happens as we expected.’

For Achievement with Excellence, analysis occurs (*wider implications, issues or ramifications*).

For example:

‘The high angle shot makes him look vulnerable as he comes through the door. The director has deliberately done this to foreshadow the attack that is going to happen in the next few shots. We peer down at him as if we are perched on the ceiling and the effect is to make him seem unsettled, as if we are spying on him. This shot recurs through the film at many points just before characters are attacked and by now we have come to expect what happens. The director is using typical horror film shots to lead us on, but in this case the outcome is different because the victim ends up defeating the attacker, which is a shock for the audience. The director succeeds in making us expect one thing and be jolted into experiencing another.’

While the standard does not require correct terminology be used at all times, it is appropriate that learners are familiar with correct terminology at this level. Simple terminology mistakes should not affect a learner’s level of achievement.

### **90280 Explain the use of narrative conventions in the media text**

Narrative conventions can be interpreted as any element that helps to advance the story. In a film study, for example, learners might analyse how characterisation, structure, setting, suspense or conflict are used to advance the story. It is not necessary for learners to find particular conventions of characterisation within the film. It is sufficient that learners discuss the way characterisation helps to advance the story with supporting examples.

For example:

‘Characterisation (Stroke): In the short film *Stroke* by Christine Jeffs, the main character, Dorothy, is at peace at the beginning in her own world. This peace is suddenly broken by the arrival of a team of swimmers and the story that follows is built around her attempts to deal with this situation. At first, she responds in an understandable way with fear and tries to escape but is unable to do so because they are everywhere. Finally, she sees an escape route but the unexpected outcome is that she dives over their heads to reclaim the pool space and her peace. Her feminine appearance and old-fashioned togs help to give her a vulnerable look and this makes her fear of the militant swimmers convincing. However, her final defeat of the swimmers overturns our expectations at the same time as satisfying our sympathy for the underdog.

(Sufficient for Achievement with Merit for one convention in one text.)

Further clarification of the third Explanatory Note is necessary. Whilst it is certainly important that learners link effect of conventions to purpose (or meaning), the link to audience does not need to be explicit. In the example above, links to audience are implicit (eg ‘she responds in an understandable way’- understandable for whom?). There is no need for learners to make this explicit by the addition of such comments as ‘she responds in a way that the audience can understand’.

### **90281 *Design and produce a media product***

It is important that sufficiently complete designs are produced to allow assessment of the first achievement criteria. For moving images, a concept, treatment, storyboard and production schedule are appropriate. For print, a concept, research notes, interview plans, draft layout and image ideas, and production schedule are appropriate.

For the second achievement criteria, the product is assessed holistically. Both form and content are important. For film, ideas, narrative, production design, acting, technical aspects (camera, sound, edit etc) all contribute to the *polish* of a text. For print, ideas, narrative or structure, writing style, layout and other visual elements, technical aspects (spelling, punctuation etc) all contribute to the polish of a text.

Polish should not be read as just pertaining to technical proficiency. A text can be relatively 'rough' technically (eg in film, sound level problems, mistimed cuts, lighting problems) but still have sufficient 'polish' in other areas to be awarded Achievement with Merit or Achievement with Excellence.

### **90282 *Utilise technology in the production of a media product***

Technology use was judged using two broad methods. The first involves setting a technology test and requiring learners to perform various functions under test conditions. The second involves judging technology use from a finished product. Each method has advantages and disadvantages worth considering. The first allows high levels of authenticity and is easy to manage, but assesses only a single performance. The second measures a number of performances, is also easy to manage but may present authenticity challenges.

### **90283 *Demonstrate understanding of media production process***

Assessors have a clear understanding of the national standard, tasks are appropriate and judgements are accurate.