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**NCEA Level 2 Media Studies**

**Conditions of Assessment**

**General Information**

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| **Subject Reference** | Social Science Studies |
| **Domain** | Media Studies |
| **Level** | 2 |

This document provides guidelines for assessment against internally assessed standards. Guidance is provided on:

* appropriate ways of, and conditions for, gathering evidence
* ensuring that evidence is authentic
* any other relevant advice specific to an achievement standard.

**NB:** It is expected that teachers are familiar with additional generic guidance on assessment practice in schools published on the [NZQA](http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/gathering-evidence-of-achievement/assessment-opportunities-in-schools/) website. This should be read in conjunction with these Conditions of Assessment.

**For All Standards**

Internal assessment provides considerable flexibility in the collection of evidence. Evidence can be collected in different ways to suit a range of teaching and learning styles and a range of contexts of teaching and learning. Care needs to be taken to allow students opportunities to present their best evidence against the standard(s) that are free from unnecessary constraints.

It is recommended that the design of assessment reflects and reinforces the ways students have been learning. Collection of evidence for the internally assessed standards could include, but is not restricted to, an extended task, an investigation, digital evidence (such as recorded interviews, blogs, photographs or film) or a portfolio of evidence.

It is also recommended that the collection of evidence for internally assessed standards should not use the same method that is used for any external standards in a programme/course, particularly if that method is using a time bound written examination. This could unfairly disadvantage students who do not perform well under these conditions.

A separate assessment event is not needed for each standard. Often assessment can be integrated into one activity that collects evidence towards two or three different standards from a programme of learning. Evidence can also be collected over time from a range of linked activities (for example, in a portfolio).This approach can also ease the assessment workload for both students and teachers.

Effective assessment should suit the nature of the learning being assessed, provide opportunities to meet the diverse needs of all students and be valid and fair.

Where manageable, and after further learning has taken place, students may be offered a maximum of one further opportunity for assessment against an assessment standard within a year.

Authenticity of student evidence needs to be assured regardless of the method of collecting evidence. This needs to be in line with school policy. For example, for an investigation carried out over several sessions, this could include teacher observations or the use of milestones such as meetings with students, journal or photographic entries recording progress etc.

**Specific Information for Individual Internal Achievement Standards**

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| **Achievement Standard Number** | **91249 Media Studies 2.2** |
| **Title** | Demonstrate understanding of narrative in media texts |
| **Number of Credits** | 4 |
| **Version** | 2 |

**Good Assessment Practice**

Assessment against this standard should reflect approximately 40 hours of teaching, learning and assessment, in and out of the classroom.

Students could create a formative portfolio of responses to a number of different texts, looking at one feature a time leading to a summative response that combines all the elements. Alternatively an open book assessment at the end of the unit is appropriate.

Possible ways of collecting evidence include:

* A seminar where students present and comment on details/extracts from texts they have previously selected with teacher direction (approximately 2 weeks of class time to prepare and 10 minutes to present)
* Written in- or out-of-class assessment where students answer set questions (approximately 3 periods)
* PowerPoint presentation or voice thread to the teacher or class (approximately 5-10 minutes)
* Wiki (equivalent to approximately 600 words with text extracts embedded)
* An annotated poster of narrative features in print texts (equivalent to approximately 600 words)
* Students identify narrative features in their own and other students’ work and present it orally or in writing or as PowerPoint or wiki.

It is important to ensure that the level of skill in the use of technology is not taken into account and the focus is on the content. Make sure students have opportunities to practice using the technology they will be operating.

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| **Achievement Standard Number** | **91250 Media Studies 2.3** |
| **Title** | Demonstrate understanding of representation in the media |
| **Number of Credits** | 3 |
| **Version** | 2 |

**Good Assessment Practice**

Assessment against this standard should reflect approximately 30 hours of teaching, learning and assessment, in and out of the classroom.

Possible ways of collecting evidence include:

* A seminar where students present to the rest of the class the representation of a group/event previously selected with teacher direction (approximately 2 weeks of class time to prepare and a 5-8 minute presentation)
* Written in- or out-of-class assessment where students view/listen to/read text(s) or extract from text(s) and answer set questions, with a list of terms and definitions available (2 periods).
* Students collect evidence from material selected by the teacher and from their own research and then use this material in an open book assessment that summarizes their findings, answering set questions given by the teacher, or negotiated with the teacher.
* PowerPoint presentation or voice thread to the teacher or class (approximately 5-10 minutes).
* Wiki (equivalent to approximately 600 words with text extract embedded).
* An annotated poster, close reading of a print text (equivalent to 600 words).
* Students close read their own and other students’ work and present it orally or in writing or as PowerPoint or wiki.

It is important to ensure that the level of skill in the use of technology is not taken into account and the focus is on the content. Make sure students have opportunities to practice using the technology they will be operating.

