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**NCEA Level 3 Media Studies**

**Conditions of Assessment**

**General Information**

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| **Subject Reference** | Social Science Studies |
| **Domain** | Media Studies |
| **Level** | 3 |

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** | **91491 Media Studies 3.2** |
| **Title** | Demonstrate understanding of the meaning of a media text through different readings |
| **Number of Credits** | 3 |
| **Version** | 1 |

**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 and comment on readings from a text 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 with supporting evidence (approximately 4 periods)
* PowerPoint presentation or voice thread or podcast to the teacher or class (approximately10 minutes presentation)
* Wiki, blog, or website (equivalent to approximately 1000 words including embedded texts or extracts).

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.

Teachers may model a reading on a companion text (e.g. a re-make, something from the same genre or director, similar print, web or radio text).

Teachers could provide students with background theoretical readings or material to inform students of the social and/or historical etc context.

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| **Achievement Standard Number** | **91492 Media Studies 3.3** |
| **Title** | Demonstrate understanding of the media representation of an aspect of New Zealand culture or society |
| **Number of Credits** | 3 |
| **Version** | 1 |

**Good Assessment Practice**

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

This assessment could be completed as a portfolio over time.

Possible ways of collecting evidence include:

* a seminar where students present to the rest of the class a researched representation previously negotiated with teacher (approximately 8-10 minute presentation)
* written in or out of class assessment where students view, listen to, or read text(s) or extracts from text(s) and answer set questions (approximately 800 words)
* 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, podast, or vodcast to the teacher or class (approximately 8-10 minutes presentation)
* Wiki, Blog, or website (equivalent to approximately 800 of own words including embedded texts or extracts)
* an annotated visual diary, encompassing research undertaken on a chosen representation (approximately 800 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.

Teachers may model a response on a different representation in the format required for assessment.

Teachers may provide students with background theoretical readings or material to inform students of the social or historical etc context of the representation.

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| **Achievement Standard Number** | **91494 Media Studies 3.5** |
| **Title** | Produce a design for a media product that meets the requirements of a brief  |
| **Number of Credits** | 4 |
| **Version** | 1 |

**Good assessment practice**

Assessment 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 and 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 visual diaries, scrapbooks, blogs, or vlog etc that identify the specific contribution of each individual.

The reflection and refinement of the design process will be assessed through student’s working documents (which could include the diaries).

Milestones and checkpoints should be set so teachers can give appropriate feedback and feed forward on the concept before students begin work on the treatment, and on the treatment before beginning the pre-production process. The students should also conference with the teacher during the design process and this should highlight areas where the student can reflect and refine the design.

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.

Assessment for this standard may be completed as a pre-cursor to that for standard 3.6 and/or 3.8.

The brief for this assessment could be student generated in negotiation with the teacher, given by the teacher, or to suit a real world context such as a competition or a brief from a real client. The requirements of the brief must give the students the opportunity to produce a design for a media product which meets the complexity of the requirements of curriculum Level 8 (see EN 3 of the standard).

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 the brief how the product will appeal to and/or meet the expectations of the target audience)
* A treatment (details of how students will create the product outlined in the concept, including aspects of style and atmosphere )
* In moving image production this may include consideration of narrative, genre, characterisation, setting, mood, specific conventions to be used, and technical elements such as lighting, sound and SFX.
* In print this may include consideration of story structure, genre, angle, tone and technical elements such as font, layout, use of graphics, language choice.
* In radio this may include consideration of genre, tone, choice of talent, structure and technical elements such as sound effects, music, voice breaks, station IDs, audience participation (phone-ins, outside broadcast), stings.
* In web-based productions this may include hyperlinks, use of images, structural elements such as sidebars or buttons, narrative structure, genre, tone, technical elements such as font, layout, use of graphics, language choice, embedded audio or video content.
* Design details e.g. script, storyboard or shooting script, details of wardrobe, props, graphics, thumbnails, clocks, or running scripts etc.
* Pre-production details such as production schedule, location permissions, copyright details and talent releases.

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| **Achievement Standard Number** | **91495 Media Studies 3.6** |
| **Title** | Produce a media product to meet the requirements of a brief |
| **Number of Credits** | 6 |
| **Version** | 1 |

**Good Assessment Practice**

Assessment should reflect approximately 60 hours of teaching, learning and assessment, in and out of the classroom.

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 and editing logs that identify the specific contribution of each individual. Teachers may choose to continue the use of the planning portfolio the students used for Media Studies 3.5.

The requirements of the brief must give the students the opportunity to produce a design for a media product which meets the complexity of the requirements of curriculum Level 8 (see EN 3 of the standard for guidance on media products).

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

When students are assessed in groups, individuals may be awarded different grades that reflect the quality of the individual evidence presented.

Teachers need to 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 expected that students will show evidence of reflection on and modification to the product and process in the course of production.

Legal and ethical considerations must be taken into account in the brief requirements. Teachers will need to consider the audience that the product will reach and adjust the brief accordingly. Teachers could create a checklist that could be handed in with the product. More information can be found at the [Media Studies TKI site](http://media-studies.tki.org.nz/Teaching-media-studies/Creative-Directions).

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** | **91496 Media Studies 3.7** |
| **Title** | Demonstrate understanding of a significant development in the media |
| **Number of Credits** | 3 |
| **Version** | 1 |

**Good Assessment Practice**

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

This assessment may be completed as a portfolio over time.

Possible ways of collecting evidence include:

* a seminar where students present to the rest of the class a researched significant development, previously negotiated with teacher (approximately 8-10 minute presentation)
* students collect evidence from material selected by the teacher and from their own research and then use this material to write a formal report which summarises their findings
* PowerPoint presentation or voice thread, podcast, or vodcast to the teacher or class (approximately 8-10 minute presentation)
* Wiki, Blog, or website (equivalent to approximately 800 of own words including embedded texts or extracts)
* an annotated visual diary, encompassing research undertaken on a chosen significant development (approximately 800 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** | **91497 Media Studies 3.8** |
| **Title** | Write a media text to meet the requirements of a brief |
| **Number of Credits** | 3 |
| **Version** | 1 |

**Prior Learning**

Students need to 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 need to be given opportunities to use models, and practice writing similar texts using appropriate conventions.

The requirements of the brief must give the students the opportunity to write a media text which meets the complexity of the requirements of curriculum Level 8 (see EN 5 of the standard for examples of media texts).

**Good Assessment Practice**

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

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

**Sufficiency**

The length of the media text will depend on the type of text that is required by the brief.