

NZQA Approved

This task requires access to at home online research, and online teacher support such as video, phone and email.

Remote Internal Assessment Resource

Media Studies Level 3

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| This resource supports assessment against:  Achievement Standard 91496  Demonstrate understanding of a significant development  in the media |
| Resource title: Riding the Current  3 credits |

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| This resource:   * Clarifies the requirements of the standard when delivered remotely * Supports good remote assessment practice * Should be subjected to the school’s usual assessment quality assurance process * Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic |

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| Date version published by Ministry of Education | Originally published December 2012 and edited 2020  To support remote internal assessment due to COVID-19 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-5-2020-91496-01-6438 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

Internal Assessment Resource

Achievement Standard Media Studies 91496: Demonstrate understanding of a significant development in the media

Resource reference: Media Studies 3.7B-R

Resource title: Riding the Current

Credits: 3

Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment in a remote setting, using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Media Studies 91496. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This activity requires students to present a multimedia seminar that examines a current development in the media.

You can adapt this activity for any significant development in the media. The development does not have to be current.

Depending on the development chosen, you will need to work out exactly how the assessment will be applied to that context, create or finalise any student pages that are needed, and ensure that the assessment schedule aligns with the activity in its final form.

Conditions

This assessment task will take place over 4 weeks of in-class and out-of-class time.

Resource requirements

Students will require access to computers and the Internet to complete their research and prepare their presentation.

Additional information

None.

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| Achievement | Achievement with Merit | Achievement with Excellence |
| Demonstrate understanding of a significant development in the media. | Demonstrate in-depth understanding of a significant development in the media. | Demonstrate perceptive understanding of a significant development in the media. |

Student instructions

Introduction

This assessment activity requires you to examine and present a 10–15 minute multimedia seminar report on a current development in the media, i.e. one that is occurring now, or occurred within the past year.

Teacher note: Students may choose to focus this assessment activity on a development which is not current.

You have 4 weeks of in-class and-out of class time to investigate your topic and prepare your presentation.

Teacher note: Students may wish to deliver their findings in a different format, such as a written report or a podcast. Students should negotiate the mode of their delivery with you to ensure that they select a format that provides the opportunity for them to achieve at any grade level.

**You will be assessed on how well you understand the development and its wider significance and effects on the specific medium, media product type or genre, the media and society.**

Task

Choose a current development

Choose a current significant development in the media (one that is occurring now or in the past year) that interests you. This development needs to be an innovative change or advance affecting one medium or more, for example, television, the Internet, or radio.

Teacher note: You could link this assessment task to another standard such as Media Studies 3.1 Demonstrate understanding of an aspect of a media industry. However, students should not duplicate material.

Discuss your choice of development and media texts/product and information sources with your teacher before proceeding with your research, to ensure that your choices are appropriate.

The development could be:

* a change(s) in ownership of a media company or product
* a new or revised technology used to create, access, or interact with the media
* a new form of media
* challenging or controversial content of a media product
* a new means of deliveringmedia content
* the reception of a media product or content in the media and/or a particular country or society
* a change in or new legislation that affects the media
* a change in an audience of a media product.

Research the development

Use the Internet and other sources to research at least three media texts that provide information that you can refer to in your seminar to support your examination of your chosen development.

Prepare and present your seminar

Plan the content of your seminar.

In your seminar presentation:

* describe the current development in the media
* explain how and/or why the development occurred
* explain the impact of the development on the media or wider society
* draw conclusions about the wider significance of the development for the media and/or society.

Use visuals and/or audio to support your discussion.

Compile a bibliography of sources and include it in your seminar.

Assessment schedule: Media Studies 91496 Riding the Current

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student produces a 10–15 minute multimedia seminar presentation that demonstrates understanding of a significant development in the media.  The student identifies the significant development and provides a reasoned explanation for how and/or why the development has occurred.  The student supports their findings with specific evidence from media texts/products and/or other sources.  For example (extract from student seminar on a development in computer gaming):  The new augmented reality iPhone apps for gaming means that gamers can now play games while interacting with the environment they are in. Whether on the street or in the school playground, players can overlay the game characters or content to create a new dimension that is neither totally real nor imaginary.  [Student presents a PowerPoint slide showing a screen capture]  *The iPhone app AR Basketball has the potential to change the classroom sport of paper tossing forever. Students can now aim their paper at a hoop instead of their teacher’s back.*  *The examples above relate to only part of what is required, and are just indicative.* | The student produces a 10–15 minute multimedia seminar presentation that demonstrates in-depth understanding of a significant development in the media.  The student identifies the significant development and provides a reasoned explanation for how and/or why the development has occurred.  The student analyses the development by explaining its impact. The impact may be social, cultural, political, historical, economic, technological, or ideological.  The student supports their findings with specific evidence from media texts/products and/or other sources.  For example (extract from student seminar on a development in computer gaming):  The new augmented reality iPhone apps for gaming means that gamers can now play games while interacting with the environment they are in. Whether on the street or in the school playground, players can overlay the game characters or content to create a new dimension that is neither totally real nor imaginary.  [Student presents a PowerPoint slide showing a screen capture]  The iPhone app AR Basketball has the potential to change the classroom sport of paper tossing forever. Students can now aim their paper at a hoop instead of their teacher’s back.  Recent developments in smart phone technology allow gamers to interact across social networks. This positively impacts on the mobile community, as friends are able to share interests through social media sites.  *The roll-on effect for game developers is that they are able to embed news about upcoming releases and advances in their software. Social networks are then already connected and able to spread the news faster.*  *The examples above relate to only part of what is required, and are just indicative.* | The student produces a 10–15 minute multimedia seminar presentation that demonstrates perceptive understanding of a significant development in the media.  The student describes the significant development and provides a reasoned explanation for how and/or why the development has occurred.  The student analyses and evaluates the impact of the significant development on the media and/or society. The impact may be social, cultural, political, historical, economic, technological, or ideological.  The student supports their findings with specific evidence from media texts/products and/or other sources.  For example (extract from student seminar on a development in computer gaming):  The new augmented reality iPhone apps for gaming means that gamers can now play games while interacting with the environment they are in. Whether on the street or in the school playground, players can overlay the game characters or content to create a new dimension that is neither totally real nor imaginary.  [Student presents a PowerPoint slide showing a screen capture]  The iPhone app AR Basketball has the potential to change the classroom sport of paper tossing forever. Students can now aim their paper at a hoop instead of their teacher’s back.  Recent developments in smart phone technology allow gamers to interact across social networks. This positively impacts on the mobile community, as friends are able to share interests through social media sites.  The roll-on effect for game developers is that they are able to embed news about upcoming releases and advances in their software. Social networks are then already connected and able to spread the news faster.  With the increase in accessibility, versatility, and power of popular technologies such as phones and television, entertainment companies are acknowledging the importance of transmedia presence for their products.  Blockbuster films such as Star Wars or Spiderman are being created in conjunction with games as media consumers increasingly expect to experience their media texts across a number of platforms.  In future, this will require media producers to consider each media product as part of a “suite” of products rather than a stand-alone form.  Games will require more complex narrative structures to allow consumers to experience the story in other forms.  *The examples above relate to only part of what is required, and are just indicative.* |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.