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| **Achievement Standard Number** | **91252 Media Studies 2.5** |
| **Title** | Produce a design and plan for a developed media product, using a range of conventions  |
| **Number of Credits** | 4 |
| **Version** | 2 |

**Good assessment practice**

Assessment against this standard should reflect approximately 40 hours of teaching, learning and assessment, in and out of the classroom.

Students may work as individuals or in a group. Students can submit this assessment as a portfolio of design and pre-production materials. These can be written and/or digital materials created with hardware/software designed for this purpose. For example, key scenes for a short film could be illustrated by digital stills.

Students must show individual contribution to the design and planning of the media product. This contribution can be tracked by a combination of teacher observation, the division of workload into clearly defined tasks, and the use of production logs that identify the specific contribution of each individual.

The quality of a production log is not assessed. The information provided in the log informs teacher decisions about the quality of work completed by each student and allocation of appropriate individual achievement grades. Logs could be completed in a variety of ways such as a blog, audio diary or written record.

Teachers must give appropriate feedback and feed forward on the concept before students begin work on the treatment and on the treatment before beginning the production plan. The students will also conference with the teacher during the production planning and it is to be expected that in the production planning process, details of the project will develop and change.

The purpose of the feedback/feed forward is to avoid students expending time and energy developing a design that will not meet the requirements of the standard and/or enable the creation of an appropriate media product.

It is recommended that group size not exceed three students.

**Sufficiency**

The evidence should include:

* A concept (the idea, a brief outline of the product, and a rationale in terms of your brief and how it will appeal to the target audience)
* A treatment (details of how you will create the product outlined in your concept, including aspects of style and atmosphere).
* Design planning - eg script, storyboard or shooting script, details of wardrobe, props, graphics, thumbnails, clocks/running scripts etc
* Pre-production planning – role allocation, production schedule, permissions and other practical details needed to begin production of the product.

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| **Achievement Standard Number** | **91253 Media Studies 2.6** |
| **Title** | Complete a developed media product from a design and plan using a range of conventions |
| **Number of Credits** | 6 |
| **Version** | 3 |

**Good Assessment Practice**

Assessment against this standard should reflect approximately 60 hours of teaching, learning and assessment, in and out of the classroom (production and post-production activities).

Students must show individual contribution to the production process. This contribution can be tracked by a combination of teacher observation, the division of workload into clearly defined tasks, and the use of production logs that identify the specific contribution of each individual.

The quality of the production log is not assessed. The information provided in the log informs teacher decisions about the quality of work completed by each student and allocation of appropriate individual achievement grades. Logs could be completed in a variety of ways such as a blog, audio diary or written record.

In group assessments, not all students’ evidence will necessarily satisfy the same achievement grade criteria.

Teachers must give appropriate general feedback and feed forward during the production process and it is to be expected that in the process, details of the project will develop and change. Teachers should not suggest specific details of changes, but could point out areas where change would improve the product.

The purpose of the feedback/feed forward is to avoid students expending time and energy developing a product that will not meet the requirements of the standard.

It is recommended that group size not exceed three students.

**Sufficiency**

Explanatory note 3 in the standard provides guidance on appropriate media products and their size. Teachers should be aware that these are guidelines for minimum sufficiency and that students should not be disadvantaged by being expected to produce unduly large media products.

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| **Achievement Standard Number** | **91254 Media Studies 2.7** |
| **Title** | Demonstrate understanding of an ethical issue in the media |
| **Number of Credits** | 3 |
| **Version** | 2 |

**Good Assessment Practice**

Assessment against this standard should reflect approximately 30 hours of teaching, learning and assessment, in and out of the classroom.

An open book assessment at the end of the unit is permissible.

Possible ways of collecting evidence include:

* A seminar where students present and comment on details/extracts from texts on a media issue which they have previously selected with teacher direction (approximately 2 weeks of class time to prepare and 5 minutes to present)
* Written in- or out-of-class open book assessment where students answer set questions (approximately 3 periods)
* PowerPoint presentation or voice thread to the teacher or class (approximately 5-10 minutes)
* Wiki (equivalent to 600 words with text extracts or other material (embedded)
* An annotated poster of features in print texts with link (equivalent to approximately 600 words)

It is important to ensure that the level of skill in the use of technology is not taken into account and the focus is on the content. Make sure students have opportunities to practice using the technology they will be operating.

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| **Achievement Standard Number** | **91255 Media Studies 2.8** |
| **Title** | Write developed media text for a specific target audience |
| **Number of Credits** | 3 |
| **Version** | 2 |

**Prior Learning**

Students should be shown examples of the type of media text(s) they are being expected to write before they begin this assessment. Media conventions should be actively explored as students view and read a range of texts from a particular medium/or range of media. The use of a “media viewing log” or “reading diary” may help students to identify particular conventions and differentiate target audiences and their different media consumption patterns. Students should be given opportunities to use models, and practice writing similar texts using appropriate conventions, and receive constructive feedback before developing media texts for final assessment.

**Good Assessment Practice**

Assessment against this standard should reflect approximately 30 hours of teaching, learning and assessment, in and out of the classroom.